

Second Language Classrooms

**Research on teaching
and learning**

Craig Chaudron

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Series Editors: Michael H. Long and Jack C. Richards

Second Language Classrooms

Jacquelyn Schachter, Susan M. Gass



Second Language Classrooms:

Learning Strategies in Foreign and Second Language Classrooms Ernesto Macaro, 2002-01-01 An extremely lucid book that mixes discursive prose with exercises questions and prompts for reflection Each theoretical point is supported by a fully explained example The book focuses on the different strategies that people use to learn languages and shows teacher how to a train pupils in those strategies and b adapt their teaching to derive the greatest benefit from each strategy **New**

Perspectives on Grammar Teaching in Second Language Classrooms Eli Hinkel, Sandra Fotos, 2001-07-01 New Perspectives on Grammar Teaching in Second Language Classrooms brings together various approaches to the contextualized teaching of grammar and communicative skills as integrated components of second language instruction Its purpose is to show from both theoretical and practical perspectives that grammar teaching can be made productive and useful in ESL and EFL classrooms In this text First rate scholars approach the teaching of grammar from multiple complementary perspectives providing an original comprehensive treatment of the topic Discourse analysis and research data are used to address such pedagogical areas as grammatical and lexical development in speaking listening reading and writing The communicative perspective on ESL and EFL instruction that is presented provides ways for learners to enhance their production skills whereas the meaning based grammar instruction can supplement and strengthen current methodology with a communicative focus This volume is intended as a foundational text for second language grammar pedagogy courses at the advanced undergraduate and master s levels **New Perspectives on CALL for Second Language Classrooms** Sandra

Fotos, Charles M. Browne, 2013-06-17 This practical handbook is designed to help language teachers teacher trainers and students learn more about their options for using computer assisted language learning CALL and develop an understanding of the theory and research supporting these options The chapters in New Perspectives on CALL for Second Language Classrooms synthesize previous CALL theory and research and describe practical applications to both second and foreign language classrooms including procedures for evaluating these applications The implementation of CALL at the institutional level is also addressed with attention to designing multimedia language laboratories and creating collaborative CALL based projects between educational institutions Although many chapters locate their descriptions of CALL activities and projects within the ESL EFL setting the principles and activities described are equally useful for other language settings The book does not require prior knowledge of CALL computers or software To assist readers a glossary of CALL terms and an appendix of CALL Web sites are provided The book also has its own accompanying Web site <http://www.erlbaum.com/callforL2classrooms> presenting chapter abstracts author contact information and regularly updated links to pedagogical research and teacher development sites By integrating theoretical issues research findings and practical guidelines on different aspects of CALL this book offers teachers multiple levels of resources for their own professional development for needs based creation of specific CALL activities for curriculum design and for implementation of institutional and inter

institutional CALL projects Learner Engagement in Online Second Language Classrooms Phung Dao,2024-10-23 This book explores current research on online instructed L2 acquisition with a specific focus on the nature and impact of learner engagement in online L2 classroom interaction It examines the topic of online learner engagement from various theoretical perspectives discusses conceptual and methodological issues synthesizes research on the role of learner engagement in online L2 classroom interaction and critically assesses its connection to teaching practices across different L2 settings The book is intended for a wide audience including undergraduate and postgraduate Applied Linguistics TESOL and Second Language Education students seeking to understand the significance of learner engagement in online L2 learning It will also be useful for researchers interested in staying updated on recent findings regarding the benefits of learner engagement in online classroom interaction for L2 learning Additionally teachers teacher trainers and educators in Teacher Education TE and or continuous professional development CPD programs can benefit from the pedagogical insights offered in this book regarding online L2 instruction in various contexts Classroom Second Language Development Rod Ellis,1984 *Making it Happen* Patricia A. Richard-Amato,1988 *First Language Use in Second and Foreign Language Learning* Miles Turnbull,Jennifer Dailey-O'Cain,2009 This book focuses on the use of the first language in communicative or immersion type classrooms Through the intersection of theory practice curriculum and policy the volume calls for a reconceptualization of code switching as something that both proficient and aspiring bilinguals do naturally and as a practice that is inherently linked with bilingual code switching **Second-language Classroom Interaction** Ann C. Wintergerst,1994 This book analyzes teacher and student interaction in the context of twelve ESL lessons with the purpose of exploring the extent of student language output Research has confirmed that teacher speech dominates the second language classroom Not surprisingly teacher talk has been investigated in numerous studies but student talk has been largely overlooked this study addresses that imbalance Questions are one means of engaging student attention promoting verbal responses and evaluating student progress They facilitate interaction by establishing the topic the speaker and the respondent However as the author shows some teacher questions encourage communication while others inhibit it In this analysis of teacher and student questions and answers Professor Wintergerst offers new perspective on second language development and classroom learning in general BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved

