

1**Because words matter [Recurso electrónico] : Investigating vocabulary development across contexts and modalities / Victoria Zaytseva, Imma Miralpeix, Carmen Pérez-Vidal.**

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

References: p. 180-183.

The present study investigates the effects of two subsequent learning contexts, formal instruction (FI) at home and a 3-month stay abroad (SA), on vocabulary acquisition in English as a foreign language (EFL) writing and speaking. Data were collected from 30 Catalan/Spanish learners of English before and after each learning period using a written composition and an oral interview. These samples were examined in terms of quantitative measures of lexical proficiency in the domains of diversity, sophistication, density and accuracy. Native-speaker baseline data were also obtained through the same tasks for comparison purposes. Results reveal that SA is particularly beneficial for written productive vocabulary, and less so for oral, and that progress occurs especially in lexical diversity. FI, however, shows a modest effect on the improvement of oral productive vocabulary and affects namely lexical sophistication.

Language teaching research. -- 2021 (March), v. 25, n. 2, p. 162-184

1. ESL 2. Lexical proficiency 3. Oral-written connection 4. Production modality 5. Speaking 6. Study abroad 7. Vocabulary acquisition 8. Writing

2**The effect of feedback timing on L2 Spanish vocabulary acquisition in synchronous computer-mediated communication [Recurso electrónico] / Carly Henderson.**

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

References: p. 202-206.

The benefits of corrective feedback (CF) for second language (L2) learning are empirically attested, and multiple factors mediating CF effectiveness have been investigated. However, the timing of oral CF has received less attention given most research examines corrections provided immediately after an error. Delayed CF also warrants investigation; it occurs naturally in L2 classrooms and may be an appealing alternative in online learning contexts. Existing CF timing research shows either no significant differences between immediate and delayed CF, or advantages for immediate CF. To elucidate mixed findings, more CF timing studies are needed, especially those considering the effects of factors such as CF type, linguistic target and communication mode. Regarding communication mode, the effect of CF timing on errors made during text-based synchronous computer-mediated communication (SCMC), for instance, has received less attention. Examining text-based SCMC is important given its empirically attested benefits for L2 learning, and in some cases its advantage over face-to-face interaction for fostering CF effectiveness. Investigating the role of CF timing on errors made in text-based SCMC will contribute to efforts to maximize CF effectiveness in online learning environments, which are becoming increasingly common. In this study, 30 third-year learners of Spanish as a foreign language completed a one-way information-gap task with an interlocutor using Skype text-chat. On vocabulary errors, learners received either immediate or delayed error repetition plus recast, or no CF. Results revealed both CF groups significantly outperformed the comparison group on an oral picture description task, with no significant differences between immediate and delayed CF. Results may be due to the salience of the CF modality, type, and target.

Language teaching research. -- 2021 (March), v. 25, n. 2, p. 185-208

1. Corrective feedback (CF) timing 2. Recast 3. Repetition 4. Spanish vocabulary learning 5. Text-based synchronous computer-mediated communication (SCMC) 6. Text-chat

3**The effects of written corrective feedback on the accuracy of L2 writing [Recurso electrónico] : Comparing collaborative and individual revision behavior / YouJin Kim, Lena Emeliyanova.**

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

References: p. 252-254.

Although the effects of different types of written corrective feedback (WCF) have been examined in great detail, learners' revision behavior in response to WCF has not been systematically investigated. The current study compared students' classroom revision behaviors when they worked in pairs and when they worked individually. It further compared the effects of students' collaborative and individual revision of teachers' indirect WCF on accuracy development in their subsequent writing. A total of 36 learners of English as a second language (ESL) completed four timed essays over an 8-week academic session. The instructor provided indirect WCF on students' essays, and the students revised their writing either individually (the self-correction group) or in pairs (the pair-correction group). The students' revision behavior was analysed in terms of the correctness of revised errors. The accuracy of their writing was analysed in terms of the number of error-free T-units and the total number of errors for each 100 words. The findings indicated that the pair-correction group corrected their errors at a higher rate of accuracy than the self-correction group. Both groups showed significant improvement in the accuracy of their writing after receiving feedback during the 8-week session; however, no difference in improvement was found between the self-correction and the pair-correction groups.

Language teaching research. -- 2021 (March), v. 25, n. 2, p. 234-255 1. Accuracy development 2. Classroom-based research 3. Learner collaboration 4. Written corrective feedback 5. Second language writing

4

Operationalizing L2 motivational self system [Recurso electrónico]: Improving EFL learners' motivation through a vision enhancement program / Saeed Safdari.

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

References: p. 299-302.

