

SECOND LANGUAGE ACQUISITION PROCESSES IN THE CLASSROOM

Learning Japanese



AMY SNYDER OHTA

Second Language Acquisition In The Classroom Learning Japanese

Marjorie Hall Haley, Theresa Y. Austin



Second Language Acquisition In The Classroom Learning Japanese:

Second Language Acquisition Processes in the Classroom Amy Snyder Ohta, 2001-01-01 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 *The Routledge Handbook of Second Language Acquisition* Susan M. Gass, Alison Mackey, 2013-06-17 This handbook brings together 50 leading international figures in the field to produce a state of the art overview of second language acquisition **Alternative Approaches to Second Language Acquisition** Dwight Atkinson, 2011-03 This volume presents seven alternative approaches to studying second language acquisition and each approach is authored by a leading advocate for it in the field Edited by Dwight Atkinson and including contributions from James Lantolf Diane Larsen Freeman Gabriele Kasper and Johannes Wagner Bonny Norton and Carolyn McKinney Patricia Duff and Steven Talmy **Conversational Interaction in Second Language Acquisition** Alison Mackey, 2013-12-02 This edited collection of empirical studies examines the link between interaction and second language learning The studies provide readers with insights into a wide variety of issues at the centre of current research into the relationship between conversational interaction and second language learning outcomes **Technology-Supported Learning In and Out of the Japanese Language Classroom** Erica Zimmerman, Abigail McMeekin, 2019-05-10 This book addresses several pressing concerns of teachers and researchers who are looking for ways to integrate technology use in and out of their classrooms and assess its usefulness in the learning process It provides an up to date examination of technology

supported pedagogy and language acquisition in a variety of Japanese as a foreign or second language contexts. It equips readers with practical pedagogical information including methods of implementation and learning assessment and ideas for how technology can be applied to achieve a wide range of learning objectives. The topics examined include cultural learning, identity construction, speaking, reading, writing, pronunciation, collaborative online learning, digital and 3D virtual reality, games, online text analysis, and participation in online communities. In addition, different e-learning configurations such as flipped online and distance learning classrooms are explored. Studies examine various current technologies, e.g., blogs, synchronous/asynchronous telecollaboration, corpus analysis software, modern pronunciation tools, and will have both direct and indirect consequences for teaching and learning a second foreign language with technology across all languages.

The Routledge Encyclopedia of Second Language Acquisition Peter Robinson, 2012-08-21. The Routledge Encyclopedia of Second Language Acquisition offers a user-friendly authoritative survey of terms and constructs that are important to understanding research in second language acquisition (SLA) and its applications. The Encyclopedia is designed for use as a reference tool by students, researchers, teachers, and professionals with an interest in SLA. The Encyclopedia has the following features: 252 alphabetized entries written in an accessible style including cross-references to other related entries in the Encyclopedia and suggestions for further reading. Among these 9 survey entries that cover the foundational areas of SLA in detail: Development in SLA, Discourse and Pragmatics in SLA, Individual Differences in SLA, Instructed SLA, Language and the Lexicon in SLA, Measuring and Researching SLA, Psycholinguistics of SLA, Social and Sociocultural Approaches to SLA, Theoretical Constructs in SLA. The rest of the entries cover all the major subdisciplines, methodologies, and concepts of SLA from Accommodation to the ZISA project. Written by an international team of specialists, the Routledge Encyclopedia of Second Language Acquisition is an invaluable resource for students and researchers with an academic interest in SLA.

Language Acquisition Susan Foster-Cohen, 2009-07-16. This book provides a snapshot of the field of language acquisition at the beginning of the 21st Century. It represents the multiplicity of approaches that characterize the field and provides a review of current topics and debates as well as addressing some of the connections between sub-fields and possible future directions for research.

Second Language Literacy Practices and Language Learning Outside the Classroom Miho Inaba, 2018-11-21. This book presents a comprehensive and detailed study of literacy practices and language use outside of the classroom by university students of Japanese. It investigates both tasks related to classes, e.g., homework and preparation for classes, and voluntary activities in the target language, e.g., watching TV and writing emails, and discusses how values, motivations, and types of activities differ between the two contexts. It employs sociocultural perspectives to observe reading and writing activities within and under the influence of individual and social contexts such as learner motives, peer networks, and the language classroom, and contributes to the related research areas in the field of second language acquisition such as motivation, autonomous language learning, and language learning strategies. Crucially, the book not only documents out of

class literacy activities but also examines which teaching practices facilitate and promote such out of class language learning and use. It considers which literacy activities in the target language students undertake out of class which factors encourage or discourage such out of class activity and how and with which tools they undertake these activities. As such the book provides guidance for classroom teaching and suggests that slight changes to teaching practices in the classroom may enhance autonomous learning outside the classroom.

The Routledge Encyclopedia of Second Language Acquisition Peter Jake Robinson, 2013. The Routledge Encyclopedia of Second Language Acquisition offers a user friendly authoritative survey of terms and constructs that are important to understanding research in second language acquisition (SLA) and its applications. The Encyclopedia is designed for use as a reference tool by students, researchers, teachers and professionals with an interest in SLA. The Encyclopedia has the following features: 252 alphabetized entries written in an accessible style including cross references to other related entries in the Encyclopedia and suggestions for further reading. Among these 9 survey entries that cover the foundational areas of SLA in detail: Development in SLA, Discourse and Pragmatics in SLA, Individual Differences in SLA, Instructed SLA, Language and the Lexicon in SLA, Measuring and Researching SLA, Psycholinguistics of SLA, Social and Sociocultural Approaches to SLA, Theoretical Constructs in SLA. The rest of the entries cover all the major subdisciplines, methodologies and concepts of SLA from Accommodation to the ZISA project. Written by an international team of specialists, the Routledge Encyclopedia of Second Language Acquisition is an invaluable resource for students and researchers with an academic interest in SLA.

