Inkluderede studier I forskningsoversigten: Fremmedsprogsundervisning i grundskolen

	Reference	Abstract
1	Albert, A. & Kormos, J. (2011): Creativity and Narrative Task Performance: An Exploratory Study, *Language Learning, 61 (Jun), 73-99*	Methods of communicative and task-based language teaching often employ tasks that require students to use their imagination and to generate new ideas. These tasks might provide creative learners with more chance to practice and to produce more comprehensible output, which could lead to greater success in second language acquisition (SLA) (Swain, 1985). Therefore, creativity, which involves imagination, unconventionality, risk-taking, flexibility, and creating new classifications and systematizations of knowledge (Sternberg, 1985a), might be a potential factor that affects language learning outcomes. Despite its potential relevance, creativity has been a neglected individual difference variable in the field of SLA. Our study is the first attempt to examine the role of creativity in second-language oral task performance. Participants in the study were Hungarian secondary school learners of English whose creativity was measured with a standardized creativity test and who performed two versions of a narrative task. We examined the relationships among three aspects of creativity-originality, flexibility, and creative fluency-and different measures of task performance, which included the number of words and narrative clauses, subordination ratio, lexical variety, and accuracy. The findings suggest that creativity is best hypothesized as a multifaceted trait, as students scoring high on various components of creativity seemed to complete the same task in different ways. Students who invented a high number of solutions on a creativity test were found to engage in more talk; thus, in a foreign language setting, they might create more opportunities for themselves to use the language. The learners characterized by a higher level of originality tended to speak less and created more complex stories in terms of the narrative structure, but at the same time, they might deprive themselves of the beneficial effects of more output. No

		significant relationship among creativity and accuracy, complexity, and lexical variety was found. The magnitude of the correlations, however, indicates that creativity affects participants' output in narrative tasks only moderately. The results of the study reveal that in addition to investigating the effects of individual variables on global measures of foreign language performance, it is also possible to study their influence on specific tasks. Based on our study, we conclude that different aspects of creativity might have an effect on the amount of output students produce but not on the quality of narrative performance. Nevertheless, further research involving more participants and using different types of tasks would be necessary to be able to generalize these findings to other contexts. Adapted from the source document
2	Alghamdi, R. (2014): EFL Learners' Verbal Interaction during Cooperative Learning and Traditional Learning (Small Group), *Journal of Language Teaching and Research, 5 (1), 21-27*	[...]while some researchers have identified the factors that mediate and moderate learning in small cooperative groups, this has not been done before in the context of learning English as a foreign language. Both the control classes and the experimental classes were videotaped for three English lessons. Because students undertook English lessons in a cooperative learning environment throughout the research, the analysis of video clips should have done using the group members rather than each student alone. [...]the results showed that the students in the experimental groups communicate and interact more with each other than their classmates in the control groups. [...]the students in the experimental conditions rather than their classmates in the control conditions demonstrated a good understanding of the need to interact with each other, ask for clarification, respect others' opinions, discuss ideas, and share information as they learned together on different problem-solving tasks (Gillies, 2004).Cohen (1994) pointed out that when the learners in a group have to deal with a problem with no definitive answer, productivity will depend on the frequency of task-related interactions.

3	Amir, A. (2013): Self-Policing in the English as a Foreign Language Classroom, *Novitas-ROYAL (Research on Youth and Language), 7 (2), 84-105*	The present study explores how classroom participants invoke a monolingual target-language policy in an English as a foreign language (EFL) classroom, specifically focusing on one method of doing language policy through self-initiated language policing sequences, which I have called "self-policing." Language policing refers to the mechanism deployed by the teacher and/or the pupils to (re-)establish the normatively prescribed medium of classroom interaction (Amir & Musk, 2013; cf. Bonacina & Gafaranga, 2011). The data comes from sequential analyses of 20 hours of video recordings in grades 8 & 9 of an international compulsory school in Sweden between the years 2007-2010. Drawing on Auer (1984) and Gafaranga's (1999) organisational code-switching framework, this study sheds light on how teachers and pupils self-initiate a switch to English in their interactions. As will be demonstrated, both teachers and pupils, while orienting to the English-only norm, use a three-step sequence for language policing.
4	Amir, A. & Musk, N. (2013): Language Policing: Micro-Level Language Policy-in-Process in the Foreign Language Classroom, *Classroom Discourse, 4 (2), 151-167*	This article examines what we call "micro-level language policy-in-process"--that is, how a target--language-only policy emerges "in situ" in the foreign language classroom. More precisely, we investigate the role of "language policing", the mechanism deployed by the teacher and/or pupils to (re-)establish the normatively prescribed target language as the "medium of classroom interaction" in the English as a foreign language classroom of an international school in Sweden. Using ethnomethodological conversation analysis, we have identified a regular three-step sequence for language policing: (1) a (perceived) breach of the target-language-only rule, (2) an act of language policing and (3) an orientation to the target-language-only rule, usually in the guise of medium switching to the target language. Focusing primarily on teacher-to-pupil policing, where the teacher polices pupils' (perceived) use of their L1 (Swedish), we identify three different categories of teacher-policing. These categories are based on particular configurations of features deployed in the three steps, such as initiator techniques (e.g. reminders, prompts,

		warnings and sanctions) and pupils' responses to being policed (e.g. compliance or contestation).
5	aus der Wieschen, M.V. (2018): Category-bound rights and obligations of young EFL learners in Denmark, *Hacettepe University Journal of Education, 33 (Special Issue), 156-178*	This study investigates if and how primary school teachers of English as a foreign language (EFL) to young learners in Denmark interact in everyday classroom interaction with students who - according to a receptive vocabulary test - differ vastly in their English skills. Using Conversation Analysis, the study looks at how students present themselves in terms of claimed and demonstrated proficiency, epistemic displays, and willingness to participate, and at teachers' methods to engage in interactions with these children, for example when they select them as next speakers. The analysis focuses on how the categories "strong" and "weak student" are co-constructed by both the teacher, the student in question, and their classmates. It seems that membership in one of these groups is written in stone, as students are not given many opportunities to be reassessed, even though continuous assessment is a prerequisite for successful differentiation. The analysis of EFL teachers' practices of doing differentiation in teaching-in-interaction of Young Learners of EFL in Denmark contributes to our understanding of differentiation in language classrooms.
6	aus der Wieschen., M.V. & Sert, O. (2018): Divergent language choices and maintenance of intersubjectivity: the case of Danish EFL young learners, *International Journal of Bilingual Education and Bilingualism, 1-17*	The role of students' first language(s) in foreign language classrooms has been hotly debated in the last decades. Although this line of research has advanced our understanding of language choice in the L2 classroom, it has mostly dealt with adolescent and adult learners. From a contextual perspective, then, more micro-analytic research that focuses on language choice at the primary school level is needed. Against this background, this paper presents a case study of a Danish third-grade English as a foreign language classroom, in which a pattern of divergent language choices has been observed: the teacher consistently uses English, whereas the learners almost exclusively speak Danish, which might entail trouble in maintaining intersubjectivity and a joint pedagogical focus. Using Conversation Analysis methodology, we found two sequential formats that help ensure student understanding and thus

		maintain intersubjectivity: (1) learner translations and reformulations for peer support in expansion sequences, and (2) expansions initiated by students requesting information or clarification that display partial or no understanding. We argue that the sense making practices co-constructed in this classroom context are possible because the teacher encourages shared multilingual meaning-making practices. This research has implications for teaching EFL to young learners, and classroom language policies.
7	Báez, D., Leidy, T., Chacón, V. & Leidy, M. (2013): Student-Teachers' Teaching Techniques: Actors in Pupils' Extrinsic Motivation as They Speak (Técnicas de enseñanza de los docentes practicantes: actores en la motivación extrínseca de los estudiantes a la hora de hablar), *PROFILE: Issues in Teachers' Professional Development, 15 (2), 69-84*	This article describes a research project we carried out in order to study the role of student-teachers' teaching techniques as regards their pupils' extrinsic motivation as they partake in communicative speaking activities at a public school in Tunja, Colombia. Data were gathered by means of field notes, focus groups and student-teachers' documents. Findings revealed that student-teachers assume different roles regarding their teaching techniques depending on the stage of the class (presentation, practice, and production). The techniques, at the same time, constitute the nature of these roles. Explorers, keepers, and producers were the main roles that participants assumed when they involved their students in communicative speaking activities.
8	Boyd Maureen, P. (2015): Relations between Teacher Questioning and Student Talk in One Elementary ELL Classroom, *Journal of Literacy Research, 47 (3), 370-404*	The purpose of this article is to raise awareness of how the varied form and responsive and response-able use of teacher questions can invite and direct not only more student talk in classrooms but elicit specific and varied features of student talk that enhance comprehension building and provide evidence of student engagement and high-level thinking. I examine one teacher's questioning patterns and their relationship with types of student talk and learning in an elementary English language learning (ELL) classroom. I focus on two lessons, purposefully selected for differing student talk outcomes. I present a comparative look at descriptive statistics detailing teacher questioning patterning (in terms of typology, contingency, convergence-divergence, textual, extra-textual). I then illustrate how patterns of teacher questioning influence student talk and learning across these two lessons through

