

# Focus On Form In Classroom Second Language Acquisition

## *Investigating Tasks in Formal Language*

Learning María Del Pilar García Mayo 2007

This book brings together research that makes use of tasks to examine oral interaction, written production, vocabulary and reading, lexical innovation and pragmatics in different formal language learning contexts and in different languages (English, French, German, Italian and Spanish). It will be of interest to professionals and students working in SLA research and language pedagogy.

## **Second Language Acquisition** Kees De Bot

2005 *Second Language Acquisition* : introduces the key areas in the field, including: multilingualism, the role of teaching, the mental processing of multiple languages, and patterns of growth and decline explores the key theories

and debates and elucidates areas of controversy gathers together influential readings from key names in the discipline, including: Vivian Cook, William E. Dunn and James P. Lantolf, S.P. Corder, and Nina Spada and Patsy Lightbown. Written by experienced teachers and researchers in the field, *Second Language Acquisition* is an essential resource for students and researchers of applied linguistics.

## *Second Language Acquisition and the Younger*

*Learner* Jenefer Philp 2008-10-01 This new volume of work highlights the distinctiveness of child SLA through a collection of different types of empirical research specific to younger learners. Characteristics of children's cognitive, emotional, and social development distinguish their experiences from those of adult L2 learners, creating intriguing issues for SLA

research, and also raising important practical questions regarding effective pedagogical techniques for learners of different ages. While child SLA is often typically thought of as simple (and often enjoyable and universally effortless), in other words, as “child’s play”, the complex portraits of young second language learners which emerge in the 16 papers collected in this book invite the reader to reconsider the reality for many younger learners. Chapters by internationally renowned authors together with reports by emerging researchers describe second and foreign language learning by children ranging from pre-schoolers to young adolescents, in home and school contexts, with caregivers, peers, and teachers as interlocutors. [Focus on Form in Classroom Second Language Acquisition](#) Jessica Williams 1998-02-28 Traditional language teaching typically results in limited foreign language proficiency. Communicative approaches tend to produce greater fluency, but less accuracy. A potential

solution to this dilemma is focus on form. Focus on form respects students internal linguistic syllabus, drawing their attention to problematic linguistic features during communicative activities, and thus providing an alternative to methodologies which treat accuracy and fluency separately. This volume examines theoretical foundations, empirical research, and a range of possible pedagogical implementations of focus on form in classroom language teaching.

[New Perspectives on Grammar Teaching in Second Language Classrooms](#) Eli Hinkel 2001-07 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.

Focus on Form in Classroom Second Language Acquisition Catherine Doughty 1998-02-28 This volume examines theoretical foundations, empirical research, and pedagogical implementations of focus on form. Traditional

language teaching can result in limited fluency, whereas communicative approaches tend to produce fluency with less accuracy. This book presents a potential solution to this dilemma. The hardback edition respects students' "internal linguistic syllabus" by drawing their attention to problematic linguistic features during communicative activities, thus providing an alternative to methodologies that treat accuracy and fluency separately. This volume examines theoretical foundations, empirical research, and a range of possible pedagogical implementations.

**The Handbook of Second Language Acquisition** Catherine J. Doughty 2008-04-15 The Handbook of Second Language Acquisition presents an integrated discussion of key, and sometimes controversial, issues in second language acquisition research. Discusses the biological and cognitive underpinnings of SLA, mechanisms, processes, and constraints on SLA, the level of ultimate attainment, research

methods, and the status of SLA as a cognitive science. Includes contributions from twenty-seven of the world's leading scholars. Provides an invaluable resource for all students and scholars of human cognition, including those in linguistics, psychology, applied linguistics, ESL, foreign languages, and cognitive science.

### **Speaking and Instructed Foreign Language Acquisition**

Mirosław Pawlak 2011-07-04  
Developing the ability to speak in a foreign language is an arduous task. This is because it involves the mastery of different language subsystems, simultaneous focus on comprehension and production, and the impact of a range of social factors. This challenge is further compounded in situations in which learners have limited access to the target language. Thus, there is a need to explore issues related to teaching, learning and testing speaking with a view to translating the guidelines based on theoretical positions and research findings into feasible and context-

specific pedagogical recommendations. This is the rationale behind this book, which considers speaking from leading theoretical perspectives, investigates individual variables which affect its development, and reports the results of studies focusing on different aspects of its instructed acquisition.

