

Second Language Learning in The Classroom

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Research In Second Language Learning Focus On The Classroom

**Phil Hiver, Ali H. Al-Hoorie, Sarah
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Research In Second Language Learning Focus On The Classroom:

Research in Second Language Learning James P. Lantolf, Angela Labarca, 1987 The volumes in this series are intended to bring to an extended reading public select papers from the annual symposia on language studies held at the University of Delaware These symposia are sponsored by the program in linguistics at the university Each year a general theme in applied linguistics is chosen and a call is sent out for papers dealing with that theme in some way Second and Foreign Language Learning Through Classroom Interaction Joan Kelly Hall, Lorrie Stoops Verplaetse, 2000-06-01 This volume brings together the current theoretical interest in reconceptualizing second and foreign language learning from a sociocultural perspective on language and learning with practical concerns about second and foreign language pedagogy It presents a set of studies whose focus is on the empirical description of particular practices constructed in classroom interaction that promote the learning of a second or foreign language The authors examine in detail the processes by which the learning of additional languages is accomplished in the interaction of a variety of classrooms and in a variety of languages Not only will the findings from the studies reported in this volume help to lay a foundation for the development of a more expansive sociocultural model of second and foreign language learning but on a more practical level they will help language educators in creating a set of principles for identifying and sustaining classroom interactional practices that foster additional language development The volume is distinguished in three ways Following a Vygotskian perspective on development the studies assume that language learning is a fundamentally pragmatic enterprise intrinsically linked to language use This breaks from a more traditional understanding of second and foreign language learning which has viewed learning and use as two distinct phenomena The importance of classroom interaction to additional language development is foregrounded The investigations reported in this book are distinguished by their methodological approach Because language learning is assumed to be a situated context sensitive and dynamic process the studies do not rely on traditional experimental methods for collecting and analyzing data but rather they involve primarily the use of ethnographic and discourse analytic methods The studies focus on interactional practices that promote second and foreign language learning Although a great deal of research has examined first language learning in classrooms from a sociocultural perspective little has looked at second and foreign language classrooms from such a perspective Thus there is a strong need for this volume of studies addressing this area of research Researchers teacher educators and graduate students across the fields of second and foreign language learning applied linguistics and language education will find this book informative and relevant Because of the programmatic implications arising from the studies it will also appeal to teacher educators and teachers of second and foreign languages from the elementary to the university levels Form-Focused Instruction and Second Language Learning Rod Ellis, 2001-06-08 How does classroom language learning take place How does an understanding of second language acquisition contribute to language teaching In answering these questions Rod Ellis reviews a wide range of research on

classroom learning developing a theory of instructed second language acquisition that has significant implications for language teaching The early chapters of this book trace the attempts to explain classroom language learning in terms of general theory of learning behaviorism and the study of naturalistic language learning The middle chapters document the attempts of researchers to enter the black box of the classroom in order to describe the teaching learning behaviors that take place there and to investigate to what extent and in what ways instruction results in acquisition The book concludes with a theory of classroom language learning This theory advances an explanation of the relationship between explicit and implicit linguistic knowledge and in so doing accounts for how both form focused and meaning focused instruction contribute to second language acquisition in the classroom

Student Engagement in the Language Classroom Phil Hiver, Ali H. Al-Hoorie, Sarah Mercer, 2020-12-02 This book defines engagement for the field of language learning and contextualizes it within existing work on the psychology of language learning and teaching Chapters address broad substantive questions concerned with what engagement is or looks like and how it can be theorized for the language classroom methodological questions related to the design measurement and analysis of engagement in language classrooms and beyond as well as applied issues examining its antecedents factors inhibiting and enhancing it and conditions fostering the re engagement of language learners who have become disengaged Through a mix of conceptual and empirical chapters the book explores similarities and differences between motivation and engagement and addresses questions of whether how and why learners actually do exert effort allocate attention participate and become involved in tangible language learning and use It will serve as an authoritative benchmark for future theoretical and empirical research into engagement within the classroom and beyond and will be of interest to anyone wishing to understand the unique insights and contributions the topic of engagement can make to language learning and teaching

Tasks in Second Language Learning Virginia Samuda, Martin Bygate, 2007-11-27 *Tasks in Second Language Learning* aims to re centre discussion of the ways in which language learning tasks can help offer a holistic approach to language learning and to explore the research implications It relates the broad educational and social science rationale for the use of tasks to the principles and practices of their classroom use The authors provide a balanced review of research as a basis for exploring a broader research agenda Throughout the book offers telling illustration of the contributions of a range of specialists in research teaching methodology and materials development and of the authors own argument

