

# Making It Happen Interaction In The Second Language Classroom

Classroom Second Language Development Extensive Reading in the Second Language Classroom New Perspectives on Grammar Teaching in Second Language Classrooms Second-language Classroom Interaction Making it Happen Classroom-Based Evaluation in Second Language Education Second and Foreign Language Learning Through Classroom Interaction Practical Grammar Teaching for the Second Language Classroom Classroom Techniques Learning Strategies in Foreign and Second Language Classrooms Classroom Oriented Research in Second Language Acquisition Second Language Acquisition Processes in the Classroom Universal Grammar and the Second Language Classroom Second Language Classrooms New Perspectives on CALL for Second Language Classrooms The Cambridge Guide to Pedagogy and Practice in Second Language Teaching The Reasons We Speak Student Engagement in the Language Classroom Reflective Teaching in Second Language Classrooms Silence in the Second Language Classroom Rod Ellis Richard R. Day Eli Hinkel Ann C. Wintergerst Patricia A. Richard-Amato Fred Genesee Joan Kelly Hall Eli Hinkel Edward David Allen Ernesto Macaro Herbert W. Seliger Amy Snyder Ohta Melinda Whong Craig Chaudron Sandra Fotos Jack C. Richards Miguel Mantero Phil Hiver Jack C. Richards J. King

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Language Classroom Reflective Teaching in Second Language Classrooms Silence in the Second Language Classroom

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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

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

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

descriptions of actual programs in action give teachers exposure to real situations in real settings

this non technical text guides foreign and second language educators in the use of classroom based assessment

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

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

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

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

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

this book proposes that research into generative second language acquisition gensla can be applied to the language classroom assuming that universal grammar plays a role in second language development it explores generalisations from gensla research the book aims to build bridges between the fields of generative second language acquisition applied linguistics and language teaching and it shows how gensla is poised to engage with researchers of second language learning outside the generative paradigm each chapter of universal grammar and the second language classroom showcases ways in which gensla research can inform language pedagogy some chapters include classroom research that tests the effectiveness of teaching particular linguistic phenomena others review existing research findings discussing how these findings are useful for language pedagogy all chapters show how generative linguistics can enhance teachers expertise in language and second language development this groundbreaking volume ably takes on the gap that currently exists between generative linguistic theory in second language acquisition gensla and second language pedagogy by gathering chapters from gensla researchers who are interested in the relevance and potential application of their research to second foreign language teaching it offers a welcome and thought provoking contribution to any discussion of the relation between linguistic theory and practice i recommend it not only for language teachers interested in deepening their understanding of the formal properties of the languages they teach but also for linguists interested in following up on more practical consequences of the fruits of their theoretical and empirical research donna lardiere georgetown university washington dc usa

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 sites are provided the book also has its own accompanying site 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

this collection of original articles provides an overview of key issues and approaches in contemporary language teaching

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

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

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

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

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