L2 motivational self system (L2MSS) has offered novel pathways for motivating language learners by introducing the concepts of possible selves, vision and imagery. The aim of the study was to examine the effectiveness of a vision-based motivational intervention program in improving motivational attributes of Iranian learners of English as a foreign language (EFL). A total of 51 male and female adult Iranian EFL learners formed the experimental and control groups. The experimental groups received the treatment during an academic semester. The intervention consisted of six steps and included various tasks and activities to improve the students' vision and imagination. A Likert scale self-report questionnaire was administered before and after the intervention. Marginal qualitative data was also collected for a more in-depth analysis of the results. The results of ANCOVAs alongside the qualitative analysis demonstrated that the vision-based intervention was greatly effective in enhancing second language (L2) learners' vision and motivation. The participants' ideal L2 self, attitude toward L2 learning, imagery capacity and intended effort improved, while their ought-to L2 self remained unchanged. The outcomes suggest that it is possible to conduct vision-based interventions that contribute to improving L2 learners' future self-guides and motivation. Finally, the relevant pedagogical implications are discussed.

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1. Future self-guides 2. Imagery 3. L2 motivational self system 4. Motivation 5. Vision

5

Rise to the occasion [Recurso electrónico] : The trajectory of a novice Japanese teacher's first online teaching through action research /Eriko Sato, Julian ChengChiang Chen.

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

References: p. 327-329.

Foreign language teaching in distance education is administratively and pedagogically challenging; research on the perspectives of novice practitioners' online teaching is also relatively scarce. This study explores how a novice Japanese teacher navigated and negotiated her professional development in a two-way virtual practitionership during her first online teaching. Data were collected from ongoing dialogue journals between the novice and her mentor followed by a semi-structured interview. Qualitative results indicate that pedagogically-sound and personalized digital tools can not only reduce the psychological distance between the teachers and students, but facilitate online teaching and learning via a performance-driven, standard-based curriculum. Informed by Action Research, the study reveals how both practitioners de/reconstructed their teacher identities and achieved professional empowerment through robust supervision and reciprocal teacher evaluation in a virtual environment. It further demonstrates the extent to which this evidence-driven and research-oriented approach can better

address the genuine concerns of a foreign language program in distance education. Specifically, this context-responsive study indicates the improvement of online course delivery, teacher training and program sustainability in its own right.

Language teaching research. -- 2021 (March), v. 25, n. 2, p. 306-329

1. Action research 2. Distance education 3. Foreign language teaching 4. Japanese teaching 5. Multimodal digital tool 6. Novice teacher 7. Pedagogy 8. Professional development 9. Standard-based curriculum 10. Virtual mentoring

6

The role of recasts and negotiated prompts in an FL learning context in China with non-English major university students [Recurso electrónico] / Huifang (Lydia) Li, Noriko Iwashita.

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

References: p. 230-233.

This quasi-experimental classroom study examines the effects of recasts and negotiated prompts on oral interactions in a foreign language (FL) context where the instructional approach primarily focuses on grammar and accuracy. Ninety adult native speakers of Mandarin Chinese from two intact classes were randomly assigned to one of two experimental groups (recast or negotiated prompt) or a control group, and were asked to complete pre-/post-tests on their use of question and past tense forms in English. Between the pre-test and the post-tests, the learners of the two experimental groups had three treatment lessons for feedback outside their usual English classes, the interaction data of which are reported. ANOVA analyses revealed that recasts were highly effective for accuracy development of wh-questions, interrogative questions and irregular past tense verbs. Negotiated prompts showed moderate effectiveness at most times for accuracy development of interrogative questions and both irregular and regular past tense verbs. These findings provide further insights into the role of corrective feedback (CF) in L2 development.

Language teaching research. -- 2021 (March), v. 25, n. 2, p. 209-233

1. Corrective feedback 2. Recasts 3. Negotiated prompts 4. Questions 5. Past tense 6. Second language acquisition

7

Understanding knowledge, participation and learning in L2 collaborative writing [Recurso electrónico] : A metacognitive theory perspective / Wenting Chen, Susanna Hapgood.

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

References: p. 277-279.

Although research about group interactions during second or foreign language (L2 or EFL) collaborative writing has proliferated in the last few decades, little is known about the role of psychological factors, like learners' knowledge about collaborative writing, in affecting students' patterns of interaction and learning in collaborative writing. Informed by metacognitive theory, this study used a mixed-method approach to investigate whether and how L2 students' knowledge about collaborative writing affected their participation (patterns of interaction) and learning (language opportunities) during the collaborative writing process. Two parallel classes (one with explicit collaborative writing knowledge taught; one without) were compared and multiple sources of data (interviews, reflective journals, pair talk) were analysed for patterns of interaction, quality and quantity of language-related episodes (LREs). The statistical analyses of the data indicated that the participants who were provided more exposure to knowledge about collaborative writing tended to exhibit more collaborative patterns of interaction and produce more LREs. Qualitative analyses revealed that knowledge about collaborative writing affected participation and learning during three distinct stages: planning, writing, and revising. This study fills a gap in collaborative writing research to include a metacognitive theory perspective and sheds new light on L2 collaborative writing pedagogy.

Language teaching research. -- 2021 (March), v. 25, n. 2, p. 256-281

1. Collaborative writing 2. knowledge 3. L2 writing 4. LREs 5. Patterns of interaction