		close discourse analysis of representative classroom talk excerpts. I show how this teacher's questions are varied in form but consistently contingent on and responsive to students' talk contributions, even though in one lesson students struggle to make sense of surface meaning in the focal text and in the other lesson, students easily relate to the focal text. This teacher's willingness to listen, and wield questioning to follow and selectively support student ideas, purposes, and lines of reasoning, supports dialogic talk for thinking and learning. Student talk for thinking and learning is present, but looks different, in both lessons.
9	Cadierno, T. & Eskildsen, S. (2018): The younger, the better?: A usage-based approach to learning and teaching of English in Danish primary schools, *European Journal of Applied Linguistics, 6 (1), 171-182*	This project investigates early learning and teaching of English in Danish primary schools. Encouraged by recent calls for research to apply a complex multifactor research design to investigate early foreign language (FL) learning (Edelenbos & Kubanek 2009; Lindgren & Muñoz 2013), the project investigates the impact of starting age of learning, i.e., the age factor, and a range of contextual factors (the quantity and quality of exposure to English inside and outside the classroom) and socio-affective factors (children's motivation and attitudes towards learning, and parents' education, (perceived) proficiency in the FL, their attitudes towards language learning, and their use of the foreign language professionally) in children's rate of L2 learning and short-term English language proficiency.
10	Cancino, M. (2017): Shaping learner contributions in the EFL language classroom: a conversation analytic perspective, *Lenguas Modernas, (49), 53-75*	The present study sought to demonstrate the importance that the shaping of learner contributions has in the provision of opportunities for participation and learning in the EFL classroom. A particular set of interactional features that can shape learners' utterances were examined: scaffolding, requests for clarification and confirmation checks. These features have been found to promote language participation and learning from a classroom discourse perspective (Walsh, 2002; Walsh and Li, 2013; Can Daşkın, 2014). The study was also informed by the sociocultural concept of learning as a social affair that is achieved through participation (Lantolf, 2000; Donato, 2000; Mondada & Pekarek,

		2004). A Conversation Analysis (CA) methodology was used to analyse two extracts collected in EFL classrooms at a language institute in Santiago, Chile. Findings suggested that when teachers shape their learners' contributions by means of scaffolding, clarification requests and confirmation checks in a pedagogical environment that promotes conversation, participation and learning will likely be enhanced.Alternate abstract:El presente estudio intentó demostrar la importancia que la forma de las contribuciones lingüísticas tiene en la provisión de oportunidades de participación y en el aprendizaje en el aula. Se examinó un conjunto particular de características interaccionales que pueden dar forma a los enunciados de los alumnos: andamiaje lingüístico, solicitudes de aclaración y comprobaciones de confirmación. Se ha demostrado que estos rasgos interaccionales promueven la participación y el aprendizaje desde una perspectiva de discurso en el aula (Walsh, 2002; Walsh y Li, 2013; Can Daşkın, 2014). El estudio utilizó el concepto sociocultural del aprendizaje como un logro social conseguido a través de la participación (Lantolf, 2000; Donato, 2000; Mondada & Pekarek, 2004). Se utilizó una metodología de Análisis de Conversación (CA) para examinar dos extractos recogidos en aulas de inglés como lengua extranjera en un instituto de idiomas en Santiago de Chile. El análisis sugirió que si los profesores forman las contribuciones de sus alumnos adecuadamente y en un ambiente pedagógico que busque desarrollar fluidez, la participación y el aprendizaje serán facilitados.
11	Carrero, P., & Nubia, P. (2016): Effects of Tasks on Spoken Interaction and Motivation in English Language Learners, *GIST Education and Learning Research Journal(13), 34-55*	Task based learning (TBL) or Task based learning and teaching (TBLT) is a communicative approach widely applied in settings where English has been taught as a foreign language (EFL). It has been documented as greatly useful to improve learners' communication skills. This research intended to find the effect of tasks on students' spoken interaction in English and motivation towards speaking English in the classroom. Thirty-five adolescent tenth grade students from a public school in Bogota, Colombia,

		participated in the study. They reported positive influence of tasks in their English oral interaction improvement as well as on their motivation towards speaking English in the classroom.
12	Cong-Lem, N. (2018): Web-Based Language Learning (WBLL) for Enhancing L2 Speaking Performance: A Review, *Advances in Language and Literary Studies, 9 (4), 143-152*	The advent of Web 2.0 technology has afforded language educators more useful technology for English as a foreign language (EFL) teaching. This article reviewed 31 empirical studies investigating the employment of web-based technology to enhance EFL learners' speaking performance. The findings indicated that overall, web-based language learning (WBLL) could be classified into five major groups: general websites providing linguistic inputs, blogging platforms, communication tools, project-based learning tools and learning management systems. While the available linguistic input online, e.g. web articles and videos, helped to enhance learners' linguistic and background knowledge, other communication/chat tools facilitated peer interactions and collaborative learning. Audio- and video-based blogging provided convenient platforms for learners to practice their speaking through sharing their personal experiences. Moreover, Web 2.0 technology as a learning management system helped to create a ubiquitous learning environment, where L2 learners could engage in the language learning process without time and space constraints. WBLL was also found to reduce L2 learners' learning anxiety while making them become more active, motivated language learners. In addition, the role of language instructor in web-based technology implementation was also found to be crucial, e.g. monitoring L2 learners' learning progress and providing feedback. Further research, however, is warranted to address existing methodological drawbacks of previous studies by recruiting larger sample size, conducting long-term research and controlling for confounding factors, e.g. prior L2 speaking ability and technology usage experience.
13	Contreras, L., Janeth, J., Chapetón, C. & Claudia, M. (2016): Cooperative Learning with a Focus on the Social: A	This article is a report of a pedagogical intervention which was developed with a group of seventh graders during their English as a foreign language class in a public school in Bogotá. It is part of an

	Pedagogical Proposal for the EFL Classroom, *HOW, 23 (2), 125-147*	investigation in which the main purpose was to foster students' classroom interaction through the use of cooperative learning principles from a dialogical perspective that focused on social aspects of students' school lives. Thus, the instructional design incorporated a methodology that focused on the students' realities and provided opportunities for dialogue, cooperation, and reflection. From a pedagogical perspective, this experience promoted changes in the classroom practices allowing a new vision of group work, encouraging personal growth and social awareness among participants.
14	de la, G., Elena, Camacho Vincent, L., Orozco-Barbosa, L., Brea, L., Victor, M., Penichet Victor, M. R. & Perez Maria, L. (2016): Introducing IoT and Wearable Technologies into Task-Based Language Learning for Young Children, *IEEE Transactions on Learning Technologies, 9 (4), 366-378*	In the last few years, in an attempt to further motivate students to learn a foreign language, there has been an increasing interest in task-based teaching techniques, which emphasize communication and the practical use of language, thus moving away from the repetitive grammar-translation methods. Within this approach, the significance of situating foreign language learners in scenarios where they can meaningfully learn has become a major priority for many educators. This approach is particularly relevant in the context of teaching foreign languages to young children, who need to be introduced to a new language by means of very concrete vocabulary, which is facilitated by the use of objects that they can handle and see. In this study, we investigate the benefits of using wearable and Internet-of-Things (IoT) technologies in streamlining the creation of such realistic task-based language learning scenarios. We show that the use of these technologies will prove beneficial by freeing the instructors of having to keep records of the tasks performed by each student during the class session. Instead, instructors can focus their efforts on creating a friendly environment and encouraging students to participate. Our study sets up a basis for showing the great benefits of using wearable and IoT technologies in streamlining 1) the creation of realistic scenarios in which young foreign language learners can feel comfortable engaging in chat and becoming better prepared for social

