



Group Dynamics in the Language Classroom

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Group Dynamics In The Language Classroom

Glenn S. Levine



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Group Dynamics in the Language Classroom Zoltán Dörnyei, Tim Murphey, 2003-10-16 The study of group dynamics is a vibrant academic field overlapping diverse disciplines It is also highly relevant to language education because the success of classroom learning is very much dependent on how students relate to each other what the classroom climate is like what roles the teacher and the learners play and more generally how well students can co operate and communicate with each other This innovative book addresses these issues and offers practical advice on how to manage language learner groups in a way that they develop into cohesive and productive teams

Lessons from Good Language Learners Carol Griffiths, 2008-04-03 This book considers the strategies used by successful language learners in the light of current thinking and research

Language and Learning in Multilingual Classrooms Elizabeth Coelho, 2012 This book offers practical research based advice for teachers and other educators on how to adapt school and classroom procedures curriculum content and instructional strategies in order to provide a supportive learning environment for students of minority language backgrounds who are learning the language of instruction at the same time as they are learning the curriculum

Teaching Languages in Blended Synchronous Learning Classrooms Alba Girons, Nicholas Swinehart, 2020-04-01 Blended synchronous learning BSL where some students are present in a physical classroom while others participate online in real time has been gaining momentum and shows great potential for teaching less commonly taught languages LCTLs In *Teaching Languages in Blended Synchronous Learning Classrooms* Alba Girons and Nicholas Swinehart provide a concise overview of BSL as it pertains to language instruction Topics include a number of key factors in the BSL classroom types of BSL environments pedagogical considerations group dynamics creating and adapting activities common logistical challenges optimal space design technology selection training and support This practical guide will be of use to teachers technology staff and program administrators all working together to implement successful BSL programs and ensure quality learning opportunities for every student

Code Choice in the Language Classroom Glenn S. Levine, 2011-01-25 *Code Choice in the Language Classroom* argues that the foreign language classroom is and should be regarded as a multilingual community of practice rather than as a perpetually deficient imitator of an exclusive second language environment From a sociocultural and ecological perspective Levine guides the reader through a theoretical empirical and pedagogical treatment of the important roles of the first language and of code switching practices in the language classroom Intended for SLA researchers language teachers language program directors and graduate students of foreign languages and literatures the book develops a framework for thinking about all aspects of code choice in the language classroom and offers concrete proposals for designing and carrying out instruction in a multilingual classroom community of practice

Identity Trajectories of Adult Second Language Learners Cristiana Palmieri, 2018-12-07 This book explores the motivations of adult second language L2 learners to learn Italian in continuing education settings in Australia It focuses on their motivational drives learning

trajectories and related dynamics of identity development triggered by the learning process Central to the study are adult L2 learners who are still a largely under researched and growing group of learners and readers will gain a better understanding of the learning process of this specific group of learners and ideas for sustaining L2 adult learning motivation in continuing education settings Furthermore the book discusses the role played by the Italian migrant community in Australia in making Italian a sought after language to learn It explores how a migrant community may influence motivation and highlights and expands on the notion of L2 learning contexts showing the existence of sociocultural environments where second language learning trajectories are affected by the presence of migrant groups

The Palgrave Handbook of Motivation for Language Learning Martin Lamb, Kata Csizér, Alastair Henry, Stephen Ryan, 2020-01-11 This handbook offers an authoritative one stop reference work for the dynamic and expanding field of language learning motivation The 32 chapters have been specially commissioned from the field s most influential researchers and writers Together they present a compelling picture of the motivations people have for learning languages the diverse ways we can research motivation and the implications for promoting and sustaining learners motivation The first section outlines the main theoretical approaches to language learning motivation the next section presents ways in which motivation theory has been applied in practice the third section showcases examples of motivation research in particular contexts and with particular types of language learners and the final section describes the exciting directions that contemporary research is taking promising important new insights for academics and practitioners alike

