Gay Su Pinnell   Myna L. Matlin

Editors

Teachers and Research

Language Learning
in the
Classroom

Teachers And Research Language Learning In The Classroom

Gay Su Pinnell,Myna L. Matlin

Teachers And Research Language Learning In The Classroom:

Teachers and Research Myna Matlin,1989 This book provides information culled from classroom research including some from teacher researchers for those engaged in creating educational settings that support children s development of language and literacy The book contains the following chapters 1 Observing Carlos One Day of Language Use in School Mary M Kitagawa 2 What Teachers and Children Do in a Language Rich Classroom Nancy G Platt 3 Comments from a Teacher Researcher Vera E Milz 4 Involving Teachers in Classroom Research Marie M Clay 5 Observing Readers and Writers A Teacher and a Researcher Learn Together Myna L Matlin and Robert C Wortman 6 A Teacher s Experience with Change Vida Louise Welsh 7 Teacher as Learner Implications for Staff Development Angela M Jaggar 8 Integrating the Curriculum for Teacher Preparation Charlotte S Huck 9 Teacher Research and Decision Making An Administrator s View Donald S Monroe 10 Using Research to Create a Supportive Literacy Climate Gay Su Pinnell 11 Teacher Support Groups Why and How Dorothy J Watson and Margaret T Stevenson and 12 Language Development Issues Insights and Implementation Kenneth S Goodman A 25 page suggested reading list Whole Language Theory Practice and Assessment Angela M Jaggar and Kathy T Harwood is appended MS Teachers and Research Gay Su Pinnell,Myna L. Matlin,1989-01-01 Research in the Language Classroom Christopher Brumfit,Rosamond Mitchell,1990 Intended for teachers this text provides a survey of how research can be utilized and how classroom practices can be examined Topics covered include the roles of systematic and unsystematic observation research into learner and teacher behaviour teaching theory and writing up research

Classroom Oriented Research in Second Language Acquisition Herbert W. Seliger,Michael H. Long,1983

Student Engagement in the Language Classroom Phil Hiver,Ali H. Al-Hoorie,Sarah Mercer,2020-12-02 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

The Routledge Handbook of Language Learning and Teaching Beyond the Classroom Hayo Reinders,Chun Lai,Pia Sundqvist,2022-05-30 Informal language learning beyond the classroom plays an important and growing role in

language learning and teaching This Handbook brings together the existing body of research and unites the various disciplines that have explored this area in order to present the current state of knowledge in one accessible resource Much of adult learning takes place outside of formal education and for language learning it is likely that out of class experiences play an equally important role It is therefore surprising that the role of informal language learning has received little attention over the years with the vast majority of research instead focusing on the classroom Researchers from a range of backgrounds however have started to realise the important contribution of informal language learning both in its own right and in its relationship with classroom learning Studies in the areas of learner autonomy learning strategies study abroad language support learners voices computer mediated communication mobile assisted language learning digital gaming and many others all add to our understanding of the complex and intersecting ways in which learners construct their own language learning experiences drawing from a wide range of resources including materials teachers self study technology other learners and native speakers This Handbook provides a sound and comprehensive basis for researchers and graduate students to build upon in their own research of language learning and teaching beyond the classroom   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 Vygotskyan 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   Tasks in Second Language Learning Virginia Samuda,Martin Bygate,2007-11-27 Tasks in Second Language Learning aims to re centre discussion of the ways in which language learning tasks can help offer a holistic approach to language learning and to explore the research implications It relates the broad educational and social science rationale for the use of tasks to the principles and practices of their classroom use The authors provide a balanced review of research as a basis for exploring a broader research agenda Throughout the book offers telling illustration of the contributions of a range of specialists in research teaching methodology and materials development and of the authors own argument   Research Methods in Language Learning David Nunan,1992-06-26 An introduction to research methods intended to help readers understand and evaluate research in language learning this book presents a balanced accessible view of a range of methods including formal experiments introspective methods including diaries logs journals and stimulated recall interaction and transcript analysis case studiesIt emphasises the value to language teachers of reading published research as well as initiating their own research After completing the tasks and exercises in each chapter readers should acquire sufficient skills and knowledge to formulate research questions collect relevant data analyse and interpret it and report the results to others   Language Learning Beyond the Classroom David Nunan,Jack C. Richards,2015-01-30 This volume presents case studies of language learning beyond the classroom The studies draw on a wide range of contexts from North and South America to Europe and the Asia Pacific region Each provides principled links between theory research and practice While out of class learning will not replace the classroom ultimately all successful learners take control of their own learning This book shows how teachers can help learners bridge the gap between formal instruction and autonomous language learning Although English is the primary focus of most chapters there are studies on a range of other languages including Spanish and Japanese   Language Teaching Research and Language Pedagogy Rod Ellis,2012-01-17 This book examines current research centered on the second language classroom and the implications of this research for both the teaching and learning of foreign languages It offers illuminating insights into the important relationship between research and teaching and the inherent complexities of the teaching and learning of foreign languages in classroom settings Offers an accessible overview of a range of research on instruction and learning in the L2 classroom Bridges the relationship between research teachers and learners Helps evolve the practice of dedicated current language teachers with research findings that suggest best practices for language teaching   Collaborative Action Research for English Language Teachers Anne Burns,1999-02-25 This book presents first person