		interaction in a foreign language, and 2) the acquisition and processing of performance metrics.
15	Dixon, L. Q. & Wu, S. (2014): Understanding Language Learning: Review of the Application of the Interaction Model in Foreign Language Contexts, *Malaysian Journal of Learning and Instruction, 11, 23-39*	Purpose: This paper examined the application of the input-interaction-output model in English-as-Foreign-Language (EFL) learning environments with four specific questions: (1) How do the three components function in the model? (2) Does interaction in the foreign language classroom seem to be effective for foreign language acquisition? (3) What factors might facilitate/impede interaction, which, in turn, positively or negatively affect output? (4) What are effective teaching methods to enhance interaction and ensure quality of output? Methodology: A systematic search for empirical studies was conducted in the selected databases, which yielded 26 studies from different parts of the world. These studies met the preset criteria concerning medium of instruction, setting, relevancy and quality. Findings: The review demonstrated that when input, interaction and output worked together, positive English learning results were achieved by EFL learners. In addition, the relationship among input, interaction, and output was likely to be influenced by such factors as language environment, task type, gender, and language proficiency. The review also showed that in the face of diversified forms of interaction, EFL teachers were capable of efficiently implementing different teaching strategies. Significance: The review not only lends support to the applicability of the interaction model in foreign language contexts, but also suggests from the pooled evidence, effective ways to apply the model in the EFL class. These findings can be used to help launch educational campaigns promoting the application of the interaction model within the EFL classroom.
16	Dixon, L. Q., Zhao, J., Shin, J.-Y., Wu, S., Su, J.-H., Burgess-Brigham, R., Gezer Melike, U. & Snow, C. (2012): What We Know About Second Language Acquisition: A Synthesis From Four Perspectives, *REVIEW OF EDUCATIONAL RESEARCH, 82 (1), 5-60*	Educational policies that impact second language (L2) learners-a rapidly-growing group-are often enacted without consulting relevant research. This review synthesized research regarding optimal conditions for L2 acquisition, facilitative L2 learner and teacher characteristics, and speed of L2 acquisition, from four bodies of work-foreign language education, child language

		research, sociocultural studies, and psycholinguistics-often overlooked by educators. Seventy-one peer-reviewed journal articles studying PK-12 L2 learners met inclusion criteria. Findings included: 1) Optimal conditions for L2 learners immersed in a majority-L2 society include strong home literacy practices, opportunities to use the L2 informally, well-implemented specially-designed L2 educational programs, and sufficient time devoted to L2 literacy instruction, whereas L2 learners with little L2 exposure require explicit instruction to master grammar; 2) L2 learners with strong L2 aptitude, motivation, and first language (L1) skills are more successful; 3) Effective L2 teachers demonstrate sufficient L2 proficiency, strong instructional skills, and proficiency in their students' L1; 4) L2 learners require 3-7 years to reach L2 proficiency, with younger learners typically taking longer but more likely to achieve close-to-native results. These findings, even those most relevant to education, are not reflected in current US policy. Additional research is needed on the characteristics of successful or unsuccessful L2 learners and L2 teachers. Such research should attend systematically to the differences between L2 learning in maximal versus minimal input settings; whereas the psycholinguistic challenges of L2 learning might be common across settings, the sociocultural and interactional challenges and opportunities differ in ways that can massively impact outcomes.
17	Dodgson, D. (2017): Digging Deeper: Learning and Re-Learning with Student and Teacher Minecraft Communities, *TESL-EJ, 20 (4), 1-12*	Minecraft has become well established in the world of education. Around the world, the game is being used in a variety of educational settings for virtual project work and as a virtual world for collaboration and social interaction. Minecraft is an activity players want to talk about. It is a game they want to learn more about. In order to do these things, the player has a strong motivation to communicate and interact with the multitude of resources at their disposal. It was the desire of English language learners to learn more about the game that first attracted the author to Minecraft as a potential educational tool. The author describes his experiences using Minecraft in Turkey and Gabon, as well as

		with the Electronic Village Online (EVO) Minecraft MOOC. He shares his reflections on what Minecraft can teach us about learning.
18	Dornyei, Z. & Al-Hoorie Ali, H. (2017): The Motivational Foundation of Learning Languages Other than Global English: Theoretical Issues and Research Directions, *Modern Language Journal, 101 (3), 455-468*	The theoretical paradigms of second language (L2) learning motivation developed over the past 25 years have been largely based on the study of English as a target language, which raises the question as to whether they are equally applicable to the understanding of the motivation to learn languages other than English (LOTEs). It is suggested in this article that current conceptualizations of L2 motivation display certain subtle characteristics that may not do full justice to the understanding of the motivation underlying LOTEs, either by downplaying certain important features or by providing an insufficiently nuanced representation of areas where the motivation to learn English and LOTEs diverges. The discussion addresses five such aspects: (a) the confounding interaction of English- and LOTE-related self-images, (b) the individualistic focus of the ideal L2 self, (c) the different nature/role of the ought-to self associated with languages with substantial versus marginal social support, (d) the different nature of goals in the learning of English and LOTEs, and (e) the differing role of unconscious motives in the study of English and LOTEs.
19	East, M. (2015): Taking Communication to Task--Again: What Difference Does a Decade Make?, *Language Learning Journal, 43 (1), 6-19*	A decade ago, Klapper (2003: "Taking communication to task? A critical review of recent trends in language teaching", "The Language Learning Journal" 27: 33-42) created the opportunity to reflect on the assets and limitations of task-based language teaching (TBLT) in comparison with more established communicative language teaching (CLT) models. He concluded that, comparatively speaking, TBLT was "found wanting". This article considers whether, 10 years on from Klapper's thesis, we should come to the same conclusion about TBLT, or whether a decade has given us sufficient time to deal with the apparent limitations of TBLT in mainstream instructed foreign language (FL) contexts in ways that address Klapper's reservations. The article begins with an outline of

		TBLT, along with the essential strengths and weaknesses that Klapper identified. It goes on to describe several recent studies into the effectiveness of TBLT as seen from the perspective of teachers, which reveal teachers' identification with the issues Klapper had raised and what this has meant for their classroom practices. The article concludes by proposing a model for TBLT in instructed FL contexts, commenting on this model in the light of Klapper's original concerns.
20	Ekembe, E. E. (2014): Interaction and Uptake in Large Foreign Language Classrooms, *RELC Journal: A Journal of Language Teaching and Research, 45 (3), 237-251*	Inteaction determines and affects the conditions of language acquisition especially in contexts where exposure to the target language is limited. This is believed to be successful only within the context of small classes (Chavez, 2009). This paper examines learners' progress resulting from interaction in large classes. Using pre-, post-, and delayed post-test, results from two groups of participants (n = 78 and 83) involved in the study do not show any significant difference at post- and delayed post-test. The study, therefore, rejects the argument that class size constrains interaction and instead argues that the durability of knowledge gained from interaction appears to have a stronger correlation with type of interaction, learners' previous learning styles, proficiency, and the wider context of learning. The paper also argues that teacher-led interaction is not only possible with low proficiency, but could lead to outcomes which actually define the purpose for which language is learnt.
21	Evnitskaya, N. & Berger, E. (2017): Learners' Multimodal Displays of Willingness to Participate in Classroom Interaction in the L2 and CLIL Contexts, *Classroom Discourse, 8 (1), 71-94*	Drawing on recent conversation-analytic and socio-interactionist research on students' participation in L1 and L2 classroom interaction in teacher-fronted activities, this paper makes a step further by presenting an exploratory study of students' displays of willingness to participate (WTP) in classroom interaction and pedagogical activities across two educational and classroom settings (L2 classroom group work and CLIL classroom whole-class activity), both of which are characterized by the absence of teachers' next-speaker selection practices. The study focuses on occasions where students self-select to provide a sequentially

