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Self-Study Research Methodology

Qualitative research is an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes” (Creswell, 2013, p. 44).

Qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2011, p. 3).

Self-study: “of teacher education practices aims to understand situated human activity from the perspectives of those engaged in it” (Berry & Kitchen, 2020, p. 124).

Self-study is self-initiated, self-focused, aims to understand teaching and learning practices, is driven by multiple qualitative methods, and seeks exemplar-based validation with the research community (Moorhouse & Tiet, 2021, p. 6).

1 How Does Online Learning Affect Peer Interaction and Cooperative Learning?

3 participants with Spanish as their L1, learning:

French, Japanese and Italian

Online learning modality

- Synchronous
- Asynchronous

Issues in common

- Cooperative learning: Use of peer scaffolding.
- Peer interaction: Cameras turned off during synchronous sessions.

Findings

“Interactions among students seem clearly to matter in online discussion. Indeed, Rourke et al. (2001) identify the development of social presence, the perceived interaction with others, as one of the cornerstones for the development of online learning communities” (Swan, 2002, p. 26).

- Online courses often limit interaction activities such as teamwork, which tend to be offered more frequently in the conventional classroom.
- Interaction facilitates the learning process.
- It is not just the student / instructor interaction that is reduced by the online environment but from a social perspective students often lack the interaction with their peers which can lead to feelings of isolation (O'Donoghue et al., 2004, p. 65).

As we know, the online modality brought some circumstances affecting learning, such as the said manner in which learners interact and collaborate online. We found that those elements could be considered affective factors.

Du (2009) mentions that besides some objective factors, “there are also some affective factors in language learning that are like a filter which filtrates the amount of input in learners’ brains. People with high affective filters will lower their intake, whereas people with low affective filters allow more input into their language acquisition device.”

Self-study Research in Language Acquisition

with Future ESL Teachers Enrolled in a Foreign Language Course

Participants and Research Context

Licenciatura en la Enseñanza del Inglés - UdAs: Lengua Extranjera I y II
6 students from LEI in a Foreign language class as an L3 or L4: German - Italian - French - Japanese - Mexican Sign Language, L1 Spanish & L2 English
Over a period of 2 semesters - Aug-Dec 2020 & Jan-June 2021
Instruments: Sway Portfolio - weekly reflective journals - visual evidence of language learning process - weekly reflective questions - video recording.
Ethics: confidentiality & protection of identity of non-participants
Data analysis: constant comparison: highlighting, re-reading, categorizing.



2 Understanding the Information Processing theory in Language learning: Experiences from future language teachers

Information Processing Model

Atkinson and Shiffrin (1968) proposed a cognitive model describing how the mind processes information.

The model proposes three storage compartments:

- 1.- Sensory memory
- 2.- Short term memory/ Working memory
- 3.- Long term memory

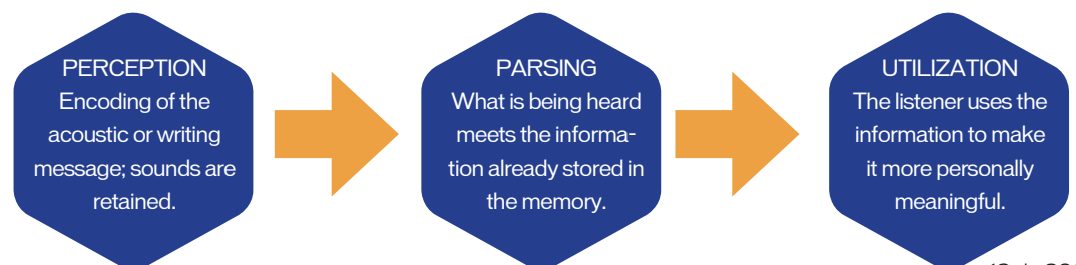
Capacity and Duration

A researcher named, George Miller discovered that most individuals have approximately seven cognitive slots available to be filled with information.

- 1.- Constant inflow of new data.
- 2.- Little chance to conveniently process all the information
- 3.- Information effectively processed, easier to remember it at a later time.

The Language Comprehension Model

This model proposed by Anderson (1995) tries to explain how learners try to make sense of the language itself. In this case, listening and reading were the skills considered in this study.



(Goh, 2000)

Findings

- Recognition of words and sounds were quite slow since there was not reading or listening practice previously to the target language class, so comprehension was difficult to achieve in these skills.
- Two different set of instructions in the mind doubles the amount of data the brain has to process. As the brain has difficulties to retain information, the original input may be lost.
- Our mental system has a certain capacity to work and store this information.
- Experience negative emotions during the learning process (French, Mexican sign language and Japanese).

3 Practice and Repetition in Second Language Learning: A Self-Study Experience from a Language Teacher

Literature Review

Webb (2007) conducted a research study related to effects of repetition in vocabulary learning. Webb (2007) observed that “gains in all aspects of knowledge tended to increase as the number of presentations increased” (p. 59). The aspects that Webb (2007) refers to are vocabulary, knowledge of orthography, grammatical function, syntax, and knowledge of association.

Saragi et al. (1978) conducted a study that revealed the paramount role of repetition for incidental vocabulary learning through reading. They found that native speakers of English needed to encounter target words a minimum of ten times before they could learn them.

One must acknowledge that the frequency of encounters is important to learn new lexical units of a target language, but frequency accounts for only one variable that influences vocabulary learning (Webb & Nation, 2017).

Findings

- It is relevant to mention that repetition by itself does not guarantee the learning of a language; nevertheless, it was a factor that greatly enhanced my language learning.
- Ultimately, written repetition was the practice strategy that most positively influenced my learning of lexical and grammatical elements of German.
- Written practice that included images contributed to my success in learning new language in German.
- The least effective repetition strategy was the usage of list of items that provided no visual representations.

Webb (2007) is right...

The more written, spoken, and auditory repetition I received, the greater my understanding of German appeared to be.

Voilà