The Cambridge Guide to Pedagogy and Practice in Second Language Teaching Jack C. Richards, Anne Burns, 2012-01-31 This collection of original articles provides an overview of key issues and approaches in contemporary language teaching

Meaningful Action Jane Arnold, Tim Murphey, 2013-03-28 This volume explores the importance of meaningful action for language teaching and learning paying tribute to the enduring influence of Earl Stevick With contributions from 19 ELT authors and influential academics Meaningful Action draws upon and acknowledges the huge influence of Earl Stevick on language teaching Stevick s work on meaningful action explored how learners can engage with activities that appeal to sensory and cognitive processes ensuring that meaning is constructed by the learner s internal characteristics and by their relationship with other learners and the teacher This edited volume focuses on meaningful action in three domains learner internal factors and relationships between the people involved in the learning process classroom activity and diverse frameworks supporting language learning

English for Academic Purposes R. R. Jordan, 1997-02-13 1 EAP and Study Skills Definitions and Scope 2 Needs Analysis 3 Surveys Students Difficulties 4 EAP Syllabus and Course Design 5 Evaluation Students and Courses 6 Learning Styles and Cultural Awareness 7 Methodology and Materials 8 Evaluating Materials 9 Academic Reading 10 Vocabulary Development 11 Academic Writing 12 Lectures and Note Taking 13 Speaking for Academic Purposes 14 Reference Research Skills 15 Examination Skills 16 Academic Discourse and Style 17 Subject Specific Language 18 Materials Design and Production 19 Concerns and Research Appendices 1

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Pedagogical Reflections On Learning Languages In Instructed Settings Maria Noelia Ruiz-Madrid, Esther Usó-Juan, 2009-03-26 Pedagogical Reflections on Learning Languages in Instructed Settings is intended to provide the latest pedagogical reflections that derive from research in a variety of key areas within the discipline of language learning Thus this volume aims at helping practising language teachers to update their teaching methodology The book has fifteen chapters that are grouped around five sections The first section of the book includes three chapters which outline past approaches to language learning and highlight advances in our understanding of how languages are likely to be learned and taught These three chapters provide the theoretical grounding for the rest of the volume by discussing outstanding concepts in the language learning field namely those of eclecticism Chapter 1 communication Chapter 2 and learner autonomy Chapter 3 The second section of the book contains three chapters which explore new directions in the field that have recently caught the attention of language researchers and practitioners namely the Information and Communication Technology ICT in language learning Chapter 4 the use of language corpora Chapter 5 and finally the use of the portfolio as a new assessment tool responding to new pedagogical demands Chapter 6 The third section of the book consists of three chapters which discuss the role of learners individual variables such as affect Chapter 7 learning styles Chapter 8 and learning strategies Chapter 9 crucial for understanding the nature of language learning The fourth section of the book has five chapters and provides insights into understanding the nature of the four language skills that is to say listening Chapter 10 speaking Chapter 11 reading Chapter 12 and writing Chapter 13 This section also addresses the issue of assessment with the aim of increasing awareness on the duality teaching assessing and its pedagogical dimension Chapter 14 The book concludes with the fifth section which includes a single chapter that pulls all aforementioned topics together and highlights connections to a student centred approach which involves a reformulation of language teachers teaching practices Chapter 15

Focus on Oral Interaction Rhonda Oliver, Jenefer Philp, 2014-04-04 Explores the role of oral interaction for second language learning from cognitive social pedagogical and linguistic perspectives with a focus on research relevant to English language learners aged 5 18 in a variety of classroom contexts

New Insights into Language Anxiety Christina Gkonou, Mark Daubney, Jean-Marc Dewaele, 2017-04-25 This book provides an overview of current theory research and practice in the field of language anxiety and brings together a range of perspectives on this psychological construct in a single volume Chapters in the volume are divided into three sections Part 1 revisits language anxiety theory showing that it can be viewed as a complex and dynamic construct and that it is linked to other psychological variables such as the self and personality In Part 2 a series of contextualised studies on language anxiety are presented with a key feature of these studies being the diverse research designs which are applied in different instructional settings across the globe Part 3 bridges theory and practice by presenting coping strategies and practice

activities with a view to informing classroom practice and pedagogical interventions