		relevant second pair-part within the current activity and how it is oriented to by co-participants, particularly when the expected action is not accomplished. Using a multimodal conversation analytic approach, it shows that students' WTP is indexed as a social, public demonstration of one's interest to engage in the ongoing activity through displays of attentiveness to unfolding interaction and learning activities, emerging turn-taking and speakership establishment, engaging in foci of attention and participation frameworks, and taking on relevant participant roles. These findings indicate that WTP is not an absolute and fixed concept but is rather constituted by different aspects or levels of engagement displayed by the participants in interaction on a moment-by-moment basis.
22	Fenyvesi, K., Hansen, M. B. & Cadierno, T. (2018): The role of individual differences in younger vs. older primary school learners of English in Denmark. In *IRAL - International Review of Applied Linguistics in Language Teaching*	This study investigated 276 Danish first and third graders' proficiency in English as a foreign language (FL) in relation to several socio-affective factors after their first year of instruction. The results showed that (a) both age groups made similar gains in receptive vocabulary and grammar, suggesting a similar rate of learning in this short time span; (b) the two groups had different socio-affective profiles. Younger learners exhibited lower levels of FL classroom anxiety and more positive English competence beliefs but had a less incremental mindset and relied more on external authorities as a source of motivation. In contrast, older learners relied less on external authorities and showed a more incremental mindset but exhibited higher levels of FL classroom anxiety and less positive English competence beliefs; and (c) only four socio-affective factors had a clear impact on proficiency: English competence beliefs and an incremental mindset had a positive influence while FL classroom anxiety and the influence of external authorities had a negative influence. The pedagogical implications of the different socio-affective strengths and weaknesses that characterize children in the two age groups are discussed.

23	García Mayo, M.d.P. (2018): Child Task-Based Interaction in EFL Settings: Research and Challenges, *International Journal of English Studies, 18 (2), 119-143*	Task-based language teaching research has expanded substantially in foreign language (FL) contexts but most research studies have been carried out with young adults in university settings, despite the fact that FL programs for children are on the increase worldwide. However, there is a clear lack of research-based evidence of what children actually do while performing tasks, which is crucial in order to make decisions about appropriate educational provision, to inform policy makers, and to maximize children's learning opportunities. This paper focuses on current research on children in task-based programs both in mainstream English as a Foreign Language (EFL) and Content and Language Integrated Learning (CLIL) contexts. It reviews studies that show how children successfully negotiate to make language meaningful, how they engage with the tasks and how they collaborate in different ways during task performance. Challenges and future research directions will be highlighted.
24	Gómez, S. (2016): How Working Collaboratively with Technology Can Foster a Creative Learning Environment, *39-50*	Research has shown that collaborative learning is a very powerful methodology as it ensures interaction among students, humanises the learning process and has positive effects on academic achievement. An activity based on this approach can also benefit from the use of technology, making this task more appealing to our students today. The aim of this paper is to present a project which combines both ingredients so as to develop a successful creative learning environment. The project we are talking about is called PopuLLar, a European Union funded innovative educational project designed to harness music and Information and Communications Technology (ICT), the primary social interests of youngsters, into their language learning. The paper will describe the project goals together with the methodology and results obtained in the initial piloting of the project carried out in Spain before being launched around Europe. [For the complete volume, "New Perspectives on Teaching and Working with Languages in the Digital Era," see ED565799.]

| 25 | Graham, S., Courtney, L., Tonkyn, A. & Marinis, T. (2016): Motivational Trajectories for Early Language Learning across the Primary-Secondary School Transition, *British Educational Research Journal, 42 (4), 682-702* | The transition from primary to secondary school is an area of concern across a range of curriculum subjects and this is no less so for foreign language learning. Indeed problems with transition have been identified in England as an important barrier to the introduction of language learning to the primary school curriculum, with implications for learners' longer-term motivation for the subject. This longitudinal study investigated, through a questionnaire, the development of 233 learners' motivation for learning French in England, during the transition from primary to secondary schooling. It also explored whether levels and patterns of motivation differed according to the type of language teaching experienced, comparing a largely oracy-focused approach with one with greater emphasis on literacy activities. Learners showed high and increasing levels of motivation across transition, placing particular value on learning French for travel. Being taught through an oracy or a literacy-focused approach had less impact on learners' motivation than broader classroom experiences, with the development of a sense of progress and feeling that instruction met their learning needs being especially important. A growing disjuncture emerged between valuing the learning of French for travel/communication and learners' low levels of self-efficacy for communication with native speakers, together with a desire for more communication-based activities. By the end of the first year of secondary school less positive attitudes towards learning French and less optimism about the possibility of future progress were beginning to emerge. The paper concludes by outlining the implications of the study for classroom practice in language learning. |
| 26 | Hashemian, M., Mirzaei, A. & Alian, A. (2016): Interrelationship between action control variables and L2 learners' dynamic changes of WTC, *International Journal of Research Studies in Language Learning, 5 (3), 39-39* | This study aimed to examine whether action control system, defined in terms of stable individual differences, predicts key reactions to the dynamic and situated nature of willingness to communicate (WTC) in both whole-class and group work. By adopting methods of classroom observation and questionnaires, we measured the consistency between self-report and actual WTC |

		among 30 EFL participants. Whereas trait-like WTC -- as measured by a self-report questionnaire - could predict a tendency to communicate, classroom observation of situational WTC showed the evidence to be contrary. Preoccupation, as one component of action control system, influenced the decision to engage in interaction with both the teacher and fellow students. Looking at the issue from a very personal perspective, we propose that although high trait-like WTC predicts a tendency to communicate, preoccupation of action control system causes a lack of actual WTC inside the classroom with the context as a key element in determining this WTC. Implications for trait and dynamic conceptions of WTC are discussed.
27	Hawkes, R. (2010): Talking to Learn and Learning to Talk: Teacher and Learner Talk in the Secondary Foreign Languages Classroom, *International Journal of Learning and Change, 4 (3), 217-236*	This paper focuses on the initial findings of an ongoing qualitative case study of three teachers and three classes of second year secondary L2 German learners. The study of teacher-learner interaction takes socio-cultural theory as its main point of departure, drawing on the tenets of a SCT-based dialogic teaching approach to design an intervention programme of teacher talk and behaviour strategies to promote higher levels of learner L2 output. In light of much classroom interaction research which suggests that the dominant patterns of classroom discourse may not allow learners the interactive space to develop their oral output in an optimum way, a primary aim of the intervention programme was to subvert the dominant IRE/F pattern of classroom discourse. (Contains 3 tables.)
28	Henry, A. & Thorsen, C. (2019): Weaving Webs of Connection: Empathy, Perspective Taking, and Students' Motivation, *Studies in Second Language Learning and Teaching, 9 (1), 31-53*	L2 motivation is a relational phenomenon, shaped by teacher responsiveness (Lamb, 2017; Ushioda, 2009). Little, however, is known about the practices in which responsiveness is manifested. Drawing on research from the culturally responsive teaching paradigm (Petrone, 2013), and highlighting the role of empathy and perspective taking (Warren, 2018), the aim of this ethnographic case study of two lessons with a focus on poetry is to develop a relational understanding of the evolution of motivation. Analyses reveal how perspective taking has instructional and interactional

