

**1****Effects of English-medium instruction on Spanish students' proficiency and lexical diversity in English [Recurso electrónico] / Karina Vidal, Scott Jarvis.**

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

References: p. 584-587.

Within higher education, it is often believed that the adoption of English-medium instruction (EMI) will provide domestic students with the language skills that will enable them to be more competitive in their future professional pursuits. However, research into language learning and EMI at the university level is very scarce. This study examined essays by 195 undergraduate students (99 1st-year and 96 3rd-year learners) at a major university in Spain in order to investigate the effect of three years of instruction through the medium of English on their level of proficiency, essay quality and lexical diversity (as measured by the Oxford Placement test, the CEFR writing scale and three measures of lexical diversity). The results showed a significant improvement in the learners' second language (L2) proficiency and a significant but subtle increase in essay quality ratings but no significant increase in lexical diversity scores. In the same vein as the findings of some of the other studies we discuss, the present findings seem to suggest the need to rethink and re-evaluate the implementation of EMI in contexts like the one examined in this study.

Language teaching research. -- 2020 (September), v. 24, n. 5, p. 568-587

1. English-medium instruction 2. Lexical diversity 3. Proficiency 4. Vocabulary 5. Writing

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**2****English learning motivation of young learners in Danish primary schools [Recurso electrónico] / Katalin Fenyvesi.**

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

References: p. 709-711.

This study has investigated, in a quantitative survey, how the attitudes toward English lessons and the motivation for learning English as a foreign language (EFL) of 276 Danish EFL learners (starting age 7 and 9 years) changed within one year. Second, a subsample of children were interviewed. The study investigated what they liked and disliked about English lessons, and what motivated them to learn English. The results have shown that children's positive attitudes toward their English lessons decreased significantly during the time of the study. More boys than girls described English as their favorite subject, and children enjoyed real-life situations, variation and differentiation in the English lessons. Children were strongly motivated by English being an international language, their reliance on significant others as motivators for FL learning decreased significantly with time, and high achievers, as opposed to low achievers, were motivated by engaging in gaming and watching YouTube videos in English. Pedagogical implications are discussed.

Language teaching research. -- 2020 (September), v. 24, n. 5, p. 690-713

1. L2 attitudes 2. L2 motivation 3. Input-rich language environment 4. Mixed methods research design 5. Young learners of English

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**3****Hand-clapping to the rhythm of newly learned words improves L2 pronunciation [Recurso electrónico] : Evidence from training Chinese adolescents with French words / Yuan Zhang, Florence Baills, Pilar Prieto.**

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

References: p. 684-685.

Though research has shown that rhythmic training is beneficial for phonological speech processing, little empirical work has been carried out to assess whether rhythmic training in the classroom can help to improve pronunciation in a second language. This study tests the potential benefits of hand-clapping to the rhythm of newly learned French words for the acquisition of pronunciation patterns by Chinese adolescents. In a between-

subjects training experiment with a pretest/posttest design, 50 Chinese adolescents either repeated new French words while clapping out their rhythmic structure (clapping condition) or only repeated the words (non-clapping condition). Participants' oral production before and after training was (1) perceptually rated for accentedness by two French native speakers and (2) acoustically analysed for final syllable duration. While the results showed an only near-significant improvement from pretest to posttest in accentedness ratings for the clapping group, a significant improvement was obtained for acoustic durational measures. Individual musical abilities did not interact significantly in either of the two analyses, and working memory interacted significantly only with accentedness. These results show that a short training session in which clapping is used to highlight the prosodic structure of words can help improve pronunciation in a foreign language.

Language teaching research. -- 2020 (September), v. 24, n. 5, p. 666-689

1. Hand-clapping 2. Prosodic structure 3. Rhythm 4. Rhythmic training 5. Second language phonology 6. Second language pronunciation

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#### 4

**Input spacing and the learning of L2 vocabulary in a classroom context [Recurso electrónico] / John Rogers, Anisa Cheung.**

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

References: p. 630-633.

This study examined the optimal learning schedule for second language vocabulary within an authentic classroom setting in Hong Kong. Following a pretest, treatment, delayed posttest design, fifty-two primary school students (Cantonese first language) studied 20 English adjectives over two learning episodes under spaced-short (1-day interval) or spaced-long (8-day interval) learning conditions. The spacing of the vocabulary items was manipulated within-participants, and learning was assessed on a multiple-choice posttest, administered following a four-week delay. In contrast to previous laboratory-based findings, the results here indicated superior learning of the items presented under the spaced-short format, suggesting that lag effects might be attenuated by age, learning context and teaching procedure.