Competition in Second Language Classrooms NOUROLLAH. ZARRINABADI,2025-01-09 **Extensive Reading in the Second Language Classroom** Richard R. Day,Julian Bamford,1998-01-13 This comprehensive examination of extensive reading shows how reading large quantities of books and other materials can provide students with essential practice in learning to read and help them develop a positive attitude towards reading which is sometimes missed in second language classes The authors first examine the cognitive and affective nature of reading and then offer a wealth of practical advice for implementing extensive reading with second language learners Suggestions are provided for integrating extensive reading

into the curriculum establishing a library selecting reading materials and keeping records for purposes of evaluation The text also describes a wide variety of classroom activities to supplement individualized silent reading The information will be useful both for pre service teachers and for teachers and administrators who want to improve the teaching of reading in their second language programs

Researching Second Language Classrooms Sandra Lee McKay, 2006-08-15 This bk provides resources information teachers can use to examine their own classrooms in order to become more effective teachers A general introduction introduces readers to major research purposes types as it relates to classroom research The book is

Second Language Classrooms Craig Chaudron, 1988-01-29 This book provides a critical overview of recent classroom centred research and its implications for the teaching and learning of languages giving new insights into how languages are learned and what the effects of classroom instruction are

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

Reflective Teaching in Second Language Classrooms Jack C. Richards, Charles Lockhart, 1994-03-25 This text introduces teachers to techniques for exploring their own classroom experiences The paperback edition introduces teachers to techniques for exploring their own classroom experiences Numerous books deal with classroom observation and research but this is the first to offer a carefully structured approach to self observation and self evaluation Richards and Lockhart aim to develop a reflective approach to teaching one in which teachers collect data about their own teaching examine their attitudes beliefs and assumptions and use the information they obtain as a basis for critical reflection on teaching practices The approach is not linked to a particular method but rather can

be applied to a variety of methodologies and teaching situations Each chapter includes questions and activities appropriate for group discussion or self study Silence in the Second Language Classroom J. King,2013-10-31 Why are second language learners in Japan s universities so silent This book investigates the perplexing but intriguing phenomenon of classroom silence and draws on ideas from psychology sociolinguistics and anthropology to offer a unique insight into the reasons why some learners are either unable or unwilling to speak in a foreign language From Reader to Reading Teacher Jo Ann Aebersold,Mary Lee Field,1997-03-13 From Reader to Reading Teacher is a self contained student centred methods text that connects reading theory to practical classroom activities The paperback edition ideal for introductory courses on the teaching of second language reading connects reading theory to practical classroom activities Teachers begin by exploring their beliefs and assumptions about reading and analyzing their own reading strategies This leads to a critical examination of the pedagogical issues central to the reading classroom including selecting appropriate activities and effective lesson planning **The Reasons We Speak** Miguel Mantero,2002-10-30 The role of cognition in a literature based foreign language classroom is investigated and explained here By implementing a sociocultural approach cognition is understood as the basic building block for all human learning and language development This study incorporates various understandings and views from reader response theory literary theory and discourse analysis in order to support the conclusions reached through authentic classroom discourse analysis Along with clarifying current trends in second language acquisition theory this text also offers the classroom teacher practical suggestions on how to approach and evaluate classroom talk that is based on literature or authentic readings The book also contains new approaches and views on the roles of reader response theory in the language classroom that are also reflected in a contemporary literary theory that has been developed especially with second language readers and learners in mind The author challenges the current view of scaffolding as demonstrated in the data analysis and offers a more realistic interpretation of what may actually be taking place in the language classrooms under the guise of scaffolding The role of opportunities to enter into discourse becomes central to the main argument and is exemplified through actual classroom transcripts *Second Language Classrooms (South Asia Edition)* Craig Chaudron,2009-06-01 This important new book provides a critical overview of recent classroom centered research and its implications for the teaching and learning of languages Chaudron synthesizes and evaluates crucial research about the way student and teacher behaviours affect language learning and discusses research methods Second Language Classrooms will be of vital interest to researchers language teachers and curriculum specialists as well as readers with a general interest in education linguistics sociology or psychology **Teaching Grammar in Second Language Classrooms** Hossein Nassaji,Sandra S. Fotos,2011-03-17 This text identifies and explores the various options for integrating a focus on grammar and a focus on communication in classroom contexts and offers concrete examples of teaching activities for each option **Double Talk** Virginia M. Scott,2010 Intended for current and future foreign language teaching

professionals volumes in the Theory and Practice in Second Language Classroom Instruction series examine issues in teaching and learning in language classrooms The topics selected and the discussions of them draw in principled ways on theory and practice in a range of fields including second language acquisition foreign language education educational policy language policy linguistics and other areas of applied linguistics Double Talk draws on six real life stories of second language use and their implications for teaching today s language students by challenging the notion of a monolingual standard for our classrooms while pursuing a bilingual objective

Embracing the Song of Appearance: An Mental Symphony within **Second Language Classrooms**

In a global taken by displays and the ceaseless chatter of quick interaction, the melodic beauty and psychological symphony created by the written term usually diminish into the back ground, eclipsed by the persistent noise and disruptions that permeate our lives. However, nestled within the pages of **Second Language Classrooms** a wonderful fictional treasure brimming with fresh feelings, lies an immersive symphony waiting to be embraced. Constructed by an elegant composer of language, this captivating masterpiece conducts viewers on a mental trip, well unraveling the hidden melodies and profound impact resonating within each cautiously crafted phrase. Within the depths of the moving review, we will investigate the book is main harmonies, analyze its enthralling publishing design, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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