The Routledge Handbook of Instructed Second Language Acquisition Shawn Loewen, Masatoshi Sato, 2017-02-17 The Routledge Handbook of Instructed Second Language Acquisition is the first collection of state of the art papers pertaining to Instructed Second Language Acquisition ISLA Written by 45 world renowned experts the entries are full length articles detailing pertinent issues with up to date references Each chapter serves three purposes 1 provide a review of current literature and discussions of cutting edge issues 2 share the authors understanding of and approaches to the issues and 3 provide direct links between research and practice In short based on the chapters in this handbook ISLA has attained a level of theoretical and methodological maturity that provides a solid foundation for future empirical and pedagogical discovery This handbook is the ideal resource for researchers graduate students upper level undergraduate students teachers and teacher educators who are interested in second language learning and teaching

Testing for Language Teachers Arthur Hughes, 2003 This second edition remains the most practical guide to testing language It has a new chapter on testing young learners

Lifelong Motivation and Foreign Language Learning Bérénice Darnault, 2025-02-05 This book traces the motivational dynamics embedded within lifelong foreign language learning trajectories examining the factors which generate and sustain motivation throughout a learner's life Embracing a complexity approach it views motivation as a long term individual process that evolves along a narrative continuum developing over the course of life personal experiences choices and events This narrative inquiry delves into the captivating and unique experiences of three exceptionally motivated older adult learners who have embarked on a lifelong foreign language journey and maintained their momentum after 60 It will be relevant to researchers interested in third age language acquisition L2 motivation and the impact of additional language learning on wellbeing It also offers pedagogical guidance to optimise language education quality through better appreciation and anticipation of the autonomous third age learning experience

English Language Pedagogies for a Northeast Asian Context Michael Hadzantonis, 2013-03-05 This book investigates from a sociocultural linguistic and pedagogical perspective the conceptual and pragmatic frameworks that characterize secondary language learning in a Northeast Asian context Hadzantonis contextualizes these salient domains through an engagement with social and cultural themes such as the familial political as well as cultural commodities and socioeducational structures In this way the text employs tools such as transnational theory and performativity and develops a model that contributes to the resolution of one of the greatest economic issues of the time that of ineffective secondary language learning

Language Acquisition and Development Brian Tomlinson, 2007-04-01 Examines language acquisition and development across a wide range of languages and contexts

Secondary Education Issues and Challenges Hans V. Knudsen, 2008 Secondary education is the final stage of compulsory education preceded by primary education and followed by higher education It is characterised by transition from the typically compulsory comprehensive primary education for minors to the optional selective tertiary post secondary or higher education e g

university vocational school for adults Depending on the system schools for this period or a part of it may be called secondary schools high schools gymnasiums lyceums middle schools colleges vocational schools and preparatory schools and the exact meaning of any of these varies between the systems The exact boundary between primary and secondary education varies from country to country and even within them but is generally around the fifth to the tenth year of education Secondary education occurs mainly during the teenage years In the United States and Canada primary and secondary education together are sometimes referred to as K 12 education The purpose of secondary education can be to give common knowledge to prepare for either higher education or vocational education or to train directly for a profession This new book presents the latest research in the field [Error Correction in the Foreign Language Classroom](#) Mirosław Pawlak,2013-08-13 The book aims to dispel some of the myths surrounding the place of oral and written error correction in language education by providing an exhaustive and up to date account of issues involved in this area taking the stance that the provision of corrective feedback constitutes an integral part of form focused instruction This account places an equal emphasis on the relevant theoretical claims the most recent research findings and everyday pedagogical concerns particularly as they apply to the teaching of additional languages in the foreign language setting The book will be of relevance and significance not only to specialists in the field of second language acquisition but also to graduate and doctoral students carrying out research in the area of form focused instruction and error correction Many parts of the volume will also be of considerable interest and utility to teachers of foreign languages at different educational levels

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