Second Language Classroom Research Jacquelyn Schachter, Susan M. Gass, 2013-11-05 In an attempt to fill the gap left by the many published studies on classroom second language research this book explores a variety of human social and political issues involved in the carrying out of such studies Many journals are chock full of the results of classroom research with evidence to support one claim or another about the efficacy of one teaching method or another Many textbooks are replete with statistical procedures to be used and with experimental designs to fit varying situations Too often overlooked in these treatments are the human social and political issues involved in carrying out

research in classrooms that are not one's own. What are the problems going to be when one attempts work such as this? What does one do on discovering that an administrator's agenda is different than one had thought? What does one do when a teacher resents intrusions into her classroom? This book offers a view on those kinds of issues as presented and managed by successful classroom researchers themselves. The authors present their own experiences including on occasion their trials and tribulations and how they dealt with them. They lay themselves open to criticism in doing so but they make their contributions much the richer as well. The classroom contexts extend to different countries and range from elementary schools to universities. Some of the issues presented are the necessarily collaborative nature of the research, the question of meshing pedagogically sound and experimentally acceptable practices, the often strong possibility that political and social decisions will interrupt the research, the perennial question of reporting out the results, and the training of graduate student researchers.

Extending the Boundaries of Research on Second Language Learning and Teaching Mirosław Pawlak, 2011-08-30. The book contains a selection of papers reflecting cutting edge developments in the field of learning and teaching second and foreign languages. The contributions are devoted to such issues as classroom oriented research, sociocultural aspects of language acquisition, individual differences in language learning, teacher development, new strands in second language acquisition research, as well as methodological considerations. Because of its scope, the diversity of topics covered, and the adoption of various theoretical perspectives, the volume is of interest not only to theorists and researchers but also to methodologists and practitioners and can be used in courses for graduate students.

Second Language Acquisition Myths Steven Brown, Jenifer Larson-Hall, 2012-03-15. This volume was conceived as a first book in SLA for advanced undergraduate or introductory master's courses that include education majors, foreign language education majors, and English majors. It's also an excellent resource for practicing teachers. Both the research and pedagogy in this book are based on the newest research in the field of second language acquisition. It is not the goal of this book to address every SLA theory or teach research methodology. It does, however, address the myths and questions that non-specialist teacher candidates have about language learning. Steven Brown is the co-author of the introductory applied linguistics textbook *Understanding Language: Structure, Interaction, and Variation*, textbook and workbook. The myths challenged in this book are: Children learn languages quickly and easily while adults are ineffective in comparison. A true bilingual is someone who speaks two languages perfectly. You can acquire a language simply through listening or reading. Practice makes perfect. Language students learn and retain what they are taught. Language learners always benefit from correction. Individual differences are a major, perhaps the major, factor in SLA. Language acquisition is the individual acquisition of grammar.

Introduction to Instructed Second Language Acquisition Shawn Loewen, 2025-03-10. Now in its third edition, *Introduction to Instructed Second Language Acquisition* continues to present a structured, comprehensive introduction to ISLA's theoretical, empirical, and pedagogical themes, as well as a range of key issues in research and practice. Designed for

ease of teaching the text includes separate sections for empirical evidence and pedagogical implications in order to demonstrate how research findings can successfully be implemented in the classroom Activities and discussion questions as well as points for reflection facilitate discursive learning and critical thinking This third edition has been thoroughly updated to reflect the latest developments in the field along with new chapters on psychological cognitive and social individual differences respectively This is an essential core text for courses on ISLA and recommended reading for classes in Language Acquisition more broadly

Language Learning Beyond the Classroom David Nunan, Jack C. Richards, 2015-01-30 This volume presents case studies of language learning beyond the classroom The studies draw on a wide range of contexts from North and South America to Europe and the Asia Pacific region Each provides principled links between theory research and practice While out of class learning will not replace the classroom ultimately all successful learners take control of their own learning This book shows how teachers can help learners bridge the gap between formal instruction and autonomous language learning Although English is the primary focus of most chapters there are studies on a range of other languages including Spanish and Japanese

Instructed Second Language Acquisition Rod Ellis, 1991-01-08 How does classroom language learning take place How does an understanding of second language acquisition contribute to language teaching In answering these questions Rod Ellis reviews a wide range of research on classroom learning developing a theory of instructed second language acquisition which has significant implications for language teaching

Focus on the Language Classroom Dick Allwright, Kathleen M. Bailey, 1991-04-25 The authors set out to define the aims principles and objectives of recent research into what exactly happens in the language classroom to describe the findings of this work and to relate these to teaching practice

Second Language Acquisition Processes in the Classroom Amy Snyder Ohta, 2001 This book is the first study to examine how interactional style develops within the walls of a foreign language classroom in the first two years of language study Results show learners to be highly sensitive to pragmatic information and that learners can move toward an appropriate interactional style through classroom interactive experience The book shows how learners are most often sources who offer assistance and correction with errors serving most often to stimulate further thinking about what form is correct Analysis shows learners to be active in seeking corrective information in the classroom setting not only from peer partners but also from the teacher They are active in noticing how the teacher's utterances even when addressed to others contrast with their own and utilize corrective feedback intended for other students In addition the results show that teacher initiated corrective feedback addressed to individual learners is only one source of corrective feedback Learners are shown to be active in both teacher fronted and peer interactive settings In newer L2 teaching methodologies which focus on the use of peer interactive tasks the teacher's role has been de-emphasized This book however shows how important the teacher's role is The final chapter examines how the teacher can act to maximize the benefits of peer interactive tasks through how they design tasks and present them to the class First the chapter looks at how learners use English their L1 in the classroom

concluding that how teachers present activities to the class has an impact on the amount of L1 used by students during peer interaction Following up on this finding the chapter works to address questions that teachers face in lesson planning and teaching It presents a useful list of questions teachers can ask when designing peer interactive tasks in order to maximize the effectiveness of a wide variety of language learning tasks

