

Second Language Classrooms

**Research on teaching
and learning**

Craig Chaudron

C A M B R I D G E
A p p l i e d L i n g u i s t i c s

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

Second Language Classrooms

Jack C. Richards, Charles Lockhart



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 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.eri.baum.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 **New Perspectives on Grammar Teaching in Second Language Classrooms** Eli Hinkel, Sandra Fotos, 2001-07 Brings together various approaches to the contextualized teaching of grammar communicative skills as integrated components of second language instruction Purpose of the text is to show that grammar teaching can be productive useful in ESL classroom **Classroom Second Language Development** Rod Ellis, 1984 **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.

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 a new perspective on second language development and classroom learning in general.

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Making it Happen Patricia A. Richard-Amato, 1988. *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.

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

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

Researching Second Language Classrooms Sandra Lee Mckay,2006-08-15 Chapter 1 Classroom Research chapter 2 Researching Teachers and Learners chapter 3 Researching Classroom Discourse chapter 4 Writing Research Reports

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

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

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

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

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

Classroom Techniques Edward David Allen, Rebecca M. Valette, 1977 The success of a second language course depends not only on the quality of the basic program but also on the flexibility with which the teacher uses that program The aim of this handbook is to show teachers ways of implementing and supplementing existing materials The suggested teaching procedures may be used with large classes small groups and individual students They may also be used with any method inasmuch as a special effort has been made to include a variety of teaching approaches

Understanding Learning Styles in the Second Language Classroom Joy M. Reid, 1998 This anthology of essays by internationally known ESL EFL teachers and researchers addresses the ways in which students learn and in which teachers can respond to various learning styles to help student succeed Includes correlative tables and charts that help clarify learning styles and techniques For teachers and teacher trainers

Practical Grammar Teaching for the Second Language Classroom Eli Hinkel, 2024-12-03 Practical Grammar Teaching for the Second Language Classroom provides a well rounded foundation for teaching second language L2 grammar for pre service novice and practicing teachers as well as for teacher educators who seek to develop their professional knowledge and skills Written in a highly readable style for an international audience it presents classroom strategies techniques activities and applications of current and effective innovations to English grammar instruction The contributors to this volume are well established and highly

regarded experts in L2 pedagogy and each contributor offers a thorough overview of the principled and research based instruction currently prevalent in teaching L2 grammar worldwide The book provides practical guidelines and strategies for focused language instruction teaching grammar in writing classes and applications of technology to grammar teaching and learning This key text is essential for students in undergraduate and graduate MA TESOL Master of Arts for Teaching English to Speakers of Other Languages programs pre service and practicing ESL EFL English as a second language English as a foreign language teachers teacher educators and teaching faculty

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