**Practice in a Second Language** Robert DeKeyser 2007-03-12 This volume focuses on 'practice' from a theoretical perspective and includes implications for the classroom.

**Second Language Acquisition Theory** Alessandro G. Benati 2022-08-15 Professor Michael H. Long (1945-2021) was one of the most influential scholars in the field of second language acquisition. This volume presents a set of chapters that honour some of his key contributions in language teaching and learning. Following a bibliometric analysis of the impact of his research to the field, the volume spans topics such as task-based language teaching, focus on form, age effects, transfer, feedback,

interaction, incidental learning, stabilization, among many others.

*Peer Interaction and Second Language Learning* Jenefer Philp 2013-11-07 Peer Interaction and Second Language Learning synthesizes the existing body of research on the role of peer interaction in second language learning in one comprehensive volume. In spite of the many hours that language learners spend interacting with peers in the classroom, there is a tendency to evaluate the usefulness of this time by comparison to whole class interaction with the teacher. Yet teachers are teachers and peers are peers - as partners in interaction, they are likely to offer very different kinds of learning opportunities. This book encourages researchers and instructors alike to take a new look at the potential of peer interaction to foster second language development. Acknowledging the context of peer interaction as highly dynamic and complex, the book considers the strengths and limitations of peer work from a range of

theoretical perspectives. In doing so, Peer Interaction and Second Language Learning clarifies features of effective peer interaction for second language learning across a range of educational contexts, age spans, proficiency levels, and classroom tasks and settings.

*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

Teaching Grammar in Second Language Classrooms Hossein Nassaji 2011-03-17 Recent SLA research recognizes the necessity of attention to grammar and demonstrates that form-focused instruction is especially effective when it is incorporated into a meaningful communicative context. Designed specifically for second-language teachers, this text identifies and explores the various options for integrating a focus on grammar and a focus on communication in classroom contexts and offers concrete examples of teaching activities for each option. Each chapter includes a description of the option, its theoretical and empirical background, examples of activities illustrating in a non-technical manner how it can be implemented in the classroom, questions for reflection, and a list of useful resources that teachers can consult for further information.

**Universal Grammar and the Second Language Classroom** Melinda Whong

2013-06-26 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

**Investigations in Instructed Second Language Acquisition** Alex Housen 2005-01-01  
Methods in current instructed second language

acquisition research range from laboratory experiments to ethnography using non-obtrusive participant observation, from cross-sectional designs to longitudinal case studies. Many different types of data serve as the basis for analysis, including reaction times measurements, global test scores, paper and pencil measures, introspective comments, grammaticality judgements, as well as textual data (elicited or naturalistic, oral or written, relating to comprehension or production). Some studies rely on extensive quantification of data, while others may favour a more qualitative and hermeneutic analytic approach. Many of these issues and methods are exemplified by the contributions to this volume. Data-based studies included here deal with the acquisition of specific linguistic phenomena (e.g. verb and noun morphology, lexicon, clause structures) in a range of target languages (e.g. English, French, German, Russian) from a variety of settings involving different instructional

approaches (e.g. traditional foreign language classes, immersion classes, intensive ESL classes, content and language integrated language classes). Collectively, the chapters in this book illustrate the productivity and diversity of current research on instructed second language acquisition. As such they serve as a valuable resource for researchers in SLA, psycholinguistics, linguistics, and language education.

### **Task-Based Language Teaching in Foreign Language Contexts**

Ali Shehadeh 2012 This volume extends the Task-Based Language Teaching: Issues, Research and Practice books series by deliberately exploring the potential of task-based language teaching (TBLT) in a range of EFL contexts. It is specifically devoted to providing empirical accounts about how TBLT practice is being developed and researched in diverse educational contexts, particularly where English is not the dominant language. By including contributions from settings as varied

as Japan, China, Korea, Venezuela, Turkey, Spain, and France, this collection of 13 studies provides strong indications that the research and implementation of TBLT in EFL settings is both on the rise and interestingly diverse, not least because it must respond to the distinct contexts, constraints, and possibilities of foreign language learning. The book will be of interest to SLA researchers and students in applied linguistics and TESOL. It will also be of value to course designers and language teachers who come from a broad range of formal and informal educational settings encompassing a wide range of ages and types of language learners.

