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Disaffection and agentic engagement [Recurso electrónico] : 'Redesigning' activities to enable authentic self-expression / Alastair Henry, Cecilia Thorsen.

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 471-473.

Demotivation (Dörnyei & Ushioda, 2011) and non-participation (Norton, 2001) characterize negative responses to classroom practice of a generally chronic nature. In this article, focus is directed to negativity that emerges within the context of a particular language developing activity, and which can be understood as a situated response to the activity's demands. In conceptualizing negative responses at the activity level, disaffection – the negative face of engagement – is a construct of central importance. Drawing on data from a large-scale ethnographic project in secondary English classrooms in Sweden, in this exploratory case study disaffection (Skinner, 2016) is examined in the context of two language developing activities. Analyses reveal that disaffection can transform into active engagement, and that when called upon to perform an inauthentic identity, students can 'redesign' activities in ways that enable them to act authentically.

Language teaching research. -- 2020 (July), v. 24, n. 4, p. 456-475

1. Authenticity 2. Disaffection 3. Engagement 4. Identity 5. Identity-work 6. Language developing activities

2

The effectiveness of guided inductive instruction and deductive instruction on semantic radical development in Chinese character processing [Recurso electrónico] / Chun Lai ... [et al.].

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 514-517.

This study compared the effectiveness of deductive instruction and guided inductive instruction for developing semantic radical knowledge of Chinese characters. The evaluation was conducted through a quasi-experimental 3-week intervention involving 46 intermediate learners of Chinese as a foreign language (CFL). The results indicated that guided inductive instruction generated significantly greater gains in learners' use of radical information for radical form-meaning mapping and for Chinese character recognition and inferencing. This study further found that the effectiveness of inductive instruction in strengthening radical form-meaning mapping varied for semantic radicals of different complexity levels. These findings suggest that instructors should apply guided induction in teaching semantic radicals, but also be flexible in varying instruction in response to the complexity of semantic radicals. The findings suggest that the inductive-deductive nature of instruction and the complexity of semantic radicals are important variables to consider in future research on the learning and instruction of Chinese characters.

Language teaching research. -- 2020 (July), v. 24, n. 4, p. 496-518

1. Chinese character acquisition 2. Deductive instruction and guided inductive instruction 3. Teaching Chinese as a second language

3

Evaluating opportunities in Dutch EFL course books for developing pre-vocational learners' oral interactional ability [Recurso electrónico] / Eline SL van Batenburg ... [et al.].

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 450-455.

Course materials play a vital role in the foreign language classroom. Relatively little attention has been paid, however, to analyzing the activities that foster oral interactional ability in course materials for English as a foreign language (EFL). For the purpose of this study, a coding scheme was designed that focuses specifically on the development of interactional ability. This was used to analyse the three most commonly used EFL course books for pre-vocational learners in the Netherlands. The analysis revealed that course books focus more on developing language knowledge than on developing the ability to use this knowledge in interaction, that interactional strategies practice is missing, and that interactional practice is limited to the personal and public context. We conclude that EFL course books lag behind current theories of second language acquisition (SLA) in the practical

application of activities focused on developing interactional ability. Recommendations to strengthen the link between theory and practice are made.

Language teaching research. -- 2020 (July), v. 24, n. 4, p. 434-455

1. Coursebook analysis 2. EFL oral interaction 3. Interactional context 4. Interactional strategies 5. Language knowledge 6. Language use 7. Pre-vocational education

4

Investigating the role of vocabulary size in second language speaking ability [Recurso electrónico] / Takumi Uchihara, Jon Clenton.

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 553-556.

The current study investigates the extent to which receptive vocabulary size test scores can predict second language (L2) speaking ability. Forty-six international students with an advanced level of L2 proficiency completed a receptive vocabulary task (Yes/No test; Meara & Miralpeix, 2017) and a spontaneous speaking task (oral picture narrative). Elicited speech samples were submitted to expert rating based on speakers' vocabulary features as well as lexical sophistication measures. Results indicate that vocabulary size was significantly associated with vocabulary rating. However, learners with large vocabulary sizes did not necessarily produce lexically sophisticated L2 words during speech. A closer examination of the data reveals complexities regarding the relationship between vocabulary knowledge and speaking. Based on these findings, we explore implications for L2 vocabulary assessment in classroom teaching contexts and provide important suggestions for future research on the vocabulary-and-speaking link.

Language teaching research. -- 2020 (July), v. 24, n. 4, p. 540-556

1. L2 speaking 2. L2 vocabulary 3. Receptive vocabulary 4. Vocabulary size

5

The revision and transfer effects of direct and indirect comprehensive corrective feedback on ESL students' writing [Recurso electrónico] /Khaled Karim, Hossein Nassaji.

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 514-517.

This study investigated the short-term and delayed effects of comprehensive written corrective feedback (WCF) on L2 learners' revision accuracy and new pieces of writing (i.e., the transfer effect of feedback). Three types of feedback were compared: direct feedback and two types of indirect feedback that differed in their degree of explicitness (i.e., underlining only and underlining+metalinguistic cues). Fifty-three intermediate level learners of English as a second language (ESL) were divided randomly into four groups: One direct, two indirect, and a control group. Students produced three pieces of writing from different picture prompts and revised them over a three-week period. Each group also produced a new piece of writing two weeks later. The study included seven sessions: Writing 1, revision of Writing 1, Writing 2, revision of Writing 2, Writing 3, revision of Writing 3, and Writing 4 (delayed writing). The results showed that all the three feedback groups significantly outperformed the control group in revision tasks. Some short-term accuracy improvements were also found on new pieces of writing for direct and underlining+metalinguistic feedback, but the effects were largely non-significant.

Language teaching research. -- 2020 (July), v. 24, n. 4, p. 519-539

1. Comprehensive corrective feedback 2. Direct and indirect feedback 3. Focused feedback 4. SLA 5. Unfocused feedback 6. Written corrective feedback

6

When culture is content [Recurso electrónico] : applications for content-based instruction in the world language classroom / Allison J. Spenader, Pamela M. Wesely, Cassandra Glynn.

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 493-494.

Content-based instruction (CBI) is a pedagogical approach used in the second/other language classroom that commits to addressing both language- and content-learning objectives. Scholars have found that, particularly in the planning stages, teachers struggle with achieving that balance (Donato, 2016; Lyster, 2007). This study examines world language (WL) teachers' planning for CBI via these research questions: (1) When experienced teachers from traditional WL classroom contexts design CBI unit plans, what do these plans reveal about the pathways they take towards CBI in a traditional WL settings? (2) What broader challenges and opportunities related to using CBI in the traditional WL context are revealed? The data sources in this qualitative lesson analysis study are 36 unit plans developed as the final project for a graduate-level course on CBI in one US institution. The three investigators examined the content–language dichotomy and the academic content-cultural content dichotomy in each lesson and identified patterns. The findings reveal that teachers often chose content that was more cultural than academic in nature, and they were challenged by several aspects of relating the language and content objectives. Implications for researchers, teacher educators, and teachers present a broader discussion of CBI as a viable curricular option in WL classrooms.

Language teaching research. -- 2020 (July), v. 24, n. 4, p. 476-495

1. CBI 2. Content-based instruction 3. Culture 4. Foreign language 5. Lesson analysis 6. Qualitative 7. Standards 8. Teacher education 9. World language education