

# Understanding Interaction in the Second Language Classroom Context



Noriko Iwashita, Phung Dao  
and Mai Xuan Nhat Chi Nguyen

# Second Language Classroom Interaction

**Christopher J. Jenks, Paul Seedhouse**



## **Second Language Classroom Interaction:**

**Classroom Second Language Development** Rod Ellis, 1984      **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      **Second and Foreign Language Learning Through Classroom Interaction** Joan Kelly Hall, Lorrie Stoops Verplaetse, 2000-06 Brings together a set of papers that share the current theoretical interest in re conceptualizing second foreign language learning from a sociocultural perspective with practical concerns about second foreign language pedagogy      *Understanding Interaction in the Second Language Classroom Context* Noriko Iwashita, Phung Dao, Mai Xuan Nhat Chi Nguyen, 2025-03-07 This book provides an overview and analysis of the role that classroom interaction plays in instructed second language acquisition The authors synthesise current state of the art research on how classroom interaction benefits L2 learning through the lens of three theoretical perspectives cognitive interactionist with a focus on how conversational interaction may promote L2 processing and learning sociocultural which assumes that cognitive advances are located within social interaction and language socialisation which examines how learners position themselves and are positioned in social interaction and how they establish their membership in the target language community They go on to critically examine how findings from this research can be applied to classroom practice in diverse L2 settings they then provide pedagogical implications and suggested teaching activities to support L2 teachers and teacher educators in harnessing the benefits of classroom interaction for L2 learning      Interaction, Language Use, and Second Language Teaching Thorsten Huth, 2020-09-01 This book presents a view of human language as social interaction illustrating its implications for language learning and second language teaching The volume advocates for researchers practitioners and administrators to rethink and reconceptualize an understanding of language beyond that of the written word to one encompassing social and interactional activity built on co construction collaboration and negotiation The book emphasizes the ways in which this view of language can shed light on the language learning process as one which draws on discrete linguistic units and constructions in conjunction with a range of temporal sequential and embodied resources across a variety of social contexts In turn these insights prompt further reflection and discussion on their implications for advancing second

language teaching practice This book will be key reading for scholars interested in second language teaching research as well as active second language teachers and language program administrators      **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      Making it Happen Patricia A. Richard-Amato, 1988      **Social Interaction and L2 Classroom Discourse** Olcay Sert, 2015-08-19 This book offers a close investigation of interactional practices in L2 classrooms With an emphasis on the multimodal and multilingual resources this is an essential study for researchers and postgraduate students in TESOL and Applied Linguistics

**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.

### **Investigating Classroom**

**Discourse** Steve Walsh, 2006-04-18. Introducing language use and interaction as the basis of good teaching and learning, this invaluable book equips teachers and researchers with the tools to analyze classroom discourse and move towards more effective instruction. Presenting an overview of existing approaches to describing and analyzing classroom discourse, Steve Walsh identifies the principal characteristics of classroom language in the contexts of second language classrooms, primary and secondary classrooms, and higher education settings. A distinct feature of the book are the classroom recordings and reflective feedback interviews from a sample group of teachers that Walsh uses to put forward SETT (Self Evaluation of Teacher Talk) as a framework for examining discourse within the classroom. This framework is used to identify different modes of discourse which are employed by teachers and students to increase awareness of the importance of interaction and to maximize learning opportunities. This book will appeal to applied linguists, teachers, and researchers of TESOL, as well as practitioners on MEd or taught doctorate programmes.

*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. *The Handbook of Classroom Discourse and Interaction* Numa Markee, 2015-04-20. Offering an interdisciplinary approach, *The Handbook of Classroom Discourse and Interaction* presents a series of contributions written by educators and applied linguists that explores the latest research methodologies and theories related to classroom language. Organized to facilitate a critical understanding of how and why various research traditions differ and how they overlap theoretically and methodologically.