### **Individual Differences and Instructed Language Learning**

Peter Robinson 2002-09-27 Second language learners differ in how successfully they adapt to, and profit from, instruction. This book aims to show that adaptation to L2 instruction, and subsequent L2 learning, is a result of the interaction between learner characteristics and learning contexts.



Describing and explaining these interactions is fundamentally important to theories of instructed SLA, and for effective L2 pedagogy. This collection is the first to explore this important issue in contemporary task-based, immersion, and communicative pedagogic settings. In the first section, leading experts in individual differences research describe recent advances in theories of intelligence, L2 aptitude, motivation, anxiety and emotion, and the relationship of native language abilities to L2 learning. In the second section, these theoretical insights are applied to empirical studies of individual differences-treatment interactions in classroom learning, experimental studies of the effects of focus on form and incidental learning, and studies of naturalistic versus instructed SLA.

**Focus on Form** Alessandro Benati 2021-05-06 This Cambridge Element examines the role and nature of focus on form in second language acquisition. An overall assessment of the role of

instruction and the nature of language is provided. Instruction might have a facilitative role in the rate of acquisition. The Element briefly reviews empirical research examining the relative effects of different types of focus on form and presents some of the key implications for second language learning and teaching. An effective focus on form type is one that is input and meaning oriented. Manipulating input to facilitate language processing and form-meaning connections might enhance second language acquisition.

*Second Language Acquisition and Task-Based Language Teaching* Mike Long 2014-07-31 This book offers an in-depth explanation of Task-Based Language Teaching (TBLT) and the methods necessary to implement it in the language classroom successfully. Combines a survey of theory and research in instructed second language acquisition (ISLA) with insights from language teaching and the philosophy of education Details best practice for TBLT

programs, including discussion of learner needs and means analysis; syllabus design; materials writing; choice of methodological principles and pedagogic procedures; criterion-referenced, task-based performance assessment; and program evaluation. Written by an esteemed scholar of second language acquisition with over 30 years of research and classroom experience. Considers diffusion of innovation in education and the potential impact of TBLT on foreign and second language learning.

Exploring Language Pedagogy through Second Language Acquisition Research Rod Ellis  
2013-07-31 Routledge  
Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics, primarily designed for those beginning postgraduate studies, or taking an introductory MA course as well as advanced undergraduates. Titles in the series are also ideal for language professionals returning to academic study. The books take an innovative

'practice to theory' approach, with a 'back-to-front' structure. This leads the reader from real-world problems and issues, through a discussion of intervention and how to engage with these concerns, before finally relating these practical issues to theoretical foundations. Additional features include a glossary of key terms, and discussion questions. Following the back-to-front approach of the series, the book takes problematic issues in language pedagogy as its starting points. These are then examined in terms of second language acquisition. Each chapter begins with a look at the pedagogical proposals found in teacher guides and then asks 'Do these proposals accord with what we know about how languages are acquired?' Pedagogical topics covered include teaching methods, syllabus design, explicit instruction, comprehension versus production-based instruction, task-based instruction, authentic materials, the role of the learners' first language in the classroom, error correction and catering

for individual differences. Including a glossary of key terms and questions for discussion at the end of each chapter, and assuming no prior knowledge of second language acquisition, this is the ideal text for all students studying language teaching methods, language teacher education, English teaching methodology and second language acquisition modules in advanced undergraduate and postgraduate/graduate TESOL and Applied Linguistics courses.

### **Practice in Second Language Learning**

Christian Jones 2018-03-15 Five Implications for Research -- Conclusion -- References -- Index

### **Introduction to Instructed Second**

**Language Acquisition** Shawn Loewen 2020-03-09 Now in its second edition, Introduction to Instructed Second Language Acquisition continues to present a cohesive view of the different theoretical and pedagogical perspectives that comprise instructed second language acquisition (ISLA). Loewen provides

comprehensive discussions of the theoretical, empirical, and pedagogical aspects of a range of key issues in ISLA, and has added to this edition a comprehensive exploration of the relationship between ISLA research and second language pedagogy. Also new is the addition of supporting features including new end-of-chapter activities, points for reflection, and discussion questions, as well as thoroughly revised content to reflect the most recent research in ISLA. This is an essential resource for students new to ISLA, or working in second language acquisition more generally.