		dimensions, and how connections between lesson content and funds of knowledge with origins in students' interactions with popular culture bring additional layers of meaning to learning. It is suggested that while connections that arise through perspective taking practices shape students' in-the-moment motivational responses, they also accumulate in ways that lead to enduring motivational dispositions.
29	Herazo Rivera, J.D. & Sagre Barboza, A. (2016): The Co-Construction of Participation through Oral Mediation in the EFL Classroom (La co-construcción de la participación a través de la mediación en el aula de lengua extranjera), *PROFILE: Issues in Teachers' Professional Development, 18 (1), 149-163*	Sociocultural theory argues that an individual's mental, social, and material activity is mediated by cultural tools. One such tool is the language or discourse teachers use during whole class interaction in the second language classroom. The purpose of this study was to examine how a Colombian second language teacher mediated her ninth-grade students' participation during classroom interaction. We videotaped and transcribed five lessons and interviewed the teacher after each lesson. Findings revealed that the teacher mainly used questions, elaborations, recasts, and continuatives in patterned combinations to help learners co-construct relevant content and sustained participation. Such mediation provided learners with frequent affordances to engage in meaning-making, a necessary condition for developing a new language.
30	Hong, S. & Kellogg, D. (2016): Realism and Imagination in Child Foreign-Language Productions: Three Reasons for an Early Exit from the "Gold Standard" of Personal Experience, *Classroom Discourse, 7 (3), 207-220*	Teachers often assume that personal experience is a rich resource for classroom chat and a gold standard for meaningful exchange of information. But in this paper, we first present three kinds of reasons for suspecting that primary intersubjectivity--the "me and you" relationship in which personal experiences are directly exchanged between interlocutors--may be highly circumscribed in affordances for second or foreign language learners and, in contrast, secondary intersubjectivity--with more third-person reference and more imagined experiences--may offer higher levels of grammatical creativity. Firstly, and most theoretically, Vygotsky's work on the development of imagination suggests that one of the more important steps is freeing word meanings from recalled perceptual experience. Secondly, research from both teaching young learners a second language and from first language

		acquisition confirms that one way this happens is that interactions based on primary intersubjectivity give way to those based on secondary intersubjectivity, where children develop joint attention to some object or person external to the dyad. Thirdly, we present some data from Korean elementary school classrooms showing that children are markedly more "constructive"--that is, much freer from the influence of fixed expressions--when they are talking about textbook characters than when they are talking about themselves.
31	Kim, Y. & McDonough, K. (2011): Using Pretask Modelling to Encourage Collaborative Learning Opportunities, *Language Teaching Research, 15 (2), 183-199*	The current study examines the impact of pretask modelling on the collaborative learning opportunities that occurred when Korean learners of English as a foreign language (EFL) carried out three tasks: dictogloss, decision-making, and information-gap. Forty-four adolescents who were enrolled in a required English course at a middle school in Korea completed the tasks over a two-week period. Half of the learners viewed videotaped models of collaborative interaction prior to carrying out the tasks, while the other learners did not receive pretask modelling. The interaction between the learners was analysed in terms of the type and resolution of language related episodes (LREs) and the learners' pair dynamics. Results indicated that learners who received pretask modelling produced more LREs and correctly resolved a greater proportion of those LREs than learners who did not receive any models. They also demonstrated more collaborative pair dynamics than learners who did not receive models. Trends in the data are discussed in terms of the potential benefits of pretask modelling for encouraging collaboration between young learners in EFL settings. (Contains 1 figure and 2 tables.)
32	Kim, Y. & Taguchi, N. (2016): Learner-Learner Interaction during Collaborative Pragmatic Tasks: The Role of Cognitive and Pragmatic Task Demands, *Foreign Language Annals, 49 (1), 42-57*	Previous task complexity studies have suggested that learners produce more negotiation of meaning opportunities during complex tasks than simple tasks (Robinson, 2011). The present study builds on the existing task complexity literature by examining the impact of task complexity and pragmatic situational demands on the number of learning opportunities for request-making expressions. Forty-nine Korean junior high school learners of English as a

		foreign language were randomly assigned to participate in either simple- or complex-collaborative pair writing tasks, which included different levels of pragmatic situational demands. The interactions were transcribed and analyzed for the frequency of pragmatic related episodes (PREs; Kim & Taguchi, 2015) as well as the number of turns within each PRE. The results showed that task complexity played an important role in facilitating PREs by targeting sociopragmatic factors and not pragmalinguistic forms, regardless of the level of pragmatic task demands. Results are discussed in light of promoting interaction-driven learning opportunities for pragmatics using collaborative tasks.
33	Lam, S. & Bloch Jensen, A. (2012): Der Blick aus meinem Fenster, *Sprogforum, (54), 29-37*	Hvordan kan man få 25 elever i tale i tyskundervisningen på en gang? Artiklen stiller skarpt på, hvordan softwaren Voicethread1 i tyskundervisningen kan understøtte eleverne i at tale tysk og give dem et rum til at kunne reflektere over deres brug af talesprog.
34	Lavalle, P. I. & Briesmaster, M. (2017): The Study of the Use of Picture Descriptions in Enhancing Communication Skills among the 8th- Grade Students--Learners of English as a Foreign Language, *i.e.: inquiry in education, 9 (1)*	Teachers of English as a foreign language (EFL) encourage students to take a more active role in the oral activities in the classroom through different strategies. This study examines the use of picture descriptions as a strategy to develop and enhance communication skills among the eighth-grade students attending a private English school in Chile. To that end, action research (AR) was attempted with the use of quantitative and qualitative methods to determine whether the use of picture descriptions can improve the students' oral skills in English as a foreign language. The findings of the study suggest that the students' communication skills increased as result of integrating picture descriptions in classroom activities, which in turn enhanced the students' overall participation.
35	Lee, S., Noh, H., Lee, J., Lee, K., Lee Gary, G., Sagong, S. & Kim, M. (2011): On the Effectiveness of Robot-Assisted Language Learning, *ReCALL, 23 (1), 25-58*	This study introduces the educational assistant robots that we developed for foreign language learning and explores the effectiveness of robot-assisted language learning (RALL) which is in its early stages. To achieve this purpose, a course was designed in which students have meaningful interactions with intelligent robots in an immersive environment. A total of 24 elementary

		students, ranging in age from ten to twelve, were enrolled in English lessons. A pre-test/post-test design was used to investigate the cognitive effects of the RALL approach on the students' oral skills. No significant difference in the listening skill was found, but the speaking skills improved with a large effect size at the significance level of 0.01. Descriptive statistics and the pre-test/post-test design were used to investigate the affective effects of RALL approach. The result showed that RALL promoted and improved students' satisfaction, interest, confidence, and motivation at the significance level of 0.01.
36	Lee, W. & Ng, S. (2010): Reducing student reticence through teacher interaction strategy, *ELT Journal, 64 (3), 302-313*	Reticence is a common problem faced by ESL/EFL teachers in classrooms, especially in those with mainly Asian students. The willingness to communicate model of MacIntyre, Clement, Drnyei, and Noels (1998. 'Conceptualizing willingness to communicate in a L2: a situational model of L2 confidence and affiliation'. The Modern Language Journal 82/4: 54562.) postulates that willingness to speak is determined not only by learners themselves but also by the situation they are in, suggesting that situational variables such as topic and participants should be included in the investigation. This paper aims to examine whether teacher interaction strategy could be one of the factors triggering student reticence in classrooms. A group of Form 1 (Grade 7) Hong Kong Chinese students were given two lessons characterized by different interaction patterns. The two lessons were videotaped for analysis. The results show that teacher strategy is a major determinant of student reticence in classrooms, but it is not the sole factor. Pedagogical factors such as lesson objectives and task type were also found to influence a teacher's classroom-based interaction strategy decision making. Adapted from the source document
37	Li, C.-Y. & Seedhouse, P. (2010): Classroom Interaction in Story-Based Lessons with Young Learners, *Asian EFL Journal, 12 (2), 288-312*	This study evaluated the innovative introduction of a story-based approach in EFL classrooms with young learners in Taiwan. This article presents the features of classroom interaction in the story-based lessons through detailed analyses of classroom discourse in a teacher-fronted classroom setting. Transcripts of lessons were

		examined using the conversation analysis approach combined with Cameron's task framework. The results show that in the story-based lessons, compared with the baseline data (the standard lessons), there are more variations of interaction patterns, and overlapping occurs more frequently. A lot more pupil initiations, expressing a wide range of language functions, were also found and these might occur anytime in a lesson. Pupil initiations, however, are mainly in the L1 Chinese. Two teachers' storytelling styles are identified and the different storytelling styles seemed to affect pupils' production. The findings suggest that the story-based approach create an entertaining environment which stimulates a higher level of intrinsic motivation and engagement from pupils. What and how the pupils learn from the story-based lessons is related to how the teacher uses the story in the classroom and what he/she expected his/her pupils to learn from listening to the story. Adapted from the source document
38	Loewen, S. & Sato, M. (2018): Interaction and Instructed Second Language Acquisition, *Language Teaching, 51 (3), 285-329*	Interaction is an indispensable component in second language acquisition (SLA). This review surveys the instructed SLA research, both classroom and laboratory-based, that has been conducted primarily within the interactionist approach, beginning with the core constructs of interaction, namely input, negotiation for meaning, and output. The review continues with an overview of specific areas of interaction research. The first investigates interlocutor characteristics, including (a) first language (L1) status, (b) peer interaction, (c) participation structure, (d) second language (L2) proficiency, and (e) individual differences. The second topic is task characteristics, such as task conditions (e.g. information distribution, task goals), task complexity (i.e. simple or complex), and task participation structure (i.e. whole class, small groups or dyads). Next, the review considers various linguistic features that have been researched in relation to interaction and L2 learning. The review then continues with interactional contexts, focusing especially on research into computer-mediated interaction. The review ends with a consideration of methodological issues in