Peer Interaction and Second Language Learning Jenefer Philp, Rebecca Adams, Noriko Iwashita, 2013-11-07 *Peer Interaction and Second Language Learning* synthesizes the existing body of research on the role of peer interaction in second language learning in one comprehensive volume In spite of the many hours that language learners spend interacting with peers in the classroom there is a tendency to evaluate the usefulness of this time by comparison to whole class interaction with the teacher Yet teachers and peers are peers as partners in interaction they are likely to offer very different kinds of learning opportunities This book encourages researchers and instructors alike to take a new look at the potential of peer interaction to foster second language development Acknowledging the context of peer interaction as highly dynamic and complex the book considers the strengths and limitations of peer work from a range of theoretical perspectives In doing so *Peer Interaction and Second Language Learning* clarifies features of effective peer interaction for second language learning across a range of educational contexts age spans proficiency levels and classroom tasks and settings

Gesture Steven G. McCafferty, Gale Stam, 2009-06-02 This book demonstrates the vital connection between language and gesture and why it is critical for research on second language acquisition to take into account the full spectrum of communicative phenomena The study of gesture in applied linguistics is just beginning to come of age This edited volume the first of its kind covers a broad range of concerns that are central to the field of SLA The chapters focus on a variety of second language contexts including adult classroom and naturalistic learners and represent learners from a variety of language and cultural backgrounds *Gesture Second Language Acquisition and Classroom Research* is organized in five sections Part I *Gesture and its L2 Applications* provides both an overview of gesture studies and a review of the L2 gesture research Part II *Gesture and Making Meaning in the L2* offers three studies that all take an explicitly sociocultural view of the role of gesture in SLA Part III *Gesture and Communication in the L2* focuses on the use and comprehension of gesture as an aspect of communication Part IV *Gesture and Linguistic Structure in the L2* addresses the relationship between gesture and the acquisition of linguistic features and how gesture relates to proficiency Part V *Gesture and the L2 Classroom* considers teachers gestures students gestures and how students interpret teachers gestures Although there is a large body of research on gesture across a number of disciplines including anthropology communications psychology sociology and child development to date there has been comparatively little investigation of gesture within applied linguistics This volume provides readers unfamiliar with L2 gesture studies with a powerful new lens with which to view many aspects of language in use language learning and language teaching

Language Teaching Research and Language Pedagogy Rod Ellis, 2012-01-17 This book examines current research centered on the second

language classroom and the implications of this research for both the teaching and learning of foreign languages It offers illuminating insights into the important relationship between research and teaching and the inherent complexities of the teaching and learning of foreign languages in classroom settings Offers an accessible overview of a range of research on instruction and learning in the L2 classroom Bridges the relationship between research teachers and learners Helps evolve the practice of dedicated current language teachers with research findings that suggest best practices for language teaching

Brave New Digital Classroom Robert J. Blake,2013-02-15 Brave New Digital Classroom examines the most effective ways to utilize technology in language learning The author deftly interweaves the latest results of pedagogical research with descriptions of the most successful computer assisted language learning CALL projects to show how to implement technology in the foreign language curriculum to assist the second language acquisition process This fully updated second edition includes new chapters on the latest electronic resources including gaming and social media and discusses the realities and potential of distance learning for second language acquisition The author examines the web CALL applications and computer mediated communication CMC and suggests how the new technologically assisted curriculum will work for the foreign language curriculum Rather than advocating new technologies as a replacement for activities that can be done equally well with traditional processes the author envisions a radical change as teachers rethink their strategies and develop their competence in the effective use of technology in language teaching and learning Directed at all language teachers from the elementary school to postsecondary levels the book is ideal for graduate level courses on second language pedagogy It also serves as an invaluable reference for experienced researchers CALL developers department chairs and administrators

Practice in a Second Language Robert DeKeyser,2007-03-12 This volume focuses on practice from a theoretical perspective and includes implications for the classroom Classroom Oriented Research in Second Language Acquisition Herbert W. Seliger,Michael H. Long,1983 **Instructed Second Language Acquisition** Rod Ellis,1991-01-08 How does classroom language learning take place How does an understanding of second language acquisition contribute to language teaching In answering these questions Rod Ellis reviews a wide range of research on classroom learning developing a theory of instructed second language acquisition which has significant implications for language teaching

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