accounts providing the basis for exploring the challenges and constraints of action research **The Developing Language Learner** Dick Allwright,Judith Hanks,2016-01-28 This book length treatment of Exploratory Practice introduces five propositions about learners as practitioners of learning who are capable of developing their expertise through conducting research in and on their own classroom learning lives <u>Focus on the Language Classroom</u> Dick Allwright,Kathleen M. Bailey,1991-04-25 The authors set out to define the aims principles and objectives of recent research into what exactly happens in the language classroom to describe the findings of this work and to relate these to teaching practice **Extramural English in Teaching and Learning** Pia Sundqvist,Liss Kerstin Sylvén,2016-11-09 This book is unique in bringing together theory research and practice about English encountered outside the classroom extramural English and how it affects teaching and learning The book investigates ways in which learners successfully develop their language skills through extramural English and provides tools for teachers to make use of free time activities in primary and secondary education The authors demonstrate that learning from involvement in extramural English activities tends to be incidental and is currently underutilized in classroom work A distinctive strength is that this volume is grounded in theory builds on results from empirical studies and manages to link theory and research with practice in a reader friendly way Teacher educators teachers and researchers of English as a foreign language and teachers of English as a second language across the globe will find this book useful in developing their use of extramural English activities as tools for language learning **What Teachers Need to Know About Language** Carolyn Temple Adger,Catherine E. Snow,Donna Christian,2018-07-10 Rising enrollments of students for whom English is not a first language mean that every teacher whether teaching kindergarten or high school algebra is a language teacher This book explains what teachers need to know about language in order to be more effective in the classroom and it shows how teacher education might help them gain that knowledge It focuses especially on features of academic English and gives examples of the many aspects of teaching and learning to which language is key This second edition reflects the now greatly expanded knowledge base about academic language and classroom discourse and highlights the pivotal role that language plays in learning and schooling The volume will be of interest to teachers teacher educators professional development specialists administrators and all those interested in helping to ensure student success in the classroom and beyond **Learning Foreign Languages in Primary School** María del Pilar García Mayo,2017-06-16 This book presents research on the learning of foreign languages by children aged 6 12 years old in primary school settings The collection provides a significant and important contribution to this often overlooked domain and aims to provide research based evidence that might help to inform and develop pedagogical practice Topics covered in the chapters include the influence of learner characteristics on word retrieval explicit second language learning and language awareness meaning construction narrative oral development conversational interaction and how it relates to individual variables first language use feedback on written production intercultural awareness raising and feedback on diagnostic

assessment It will be of interest to undergraduate and graduate students researchers teachers and stakeholders who are interested in research on how children learn a second language at primary school **Digital Language Learning and Teaching** Michael Carrier,Ryan M. Damerow,Kathleen M. Bailey,2017-01-27 This carefully balanced set of studies and practitioner research projects carried out in various learning contexts around the world highlights cutting edge research in the use of digital learning technologies in language classrooms and in online learning Providing an overview of recent developments in the application of educational technology to language learning and teaching it looks at the experience of researchers and practitioners in both formal and informal self study learning contexts bringing readers up to date with this rapidly changing field and the latest developments in research theory and practice at both classroom and education system levels **Action Research in STEM and English Language Learning** Aria Razfar,Beverly Troiano,2022-05-29 Responding to the linguistic and cultural diversity of the U S K 12 student population and an increasing emphasis on STEM this book offers a model for professional development that engages teachers in transformative action research projects and explicitly links literacy to mathematics and science curriculum through sociocultural principles Providing detailed and meaningful demonstrations of participatory action research in the classroom Razfar and Troiano present an effective systemic approach that helps preservice teachers support students funds of knowledge By featuring teacher and researcher narratives this book centers teacher expertise and offers a more holistic and humanistic understanding of authentic and empathetic teaching Focusing on integrating instructional knowledge from ESL bilingual and STEM education the range of cases and examples will allow readers to implement action research projects in their own classrooms Chapters include discussion questions and additional resources for students researchers and educators Academic Language in Second Language Learning Christian J. Faltis,M. Beatriz Arias,2013-01-22 This volume examines the Soviet system of science and higher education its emergence exportation and survival beyond the political system It explores contemporary crises in science and education post communism as part of a series of upheavals throughout the 20th century influenced by broader political social and cultural changes

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Table of Contents Teachers And Research Language Learning In The Classroom

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