		interaction research, such as the merits of classroom and lab-based studies, and the various methods for measuring the noticing of linguistic forms during interaction. In sum, research has found interaction to be effective in promoting L2 development; however, there are numerous factors that impact its efficacy.
39	Luk, J.C. M. (2013): Forms of Participation and Semiotic Mediation in Board Games for Second Language Learning, *Pedagogies: An International Journal, 8 (4), 352-368*	This article discusses a study on how language use and language development can be promoted through engaging students in different participation roles in board games. Theoretically, the study is grounded in sociocultural perspectives of activity theory and the role of play as a form of human motivation. A group of Grade 4 primary students learning English as a second language in Hong Kong participated in the games, with alternating roles as players and facilitators. Students' discursive and embodied participation in the games was analysed to reveal how changing participation roles constitute a form of social-relational mediation that motivates students' deployment of different interaction practices and multimodal semiotic resources to achieve context-sensitive, object-related and goal-directed actions in collaborative group activities. The data also show students' agency and self-regulation when they enacted the same participation role with different subject positions and semiotic resources. This article concludes by calling for more attention to how engaged participation resulting in situated purposeful language use can be promoted through different forms of participation in social activities such as board games.
40	MacIntyre, P.D. & Doucette, J. (2010): Willingness to Communicate and Action Control, *System: An International Journal of Educational Technology and Applied Linguistics, 38 (2), 161-171*	Being willing to communicate is part of becoming fluent in a second language, which often is the ultimate goal of L2 learners. Julius Kuhl's theory of action control is introduced as an expansion of the conceptual framework for the study of Willingness to Communicate. Kuhl proposed three key concepts, preoccupation, volatility, and hesitation, which form part of the base from which WTC in the second language is built. In essence, we propose that a lack of WTC inside and outside the language classroom is related to tendencies for a disruption in action control. Using path analysis,

		we find support for the proposed model that also integrates perceived competence and communication anxiety. Implications for the trait and dynamic conceptions of WTC are discussed. (Contains 2 figures and 3 tables.)
41	Marzuki, Prayogo, J. A. & Wahyudi, A. (2016): Improving the EFL Learners' Speaking Ability through Interactive Storytelling, *Dinamika Ilmu, 16 (1), 15-34*	This present research was aimed to improve the EFL learners' speaking ability and their classroom activities through the implementation of Interactive Storytelling Strategy. Therefore, this study was directed to explore the beneficial of Interactive Storytelling that closely related to the EFL learners' everyday activities at their home and school. The subject consisted of 22 of Junior High of Indonesian EFL learners. A Classroom Action Research in two cycles had been conducted within 6 meetings for every cycle. The meetings were focused on the interactivity and communicative ability among learners. The research result showed that the learners' speaking ability improved from 17 or 72,27% passed in Cycle 1 to 22 or 100% passed the criteria of success in Cycle 2. It also showed that their classroom activities improved from 8 or 36,36% who were very active (VA) and 14 or 63,64% who were active (A) to 18 or 81,82% were very active (VA) and 4 or 18,18% were active (A). In conclusion, the implementation of Interactive Storytelling Strategy increased the EFL learners' speaking ability and their classroom activities. Contains a bibliography.
42	Nakamura, I. (2010): Formulation as Evidence of Understanding in Teacher-Student Talk, *ELT Journal, 64 (2), 125-134*	As we regularly find in exchanges outside the classroom, formulating (the rephrasing of what has been said) makes use of such conversational skills as active listening, elaboration, and affiliation as well as the precise timing of taking turns to keep the talk going. This paper examines how formulations occur in talk outside the classroom including during arranged informal talks between a teacher and his students and what we can learn about facilitating more extensive talk in classroom interactions. Formulating understandings of what one speaker says offers the next speaker a valuable interactional resource to promote both confirmation of previous turns and elaboration in subsequent turns.

		In contrast to methodological practice where teacher and student are language expert and novice, formulations draw attention to how real-world interactions are jointly constructed for understanding.
43	Parvin, R.H. & Salam, S.F. (2015): The Effectiveness of Using Technology in English Language Classrooms in Government Primary Schools in Bangladesh, *FIRE: Forum for International Research in Education, 2 (1), 47-59*	Across the globe, governments of different countries have recognized the importance and value of digital technologies in language learning. This article is based on the pilot project of Save the Children using information and communication technology (ICT) in education. Through this initiative, interactive multimedia software based on national curriculum of English Class 4 were developed and tested in selected government primary schools. The pre-intervention survey indicated that the teachers do not have the language competence to confidently facilitate English classes using the Communicative Language Teaching (CLT) approach. The results of the project showed that the use of audio-visual content has strong potential for enhancing and promoting interactive language classes. However, the success of the program depends on how the technology is designed and implemented and how the teachers are trained to use it.
44	Pedersen, J.v.H. (2015): Chunks, *Sprogforum, (61), 51-56*	
45	Peña, M. & Onatra, A. (2009): Promoting Oral Production through the Task-Based Learning Approach: A Study in a Public Secondary School in Colombia, *Profile, 11 (2), 11-26*	Spoken language is used less confidently by learners in the English as a foreign language (efl) classroom in secondary schools, and this has become a challenge for most teachers. This article describes an action research experience carried out at Francisco de Paula Santander, a public school in Bogotá, in 2004. The study was developed with a sample of learners belonging to four groups of seven graders along nine months. Data were collected by means of audio recordings, field notes and proformas. The results of the study let us analyze the different demands of transactional and interactional activities among novice efl speakers. They can also be considered an attempt to understand the implications of such activities within the framework of the Task-Based Learning approach presented by Willis (1996).
46	Ramírez, I.R.S. & Rodríguez, S.M. (2018): Language Interaction among EFL Primary Learners and Their Teacher	This article focuses on research carried out in a private school in Bogotá with a group of English as a foreign language fourth-

	through Collaborative Task-Based Learning, *Profile, 20 (2), 95-109*	graders. The study aimed to analyze interaction in the English classroom through action research, based on tasks that promoted collaborative work and involvement of the students and their teacher. The instruments to collect data were video recordings and artefacts from the students' tasks in the classroom. The analysis of classroom interaction involved the steps of conversational analysis stated by Seedhouse (2004). The study allowed the description of unexpected patterns of interactions among students and their teacher, which revealed changes in the classroom dynamic as a result of the action research plan.
47	Riasati, M.J. (2018): Willingness to Speak English among Foreign Language Learners: A Causal Model, *Cogent Education, 5 (1),*	The present study is an attempt to investigate the extent to which Iranian EFL learners are willing to speak English in language classrooms. Moreover, the relationship between willingness to speak (WTS) and language learning anxiety, language learning motivation, and self-perceived speaking ability is sought. Furthermore, the study seeks the extent to which WTS contributes to an improvement in the learners' speaking ability. One hundred and fifty-six EFL learners selected based on purposive sampling took part in the study. A packet of questionnaires were employed to measure WTS, language learning anxiety and language learning motivation. Further, all participants took part in an IELTS speaking test in order to find out if their WTS is related to their speaking performance. Results showed that learners were fairly willing (but not highly willing) to speak English in class. Moreover, it was found that WTS is negatively correlated with language learning anxiety, while positively correlated with language learning motivation and self-perceived speaking ability. Several factors were identified as having an influence on learners' WTS, including topic of discussion, effect of interlocutor, shyness, self-confidence, teacher, and classroom atmosphere. Finally, learners took part in a speaking test, through which, it was found that those who were more willing to speak got a higher speaking score. Based on the findings, a foreign language classroom WTS model of factors