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. **Written**

Corrective Feedback in Second Language Acquisition and Writing John Bitchener, Dana R. Ferris, 2012-03-15. This book critically analyzes and synthesizes parallel and complementary strands of research on error feedback both oral and written in second language acquisition (SLA) and on the impact of error correction in second language writing. **Readings in**

Second Language Pedagogy and Second Language Acquisition Asako Yoshitomi, Tae Umino, Masashi Negishi, 2006-06-30. The selected contributions of this volume focus on various issues related to second language pedagogy and second language acquisition in the Japanese context. Part I covers such topics as discourse pragmatics and cross cultural pragmatics in language teaching, the instruction of conversation through training in story telling skills, task activities as a means for grammarization in grammar teaching, the development of a computerized speaking test and a proficiency scale for EFL learners and the social aspects of the language teacher expertise. Part II deals with the cognitive transformation involved in the acquisition of syntactic structures, the application of ZPD to adult learners not only in terms of interpersonal interaction but also through interfacing with other media, examination of learners' narrative data to analyze linguistic and

gestural reference and to investigate learners use of phrasal verbs learner s strategy use in self instruction that utilizes audiovisual materials and network computer technology in computer assisted language learning

Portraits of Second Language Learners Chie Muramatsu,2018-05-25 Using second language L2 socialization theory as a theoretical framework this book investigates the ways in which four advanced learners of Japanese on an immersion program in the USA exercise their agency to pursue their language learning goals The work presents their learner portraits and documents the different ways in which the four learners negotiate the meaning of their participations in the new community of practice navigate and shape the trajectories of their learning and eventually achieve their goals of learning from their emic perspectives The book re examines Norton s 2000 constructs of investment investigates its applicability and argues that L2 learners desires and drives for learning an L2 are more diverse unique and contextually situated than Norton s notion of investment alone can explain The research will be of interest to researchers and students in the fields of applied linguistics second language acquisition foreign language education and language and literacy education

Content-based Second Language Teaching and Learning Marjorie Hall Haley,Theresa Y. Austin,2004 This text examines second language pedagogy from two critical fields of literature psycholinguistics and socio cultural offering a fresh perspective on interactive content based language teaching and learning Unique in its kind this highly practical text offers more methodological approaches to teaching in ESL settings than any other book on the market making it a perfect match for undergraduate pre service teachers who are learning how to teach ESL students in their classrooms Novice teachers will have the opportunity to interact with the text reflect and consult with colleagues partners and classmates by being able to write in the text revisit those responses and view video clips on the Companion Website

Second Language Instruction/acquisition Abstracts ,1997 *Pragmatics & Language Learning, Volume 11* Kathleen Bardovi-Harlig,J. Cesar Felix-Brasdefer,Alwiya Saleh Omar,2006 This volume features cutting edge research on L2 pragmatics from a wide range of theoretical and methodological approaches It offers fresh perspectives on standard topics such as the use and learning of speech acts and the pragmatic meanings of linguistic resources and the effect of planned intervention on pragmatic development in language instruction The chapters also document researchers increasing attention to different forms of computer mediated communication as environments for using and developing L2 pragmatic competence and of conversation analysis as an approach to different aspects of interaction in a variety of settings Publisher s website nflrc hawaii edu

Applying Theory and Research to Learning Japanese as a Foreign Language Masahiko Minami,2009-03-26 Complex issues surround second language acquisition and foreign language learning in any language There is no doubt that individuals are capable of acquiring two or more languages at different stages of human development particularly in childhood Research investigating how adults acquire two languages also carries important insights into what takes place during later stages of human development From the fact that early and late bilinguals are faced with two

languages in diverse stages of cognitive development we can predict differences in language processing between these two groups. In the case of the Japanese language, unfortunately, far fewer studies, particularly those written in English, have been presented on foreign language learners and bilingual children. Designed to address some of these gaps in the literature, the chapters included in this book discuss various issues with regard to adult learners of Japanese as an L2 and English Japanese bilingual children. This book provides the reader with an overview of the field of Japanese linguistics and its current concerns. One of the main purposes of the book is to provide a forum in which to examine contributions in a variety of areas of Japanese linguistics to the teaching and learning of Japanese in the L2 classroom. This book has at least two interrelated areas of benefit. First, both researchers and teachers benefit from each other's expertise and receive new insights that apply to their respective fields. Second, and more important, the book serves as a forum to promote ways in which we can apply linguistic theory to the learning of Japanese as an L2. That is, what researchers have learned from both theory and practice can suggest what is important for the teaching of language; conversely, language educators have a great deal to offer linguists regarding the phenomenon of language. Thus, the goal of this book is to integrate theoretical concepts and empirical research findings in L2 development in order to apply them to educational practice.

Linguistics and Language Behavior Abstracts, 2008

Learners in Japanese Language Classrooms Reiko Yoshida, 2009-06-22

The verbal participation of learners in language classrooms offers a rich seam of data to the applied linguist. Overt and covert participation, when examined, can reveal both the structures of a classroom and elicit privileged information on participants' self-perceptions. It examines the verbal participation of learners in Japanese as a Foreign Language classrooms. Verbal interactions with teachers and classmates and private speech acts are examined in relation to the classroom context and also sociocultural factors such as the learner's motivation and the teacher's belief in their own methods. The examination of corrective feedback episodes and learners' private speech uses recorded speech and stimulated recall interviews recorded over the period of a year. The main focus is on Corrective Feedback episodes and explains not only the language used in class but also teachers' and learners' own perceptions. It will be of interest to researchers in applied linguistics and second language acquisition, especially those involved with Japanese as a second or other language.

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