### **Understanding Second Language**

**Acquisition 2nd Edition** Rod Ellis 2015-10-26

In the 30 years since Rod Ellis first published the award-winning Understanding Second Language Acquisition, it has become a classic text. This new, fully updated edition continues to provide an authoritative and highly readable introduction to key areas of theory and research in second language acquisition. Ellis presents a

comprehensive overview of the different theories in this field and examines critical reactions to them. The book reflects recent trends in looking at cognitive and social aspects of second language acquisition, as well as examining the roles played by implicit and explicit instruction in language learning. "An excellent and much-needed, in-depth review of the research on how children and literate adults learn a second language. Ellis provides a sound knowledge base for language teachers and beginning graduate students in applied linguistics, focusing on relevant findings of research on second-language learning by children and literate adults in both naturalistic and instructed contexts."

Elaine Tarone, Director of the Center for Advanced Research on Language Acquisition, University of Minnesota Additional online resources are available at [www.oup.com/elt/teacher/understandingsla](http://www.oup.com/elt/teacher/understandingsla) Rod Ellis is the Distinguished Professor of Applied Language Studies in the School of Cultures,

Languages and Linguistics in the University of Auckland. Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman.

*Form and Meaning* James F. Lee 2000 This collection of papers is divided into three parts. After "Introduction" (James F. Lee and Albert Valdman), Part 1, "Theoretical Aspects of Focus on Form," includes "What Form to Focus On? Linguistics, Language Awareness, and the Education of 12 Teachers" (Cristina Sanz); "Five Types of Input and the Various Relationships between Form and Meaning" (James F. Lee); "Processing Instruction as Form-Meaning Connections: Issues in Theory and Research" (Bill VanPatten); and "Attention, Awareness, and Focus on Form Research: a Critical Overview" (Ronald P. Leow). Part 2, "The Teaching Context for Focus on Form," includes "Classroom Talk: Form, Meaning, and Activity Theory" (Celeste Kinginger) and "Meaning and Form in Classroom-Based sla Research: Reflections from

a College Foreign Language Perspective" (Heidi Byrnes). Part 3, "Pedagogical Applications," includes "Toward a Pedagogical Discourse of Grammar: Techniques for Teaching Word-Order Constructions" (Carl S. Blyth); "The Effect of Explicit Training on Successful Circumlocution: a Classroom Study" (Mary Ellen Scullen and Sarah Jourdain); "Relationships between the Process of Reading, Word Inferencing, and Incidental Word Acquisition" (Susanne Rott); and "Linking Form and Meaning in Reading: An Example of Action Research" (Catherine C. Fraser). (Papers contain references.) (Sm).

### **Problems in Second Language Acquisition**

Michael H. Long 2017-09-25 Second language acquisition has an identity problem. It is a young field struggling to emerge from the parent fields of education and applied linguistics. In his new book, *Problems in Second Language Acquisition*, Mike Long proposes a way to help second language acquisition develop a systematic and coherent focus using the philosophy of science

as the lens. The volume is neatly organized into three parts--theory, research, and practice. This structure allows a focus on areas of SLA of interest to many in the field. These include theory proliferation and comparative theory evaluation; the Critical Period Hypothesis and negative feedback; and the practice of "synthetic" language teaching. The controversial volume will be of interest to researchers, educators, and graduate students in second language acquisition, applied linguistics, TESOL, and linguistics programs. It may be recommended as additional reading for an introductory SLA course in order to stimulate class discussions.

### **The Routledge Handbook of Instructed Second Language Acquisition**

Shawn Loewen 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. .