		underlying willingness to speak English is proposed. Results can have pedagogical implications for language learners and teachers.
48	Robinson, P. (2011): Task-Based Language Learning: A Review of Issues, *Language Learning, 61 (Jun), 1-36*	Theoretically motivated, empirical research into task-based language learning has been prompted by proposals for task-based language teaching. In this review I describe early and more recent proposals for how task-based learning can stimulate acquisition processes and the theoretical rationales that have guided research into them. I also describe taxonomies of task characteristics that have been proposed and claims made about the effects of task characteristics on interaction, attention to input, and speech production. I then relate the issues raised to findings described in the five empirical studies in this issue concerning the effects of pedagogic task design on the accuracy, fluency, and complexity of learner language; the influence of individual differences in cognitive and motivational variables on task performance; the extent to which tasks, and teacher interventions, promote the quantity and quality of interaction that facilitate L2 learning; and the generalizability of task-based learning research in laboratory contexts to instructed classroom settings. Adapted from the source document
49	Seedhouse, P. (2019): L2 Classroom Contexts: Deviance, Confusion, Grappling and Flouting, *Classroom Discourse, 10 (1), 10-28*	Seedhouse (2004) suggested that L2 classroom interaction can be understood in terms of sub-varieties or L2 classroom contexts. These are the 'interfaces' between pedagogy and interaction in which a particular pedagogical focus combines with a particular organisation of the interaction. However, Conversation Analysis does not see such organisations as a fixed set of prescriptive rules, but as interpretive resources which speakers make use of in order to orientate themselves. Deviant cases are particularly illuminating, so here we look at four kinds of deviant cases in relation to L2 classroom contexts. In the first, teachers and learners grapple for the direction of the pedagogical focus and hence the kind of context which is established. In the second, there is confusion amongst participants as to which context is in operation. In the third type of case we see inexperienced trainee

		teachers failing to establish a pedagogical focus and L2 classroom context. In the fourth we see experienced teachers deliberately 'flouting' the normal organisation of the L2 classroom in order to achieve particular effects. Implications are that L2 classroom contexts are interactional organisations which are actively constructed and maintained by experienced teachers. Microanalysis can help trainee teachers see what can go wrong, as well as how to get it right.
50	Shirvan, M.E., Khajavy, G.H., MacIntyre, P.D. & Taherian, T. (2019): A Meta-analysis of L2 Willingness to Communicate and Its Three High-Evidence Correlates, *Journal of Psycholinguistic Research, 48 (6), 1241-1267*	Willingness to communicate (WTC) has been considered an important part of the language learning and communication process, playing a pivotal role in the development of language learners' communicative competence. Many studies have been conducted on the relationship between WTC and related variables in learning English as a foreign language. However, there is a lack of a comprehensive meta-analysis concerning the effect sizes of these studies. Thus, the present meta-analysis investigated the overall average correlation between L2 WTC and three key variables influencing foreign/second language learners' WTC, specifically perceived communicative competence, language anxiety, and motivation. The results of the meta-analysis indicated that all three variables were moderately correlated with L2 WTC, with perceived communicative competence having the largest effect. Finally, tests of the heterogeneity of the effect sizes indicated the possibility of the presence of the moderators which might play an influential role in the relationship of WTC with anxiety, perceived communicative competence, and motivation.
51	Skogmyr Merian, K. & Kunitz, S. (2017): "Well if we're wrong it's your fault": Negotiating participation in the EFL classroom, *TRANEL, (67), 49-49*	This micro-longitudinal conversation analytic study investigates how a group of 7th grade students in Sweden negotiates participation frameworks in EFL group work. The analysis follows the changes in participation of one student, Emma, during a collaborative vocabulary quiz used to test a homework assignment. At first, Emma's participation in the task is limited and her contributions are questioned by the group members. As the activity progresses, though, Emma increasingly volunteers relevant answers

		and her coparticipants progressively orient to her as a knowledgeable and legitimate participant. We document the interactional means by which the students in the group enable and restrain participation in the task, and we relate these to the local physical/spatial and organizational affordances of the institutional setting. The study demonstrates how the right to active participation is negotiated on a moment-by-moment basis in and through interaction in the embodied ecology of the language classroom.
52	Sulyantha, K.R. & Wanphet, P. (2016): Third-Turn Talk as a Prompt for the Expected Response: A Look at a Talk Sequence and Power Manifestation in Foreign Language Classroom Conversation, *Lebende Sprachen, 61 258-279*	Power affects the way turns-at-talk are constructed and function. In the foreign language classroom, research reveals teachers characteristically have more power than students. Evidence that indicates this unequal power is shaping, or the teacher's practice of altering students' immediately preceding responses. The purpose of this study is to reveal the process of shaping students' contributions as performed by a teacher. Specifically, it looks at the next-turn-proof procedure (NTPP), a tool that shows how the next turn provides evidence of the turn-taker's orientation to the prior turn. While making sense of what comes before, the teacher, as a knowledge expert, shapes the way students interact with the content and language. While six strategies that are considered shaping: 1) scaffolding, 2) direct repair, 3) recast, and 4) teacher-learner echo, are identified elsewhere and in this study, the current study introduces two more strategies; demanding recipients' change ofvoice property and involving more next-speakers.
53	Tavakoli, E. & Davoudi, M. (2017): Willingness to Communicate Orally: The Case of Iranian EFL Learners, *Journal of Psycholinguistic Research, 46 (6), 1509-1527*	This study sets out to develop a questionnaire on willingness to communicate (WTC) orally specific to English as a Foreign Language setting. It also aims to investigate the effect of three independent variables of interlocutor, age and gender on the same construct of WTC orally. Exploratory factor analysis resulted in three dimensions to WTC, namely WTC with teacher, with classmate, and stranger. Also Cronbach's alpha of 0.86 indicated a high internal consistency. Mixed between-within subjects analysis of variance was used to assess the impact of interlocutors, age and gender on participants' WTC across the three WTC subscale scores.

		The results showed no interaction effect between any of pairs of variables but the main effect of interlocutor on WTC orally. The results are discussed in the context of language teaching and some pedagogical implications are suggested.
54	Thoms, J.J. (2012): Classroom Discourse in Foreign Language Classrooms: A Review of the Literature, *Foreign Language Annals, 45 (S1), S8-S27*	This article reviews studies that have investigated discourse in foreign language (FL) classroom contexts from the perspective of sociocultural theory. Sociocultural theory maintains that language learning and development in a classroom context are intimately tied to the discursive practices by which and through which learners interact with each other and their teacher. Furthermore, the research has shown that teachers play an important role in that the specific types of patterns created in their interactions with students are a fundamental source of learners' competence in the FL. This review raises additional questions that remain to be addressed in future research that will potentially contribute to an evolving understanding of classroom discourse. [PUBLICATION ABSTRACT]
55	Tomita, Y. & Spada, N. (2013): Form-focused instruction and learner investment in L2 communication, *The Modern Language Journal, 97 (3), 591-610*	The purpose of this study is to examine the role of form-focused instruction (FFI) in relation to learner investment in second language (L2) communication. Although positive effects of FFI have been reported, most of this research has been conducted from a cognitive–interactionist perspective. Little attention has been paid to the social factors of FFI, including learner investment—a desire to learn a second/foreign language taking into consideration learners' socially constructed identities (Norton Peirce, 1995). Drawing on second language socialization theory (Duff, 2007) and using discursive practices (Young, 2009) as an analytic framework, this study examines how FFI influences learner investment in L2 communication in the classroom setting. Twenty-four high school students in Japan participated in a study, where two Japanese teachers of English team-taught four 50-minute lessons. Each lesson contained a 15-minute exclusively meaning-focused activity and a 15-minute form-focused activity that included attention to both form and meaning. All students completed both types of