Discusses key issues in the future development of research in critical areas of education and applied linguistics Provides empirically based analysis of classroom talk to illustrate theoretical claims and methodologies Includes multimodal transcripts of an emerging trend in education and applied linguistics particularly in conversation analysis and sociocultural theory *The Interactional Architecture of the Language Classroom* Paul Seedhouse, 2004-10-01 Winner of the MLA Kenneth W. Mildenberger Prize 2005 This monograph provides a model of the organisation of L2 classroom interaction and a practical methodology for its analysis The main thesis is that there is a reflexive relationship between pedagogy and interaction in the L2 classroom this relationship is the foundation of its context free architecture Explains the basic principles of Conversation Analysis and reviews the literature on L2 classroom interaction Portrays the reflexive relationship between the pedagogical focus of the interaction and the organisation of turn taking sequence and repair Describes the overall organisation of L2 classroom interaction and illustrates the use of the analytical methodology Considers how Conversation Analysis can contribute to the research agendas of Applied Linguistics and Second Language Acquisition 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 are 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 **Communication in the Language Classroom** Tony Lynch, 1996-06-13 Surveys the findings of recent research into classroom interaction involving language learners Discusses the implications of this research for designing classroom communication tasks Offers practical suggestions for applying the ideas in the book to the classroom Supports explanations with transcripts of recordings of real language classes made by the author over a twelve year period Suitable for trainee teachers on Diploma Master's courses as well as new and experienced practising ELT/ESL teachers International Perspectives on ELT Classroom Interaction Christopher J. Jenks, Paul Seedhouse, 2015-04-23 This book gathers together 11 empirical based studies of classroom interaction carried out in different countries including the USA England Kenya Sweden and China Along with a state of the art literature review the chapters provide key insights and engagement priorities that will prove relevant to a variety of learning and teaching contexts **The Handbook of Classroom Discourse and Interaction** Numa

Markee,2019-01-30 Offering an interdisciplinary approach The Handbook of Classroom Discourse and Interaction presents a series of contributions written by educators and applied linguists that explores the latest research methodologies and theories related to classroom language Organized to facilitate a critical understanding of how and why various research traditions differ and how they overlap theoretically and methodologically Discusses key issues in the future development of research in critical areas of education and applied linguistics Provides empirically based analysis of classroom talk to illustrate theoretical claims and methodologies Includes multimodal transcripts an emerging trend in education and applied linguistics particularly in conversation analysis and sociocultural theory

**Classroom Discourse in EFL Teaching: A Cross-cultural Perspective** Katrin Strobelberger,2012-03 This study analyses examples of classroom discourse one of the most important influences on students experience in schools in EFL classes The central idea of the author s enquiry is to compare classroom discourse in two secondary schools in two European countries namely Austria on the one hand and Spain on the other hand The focus of the study is on EFL classes taught by a team of a non native speaker teacher and a native speaker assistant The purposes of this study are to gain insights into classroom communication to compare classroom discourse in two different countries to see whether culturally specific rules of classroom communication might apply and to investigate the contact situation of two different if existent communication strategies in classroom discourse Therefore the study aims to answer the following research question Do the cultural modes of classroom communication in EFL classes taught by a team of a teacher and an assistant differ from each other The data needed for this study were collected by means of video recording audio portions were transcribed and the data was analysed using methods of Conversational Analysis The author focuses in particular on turn taking the occurrence of the IRE IRF sequence and simultaneous speech as well as restarts and pauses The analysis shows how certain conversational structures such as simultaneous speech or the IRE IRF sequence work in classroom discourse The results hint at different cultural modes of classroom communication the main differences concerning the presence of the teacher in the discourse the degree of smoothness with which the discourse proceeds and the students degree of involvement in communication Furthermore the data shows that different communication strategies are indeed used in classes taught by a team Interaction with an assistant might increase students talking time and might if the assistant is given enough freedom also result in more fluent student discourse In addition the data suggests that some communication strategies are preferable in the context of EFL teaching with the aim of enhancing communicative competence namely not interfering with regard to content not selecting next speakers and offering open discussion activities

**Classroom Interaction for Language Teachers** Steve Walsh,2015-10 In any classroom it is through language interaction that students are able to acquire knowledge develop skills and understand communication Classroom Interaction for Language Teachers takes a look at the complex relationship between language interaction and learning to help teachers have a fuller understanding of interaction and in doing so promote a fuller understanding of their

effectiveness as teachers This easy to follow guide uses authentic classroom transcripts and provides practical strategies to help both teachers and learners develop the interactional competence to create more engaged dynamic classrooms and more active attentive learners

Negotiated Interaction in Target Language Classroom Discourse Jamila Boulima, 1999-06-15 This book addresses some of the most fundamental questions that can be asked about target language TL acquisition in the classroom context namely

- 1 What is negotiated interaction
- 2 What are the main discourse functions of negotiated interaction
- 3 How frequent is negotiated interaction in TL classrooms and does this frequency vary by proficiency level
- 4 To what extent does the initiation of negotiation overlap with the negotiation of power in such a setting of unequal power discourse as the TL classroom

The negotiation process allows TL learners to obtain comprehensible input to receive negative input and to produce comprehensible output Since these are key variables in the acquisition process by researching the negotiation work occurring in TL classroom discourse the book fully contributes to the understanding of the process of interlanguage development in TL classrooms and thereby has major implications for TL teaching and teacher training The book also contributes to further the understanding of negotiated interaction from a sociolinguistic standpoint the asymmetrical nature of negotiation work in TL classrooms reflects the role and power relationships the social organization as well as the tacit interactional and cultural rules that seem to be at work in the TL classroom context



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