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Oral corrective feedback in second language classrooms [Texto impreso] / Roy Lyster, Kazuya Saito, Masatoshi Sato

Este artículo se encuentra disponible en su edición impresa. Los datos para su localización están accesibles a través del enlace al título de la publicación.

References: p. 31-40

This article reviews research on oral corrective feedback (CF) in second language (L2) classrooms. Various types of oral CF are first identified, and the results of research revealing CF frequency across instructional contexts are presented. Research on CF preferences is then reviewed, revealing a tendency for learners to prefer receiving CF more than teachers feel they should provide it. Next, theoretical perspectives in support of CF are presented and some contentious issues addressed related to the role of learner uptake, the role of instruction, and the overall purpose of CF: to initiate the acquisition of new knowledge or to consolidate already acquired knowledge. A brief review of laboratory studies assessing the effects of recasts is then presented before we focus on classroom studies assessing the effects of different types of CF. Many variables mediate CF effectiveness: of these, we discuss linguistic targets and learners' age in terms of both previous and prospective research. Finally, CF provided by learners and the potential benefits of strategy training for strengthening the role of CF during peer interaction are highlighted.

Language teaching. -- 2013, v.46, n.1, January, p. 1-40

2

Review of doctoral research on second language teaching and learning in Spain, 2008-2010 [Texto impreso] / Raquel Serrano, and Inma Miralpeix

Este artículo se encuentra disponible en su edición impresa. Los datos para su localización están accesibles a través del enlace al título de la publicación.

References: p. 106-107 : 28 refs.

This paper reviews a selection of doctoral theses on language learning and teaching completed in Spain between 2008 and 2010. A total of 16 theses have been identified as representative – in terms of the topics under investigation and the methodology employed – of the doctoral research undertaken in Spain. Current topics include the development of speaking skills, motivation, learner autonomy, pragmatics, learning context, Content and Language Integrated Learning (CLIL), language learning by immigrant populations and, especially, classroom teaching. A variety of research methods were employed in the theses under review, and while most of them focus on adult learners, some also consider children. The interest of researchers in these topics is consistent with the challenges faced by language teachers in Spain, as well as with the new realities of teaching in this country, with its recently-arrived immigrant population, the expansion of CLIL programmes and the use of new technologies.

Language teaching. -- 2013, v.46, n.1, January, p. 87-107

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The influence of bilingualism on third language acquisition [Texto impreso] : focus on multilingualism / Jasone Cenoz

Este artículo se encuentra disponible en su edición impresa. Los datos para su localización están accesibles a través del enlace al título de la publicación.

References: p. 83-86

This paper focuses on the advantages that bilinguals have over monolinguals when acquiring an additional language. Bilinguals are more experienced language learners and have potentially developed learning strategies to a larger extent than monolinguals. They also have a larger linguistic and intercultural repertoire at their disposal. In this paper the methodology and results of studies on the influence of bilingualism on third language acquisition (TLA) will be reviewed and their contribution to the study of multilingualism discussed. A new perspective, focus on multilingualism, is presented as a more appropriate way to analyse the effect of bilingualism on TLA. This perspective is holistic and focuses on multilingual speakers and their linguistic repertoires, including the interaction between their languages.

Language teaching. -- 2013, v.46, n.1, january, p. 71-86

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Writing in the university [Texto impreso] : education, knowledge and reputation / Ken Hyland

Este artículo se encuentra disponible en su edición impresa. Los datos para su localización están accesibles a través del enlace al título de la publicación.

References: p. 69-70 : 36 refs.

This paper challenges the widespread view that writing is somehow peripheral to the more serious aspects of university life – doing research and teaching students. It argues that universities are about writing and that specialist forms of academic literacy are at the heart of everything we do: central to constructing knowledge, educating students and negotiating a professional academic career. Seeing literacy as embedded in the beliefs and practices of individual disciplines, instead of a generic skill that students have failed to develop at school, helps explain the difficulties both students and academics have in controlling the conventions of disciplinary discourses. Ultimately, and in an important sense, we are what we write, and we need to understand the distinctive ways our disciplines have of addressing colleagues and presenting arguments, as it is through language that academics and students conceptualise their subjects and argue their claims persuasively.

Language teaching. -- 2013, v.46, n.1, january, p. 53-70