		activities. Data were collected through classroom observations, video-recorded classroom interactions, stimulated recalls, interviews, questionnaires, and diaries, all of which were analyzed quantitatively and qualitatively. The results suggest that FFI created social contexts for learners to establish their identities as L2 learners, leading to greater investment in L2 communication.
56	Urrutia Leon, W. & Vega Cely, E. (2010): Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School, *PROFILE, 12 (1), 11-31*	Our project was implemented with tenth grade students of a public school located in the Usme Zone in Bogota. We decided to develop this action research project because we were concerned about our students' difficulties when attempting to speak English. They felt inhibited with activities that involved oral interaction mainly because they were afraid of criticism and jokes about what they said. To develop our project we used video recordings, the teacher's journal and questionnaires answered by the students. The results showed that students felt better, free and confident when they participated in oral tasks, particularly during games. We saw collaboration, solidarity and interaction among them. In addition, they were relaxed and happy at the time they had to perform in small groups. Adapted from the source document
57	Vaca Torres, A.M. & Gómez Rodríguez, L.F. (2017): Increasing EFL Learners' Oral Production at a Public School through Project-Based Learning, *Profile, 19 (2), 57-71*	This research study examined how a group of ninth graders enhanced the speaking skill in an English as a foreign language classroom through project-based learning. Data about the experience were collected through field notes, transcripts of learners' oral performance, and one interview. Grounded theory was implemented for data analysis, out of which three main findings emerged: (1) project-based learning encouraged students to increase oral production through lexical competence development, (2) helped them to overcome fears of speaking in L2, and (3), increased their interest in learning about their school life and community.Alternate abstract:Esta investigación analizó cómo un grupo de grado noveno afianzó su producción oral en inglés mediante el aprendizaje basado en proyectos. Se recogieron datos sobre la experiencia en notas de campo, trascripciones de las producciones orales de los estudiantes y una entrevista. El análisis

		de los datos generó tres hallazgos principales: el aprendizaje basado en proyectos motivó a los estudiantes a aumentar su producción oral mediante el desarrollo de la competencia léxica, les ayudó a superar el temor de hablar en la lengua extranjera e incrementó su interés por aprender sobre su vida escolar y su comunidad.
58	van Batenburg, E. S. L., Oostdam, R. J., van Gelderen, A. J. S., Fukkink, R.G. & De Jong, N.H. (2019): Oral Interaction in the EFL Classroom: The Effects of Instructional Focus and Task Type on Learner Affect, *The Modern Language Journal, 103 (1), 308-326*	Little is known about the effects of different instructional approaches on learner affect in oral interaction in the foreign language classroom. In a randomized experiment with Dutch pre-vocational learners (N = 147), we evaluated the effects of 3 newly developed instructional programs for English as a foreign language (EFL). These programs differed in instructional focus (form-focused vs. interaction strategies-oriented) and type of task (pre-scripted language tasks vs. information gap tasks). Multilevel analyses revealed that learners' enjoyment of EFL oral interaction was not affected by instruction, that willingness to communicate (WTC) decreased over time, and that self-confidence was positively affected by combining information gap tasks with interactional strategies instruction. In addition, regression analyses revealed that development in learners' WTC and enjoyment did not have predictive value for achievement in EFL oral interaction, but that development in self-confidence did explain achievement in EFL oral interaction in trained interactional contexts.
59	Van de Guchte, M., Rijlaarsdam, G., Braaksma, M. & Bimmel, P. (2019): Focus on Language versus Content in the Pre-Task: Effects of Guided Peer-Video Model Observations on Task Performance, *Language Teaching Research, 23 (3), 310-329*	The present experimental study examined whether a different focus during a pre-task planning observation task affects learners' subsequent oral task performance. Forty-eight ninth-grade students learning German as a foreign language were randomly assigned to two different planning conditions: video observations with a focus on language (FonL) and video observations with a focus on content (FonC). With a communicative oral task we measured the effects on oral task performance, in terms of attempted (accurate) use of the target structure and complexity, in terms of number of words, subordination and coordination. In addition we investigated whether there was a trade-off between attempted (accurate) use of the target structure and complexity. Results showed that the focus

		of the observations at the pre-task stage did indeed lead to different outcomes: students in the language condition used the grammatical target structure more often and more accurately, whereas students of the content condition generated more coordinate and subordinate clauses. Trade-offs were found between attempted (accurate) use of the target structure and the use of subordinate clauses. These findings imply that, depending on the purposes of the lesson, the observation of peer-model videos with different planning foci can be effectively used to promote (accurate) use of targeted grammatical structures and improve complexity during subsequent task performance.
60	Walsh, S. & Li, L. (2013): Conversations as space for learning, *International Journal of Applied Linguistics, 23 (2), 247-266*	This paper reports on a microanalytic study which examines the ways in which teachers create 'space for learning' Using data from two English language classes recorded in China, we identify specific interactional features which create space, enhance participation and increase opportunities for learning. Adopting the theoretical underpinnings and principles of conversation analysis, we demonstrate how teachers create space for learning through the use of specific practices such as increased wait-time, extended learner turns and increased planning time. Space is also created by teachers according to their ability to manage learner contributions in a positive and focused way: by shaping learner contributions through the use of scaffolding, paraphrasing and re-iterating. We also argue that space for learning may be created when pedagogic goals and the language used to achieve them are aligned. Implications for teacher education and classroom practice are discussed. Adapted from the source document
61	Zarrinabadi, N., & Ebrahimi, A. (2019): Increasing peer collaborative dialogue using a flipped classroom strategy, *Innovation in Language Learning and Teaching, 13(3), 267-276.*	This article reports on a study which employed a flipped classroom strategy to increase the amount of peer dialogue among a group of Iranian EFL learners. The flipped strategy used in this study required the students to study some online materials provided for students via a social network called Telegram. Before attending the class, the participants watched videos related to the topic of each lesson, studied online texts that included the bolded vocabulary,

		and listened to audio clips related to the focus of every session's discussion. The analysis of audio-recordings of peer collaborative talk indicated that the flipped strategy, as compared to the traditional teaching, significantly increased collaborative peer dialogue among the learners. Finally, implications of the study for language teachers and researchers interested in this area of inquiry are discussed.
62	Zhang, J., Beckmann, N. & Beckmann, J.F. (2018): To talk or not to talk: A review of situational antecedents of willingness to communicate in the second language classroom, *System, 72 226-226*	Willingness to communicate (WTC) used to be seen as a stable, trait-like communicative tendency; however, in the field of second language acquisition (SLA), attention has recently shifted to its more dynamic, state-like components. This article systematically reviews the literature on the situational antecedents that might contribute to variation in WTC. It aims specifically at furthering our understanding of the interaction between WTC and the learning situation. After searching major databases (Web of Science, ERIC and the British Education Index), findings of 35 studies were analyzed. Different kinds of situational antecedents of WTC suggested in these studies were then systematically organized into a multi-layered framework. The framework raises awareness of the role of the learning situation, and how the learning situation is perceived by second language learners. The framework has the potential to guide future research by offering a more comprehensive and systematic approach to the study of situational antecedents of WTC and the dynamic processes that underpin WTC.
63	Zuniga, M. & Simard, D. (2016): Observing the Interactive Qualities of L2 Instructional Practices in ESL and FSL Classrooms, *Studies in Second Language Learning and Teaching, 6 (1), 135-158*	Discourse features that promote the generation of interactionally modified input and output, such as negotiation for meaning, have been shown to significantly enhance second language acquisition. Research has also identified several characteristics of instructional practices that render them more or less propitious to the generation of these discourse features. While various classroom observation studies have successfully measured the communicative orientation of classroom environments, most of the indicators of interactivity analyzed in those studies were obtained through micro-level

| | | discourse analyses and not through macro-level analyses of task-related factors shown to directly influence the interactivity of instructional practices. Such a macro-level scale has potential practical implications for teachers and administrators seeking an efficient tool for assessing and improving the interactivity afforded by a given curriculum. The objective of the present study was therefore to develop macro-level scale to determine the extent to which teachers of French and English as a second language use interaction-friendly instructional practices. Using an observation scheme designed to code data on factors shown to influence interactivity, 63 hours of FSL and ESL classes from secondary schools in the Montreal area were observed and analyzed. Results indicate clear differences between the two groups. While both ESL and FSL classes were less teacher-centered than those observed in previous studies, they were still rated as not-very-interactive. Target language differences showed that the FSL classes were more teacher-centered and characterized by fewer interaction-friendly tasks and activities than the ESL classes. Task characteristics, reasons for ESL and FSL differences and recommendations for improvement are discussed. |