

1**Cooperative learning tasks in a Grade 6 intensive ESL class [Texto impreso] : role of scaffolding / Nathalie Gagné, Susan Parks**

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

References: p. 203-205 : 49 refs.

Although a number of studies have investigated classroom-based peer interaction with adults and high school students, research pertaining to children in the elementary grades is scant. Drawing on sociocultural theory, the present study investigated how children in an intensive elementary level Grade 6 class for English as a second language (ESL) scaffolded each other while carrying out cooperative learning tasks. Interactions for two teams were analysed. As in the case of older learners, children were shown to be capable of engaging in linguistically oriented scaffolding. Although a variety of scaffolding strategies were in evidence, the two most frequently used pertained to request for assistance and other-correction. As in the Foster and Ohta (2005) study, the present analysis suggests that the strategies typically associated with negotiation of meaning within an interactionist perspective were rarely used. To explain how the children were orienting to the tasks, the importance of the classroom culture and the structure of the cooperative learning tasks were evoked.

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1. Children 2. Classroom-based research 3. Cooperative learning 4. Intensive ESL 5. Peer interaction 6. Scaffolding 7. Task orientation

2**Incidental vocabulary learning in classroom communication tasks [Texto impreso] / Jonathan Newton**

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

References: p. 185-187 : 48 refs.

This study investigated the ways in which two groups of four adult learners of English as a second language (ESL) responded to unfamiliar words they encountered in four communication tasks and the effect that different levels of engagement with these words (including negotiation of form and meaning) had on subsequent recall of word meaning. Of the four tasks, two were information gap tasks and two were opinion gap tasks. The results showed a strong task type effect on both the amount and type of negotiation, with more negotiation of the form of words (including spelling and pronunciation) in the information gap tasks and, conversely, more negotiation of meaning in the opinion gap tasks. Through the negotiation process, the learners in the study provided accurate information to each other on word meaning. However, only a small proportion of the total number of unfamiliar words in the tasks were actually negotiated for meaning. The prediction that negotiated words would be more likely to be learnt was confirmed, although the learners also showed improved recall of many words that had not been negotiated. Averaged across learners and tasks, the post-test gains approximated to four instances of word learning per 30 minutes of task work, a gain measured three days after the words were met in the tasks. Seen as a proportion of unfamiliar words in the pre-test these are gains of around one in every three unfamiliar words met in the tasks. The finding that much of the improved recall of word meaning was for words that had not been negotiated indicates that the role of negotiation in learning through communication tasks needs to be viewed from a wider perspective.

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1. Incidental vocabulary learning 2. Negotiation 3. Task-based interaction 4. Review study

3

Orienting EFL teachers [Texto impreso] : pinciples arising from an evaluation of an induction program in a Japanese university / Ben Fenton-Smith, Michael John Torpey

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

References: p. 249-250 : 31 refs.

Despite the ubiquity of teachers of English as a foreign language (EFL) globally and the weight of evidence about the importance of training for new expatriate staff in international settings, the process of orienting EFL instructors to new workplaces and unfamiliar cultural surroundings has yet to be researched. This article presents the results of a program evaluation of a two-week induction for 22 new English teachers at a private foreign languages university in Japan. The views of a range of stakeholders were obtained (beginning teachers, experienced teachers and management), as were perspectives at different points in time (before and after induction, one semester later, one or more years later). The evaluation resulted in a clear picture of the strengths and weaknesses of the orientation program, which in turn led to the implementation of a range of measures to improve current practice. The findings also gave rise to the proposal of a framework outlining the major areas that all EFL orientations need to consider.

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1. EFL 2. Induction 3. Language program management 4. Orientation 5. Professional development 6. Program evaluation 7. Teacher education 8. Teacher training

4

The interplay of possible language teacher selves in professional development choices [Texto impreso] / Philip Hiver

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

References: p. 222-226 : 98 refs.

Empirical research on possible selves proliferates in the literature on psychology, yet it is only in the latter half of the 2000s that possible selves were exploited in applied linguistics fields. Kubanyiova's (2007, 2009) recent mixed-methods study introduced the concept of 'possible language teacher selves' as a construct through which to explore language teacher development. Aiming to add to empirical findings in the area, this qualitative study was conducted to investigate the roles that possible language teacher selves play in the teacher development choices of seven in-service Korean English teachers. Findings highlighted clearly constructed actual and possible language teachers selves. Lack of language self-efficacy was found to be near synonymous to lack of teaching self-efficacy for these participants, and the negative affect surrounding this lack of language self-efficacy emerged as the primary drive to engage in teacher development in this context. Two key motivational patterns of the participants' possible language teacher selves emerged: teachers were either guided by a central need to repair perceived inadequacies of the self, or to enhance the self. A third motive, adhering to normative obligations, was found to be the least significant in driving choices for teacher development.

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1. Language self-efficacy 2. Possible selves/possible language teacher selves 3. Teacher development 4. Teacher self-efficacy

5

The use of literacy bags promotes parental involvement in Chinese children's literacy learning in the English language [Texto impreso]/ SuHua Huang

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References: p. 263-266 : 67 refs.

This study employed an ethnographic methodology to explore the use of 'literacy bags' (LBs) to promote parental involvement in Chinese children's literacy learning in the English language. It was conducted with a first-grade class consisting of 18 students and their parents in Taiwan. Data resources were obtained from teaching questionnaires, classroom observation, home visits, and parental interviews. Each LB contained an English language children's picture book and CD or audiotape, along with some extension activities. Students took an LB home every Friday and parents spent time reading and doing the activities with their children. The results of this study highlighted the way in which LBs encouraged, supported, and enriched book reading and literacy learning in families. This study also demonstrated that parents expanded their understanding of how a child develops a new language, and they were able to apply effective literacy strategies to engage and discuss books with their children. Reading activities promoted social interactions between parents and children, parents and teachers, and peer interactions. The project also influenced parental attitudes and perceptions of their children's English literacy development, viewing themselves as teachers of their own children. In addition, this study expanded the scope of the findings of Western scholars to include understandings of the cultures, languages, and families of East Asia.

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1. Chinese students 2. Literacy bags 3. Parental involvement

6

Using conference submission data to uncover broad trends in language teaching [Texto impreso] : a case study of one conference over 30 years / Paul Stapleton

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References: p. 162-163 : 26 refs.

Submissions to conferences can provide rich material for analysing characteristics and trends within a conference's history and that of similar conferences, as well as the associated field at large. The present study uses data gathered over 30 years from a language teachers' conference in Japan (JALT National) to expound upon patterns related to (1) strands and themes, (2) methodological and topical trends over time, (3) influential researchers, and (4) how JALT compares to other major language teaching conferences. The findings emerged from frequency counts, keyword searches and a detailed analysis of JALT's digital archive, which focused on presenters' abstract titles and abstracts consisting of a one-million-plus-word corpus. Beyond the content analysis of the conference under study, the use of the review study as a method for a broader understanding of how conferences both reflect and impact the field is discussed.

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1. Conference data 2. JALT National conference 3. Meta-analysis 4. Review study 5. Second language teaching 6. Trends in language teaching