Language teaching research. -- 2020 (September), v. 24, n. 5, p. 616-641

1. Input spacing 2. Lag effects 3. Second language acquisition 4. Vocabulary learning 5. Young learners

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#### 5

**Learner proficiency and EFL learning through task rehearsal and performance [Recurso electrónico] / Bao Trang Thi Nguyen, Jonathan Newton.**

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

References: p. 611-614.

This study examined the impact of learner proficiency on the occurrence and resolution of language-related episodes (LREs) in rehearsal of interactive speaking tasks and on the subsequent use of language items from LREs during performance of the same tasks in front of the class. Forty-eight learners from six intact English as a foreign language (EFL) classes at a Vietnamese high school were divided into three proficiency groups, each consisting of eight dyads. Group 1 was higher proficiency (HH) dyads; Group 2 consisted of mixed proficiency dyads (HL) and Group 3 was lower proficiency (LL) dyads. All the pairs rehearsed and then consecutively performed a problem-solving task and a debate task in two separate classroom lessons. The total data included 48 rehearsals and 48 corresponding performances collected during normal classroom hours. The results show that, overall, LL dyads encountered more language problems (more LREs) in rehearsal than HH dyads and they were less likely to resolve them successfully. However, they were able to use a majority of the correct resolutions in the performance as well as their higher proficiency counterparts. The lower proficiency learners were also found to employ memorizing and local rehearsing strategies to retain ideas and language items as they rehearsed for the upcoming performance. These findings have pedagogical implications for teaching and learning through tasks in EFL contexts and beyond.

Language teaching research. -- 2020 (September), v. 24, n. 5, p. 588-615

1. LRE 2. (Public) performance 3. Proficiency 4. Rehearsal 5. Transfer of knowledge

6

**The role of task sequencing in fluency, accuracy, and complexity [Recurso electrónico] : Investigating the SSARC model of pedagogic task sequencing / Aleksandra Malicka.**

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

References: p. 630-633.

This study set out to test the theoretical premise of the SSARC model of pedagogic task sequencing, which postulates that tasks should be sequenced for learners from cognitively simple to complex. This experiment compared the performance of three tasks differing in cognitive complexity in a simple–complex sequence versus in the absence of any other tasks. There were two groups in the study: (1) participants who performed the three tasks in the simple–complex sequence, and (2) participants who performed either the simple, the complex, or the most complex task. The participants' speech was analysed using fluency, accuracy, and complexity measures. The results indicate that simple–complex sequencing led to a higher speech rate, greater dysfluency, enhanced accuracy, and greater structural complexity, as compared to individual task performance. The results are discussed in terms of the SSARC model and pedagogical implications of the findings are presented.

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1. Oral production 2. SSARC model 3. Task-based language teaching 4. Task design 5. Task sequencing

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**Spoken grammar practice in CALL [Recurso electrónico] : The effect of corrective feedback and education level in adult L2 learning / Bart WF Penning de Vries ... [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. 732-735.

Although most second language learning studies involve high-educated participants, addressing low-educated participants seems important as research suggests that education background impacts second language (L2) learning efficiency. A controversial point in the L2 learning literature is the role of corrective feedback (CF). Research on CF in relation to individual differences, including education background, requires controlled experimental environments. This article presents a study in such a controlled environment: a computer assisted language learning (CALL) system with logging capabilities and automatic speech processing to provide CF on spoken grammar practice. In the experiment, 68 Dutch L2 learners were randomly assigned to either an automatic grammaticality CF condition or a NOCF (no corrective feedback) condition. We analysed learning outcome, evaluative measures, and practice behaviour logged by the CALL system. Practice behaviour differed with education background, which in turn related to learning outcome. Learners with high and medium education levels benefitted from speaking practice in both conditions, while low-educated learners did not benefit from practice, in neither condition. For medium and high educated learners there was a trend for CF to increase practice effectiveness. Education level therefore is an important individual difference in L2 learning research that influences the effectiveness of CF.

Language teaching research. -- 2020 (September), v. 24, n. 5, p. 714-735

1. Automatic speech recognition 2. CALL 3. Corrective feedback 4. Education 5. Individual differences 6. Second language acquisition

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