*Input in Second Language Acquisition* Susan M. Gass 1985

*The Art of Teaching Spanish* Rafael Salaberry 2006-12-08 The Art of Teaching Spanish explores in-depth the findings of research in

second language acquisition (SLA) and other language-related fields and translates those findings into practical pedagogical tools for current—and future—Spanish-language instructors. This volume addresses how theoretical frameworks affect the application of research findings to the teaching of Spanish, how logistical factors affect the way research findings can be applied to teach Spanish, and how findings from Spanish SLA research would be applicable to Spanish second language teaching and represented in Spanish curricula through objectives and goals (as evidenced in pedagogical materials such as textbooks and computer-assisted language learning software). Top SLA researchers and applied linguists lend their expertise on matters such as foreign language across curriculum programs, testing, online learning, the incorporation of linguistic variation into the classroom, heritage language learners, the teaching of translation, the effects of study abroad and classroom contexts on

learning, and other pedagogical issues. Other common themes of *The Art of Teaching Spanish* include the rejection of the concept of a monolithic language competence, the importance of language as social practice and cultural competence, the psycholinguistic component of SLA, and the need for more cross-fertilization from related fields.

### Understanding Second Language Process

Zhaohong Han 2008 This is a collection of 11 analytical and empirical studies on the process of second language acquisition, probing a wide array of issues, from transfer appropriate processing to L2 default processing strategies, among hearing or deaf learners of a variety of target languages.

### **The Debate on Grammar in Second Language Acquisition-past, Present, and Future**

Carolyn Gascoigne 2002 This study provides a historical review of grammar's treatment in the second language classroom followed by a series of studies examining the

effects of schema theory on grammar acquisition. It provides both theoretical and practical contributions to the fields of language acquisition and applied linguistics.

### **Second Language Acquisition** Rod Ellis 1997

This book offers a succinct theoretical introduction to the basic concepts in language testing in a way that is easy to understand. In the Japanese context, this book is highly recommended for university faculty members involved in obtaining assessment literacy, teachers who want to validate their exploratory teaching and testing, or applied linguistics students new to the language testing field. The book is divided into four main sections. The first provides an overview of the principles of language testing. The next contains short extracts from the testing literature with questions which stimulate further thinking. Section 3 is a list of references with brief annotations and Section 4 a glossary of referenced testing terms.

Foreign Language Research in Cross-cultural Perspective Kees De Bot 1991 This volume focuses on priorities for research in language pedagogy. The aim is to give an up-to-date overview of current thinking about important research issues such as the viability of large scale comparisons, the quantitative/qualitative research controversy, new trends in language testing and evaluation, and the role of different learning environments. In their discussions of these issues researchers from the US and from different countries in Europe show to what extent the priorities differ on both sides of the Atlantic Ocean.

### **Second Language Acquisition in Action**

Andrea Nava 2018-03-22 Despite the key role played by second language acquisition (SLA) courses in linguistics, teacher education and language teaching degrees, participants often struggle to bridge the gap between SLA theories and their many applications in the classroom. In order to overcome the 'transfer' problem from

theory to practice, Andrea Nava and Luciana Pedrazzini present SLA principles through the actions and words of teachers and learners. *Second Language Acquisition in Action* identifies eight important SLA principles and involves readers in an 'experiential' approach which enables them to explore these principles 'in action'. Each chapter is structured around three stages: experience and reflection; conceptualisation; and restructuring and planning. Discussion questions and tasks represent the core of the book. These help readers in the process of 'experiencing' SLA research and provide them with opportunities to try their hands at different areas of language teachers' professional expertise. Aimed at those on applied linguistics MA courses, TESOL/EFL trainees and in-service teachers, *Second Language Acquisition in Action* features:

- Key Questions at the start of each chapter
- Data-based tasks to foster reflection and to help bridge the gap between theory and practice
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Audiovisual extracts of lessons on an accompanying website · Further Reading suggestions at the end of each chapter

**Principles and Practice in Second Language Acquisition** Stephen D. Krashen 1987

**The Cambridge Handbook of Second Language Acquisition** Julia Herschensohn 2018-09-06 What is language and how can we investigate its acquisition by children or adults? What perspectives exist from which to view acquisition? What internal constraints and external factors shape acquisition? What are the properties of interlanguage systems? This comprehensive 31-chapter handbook is an authoritative survey of second language acquisition (SLA). Its multi-perspective synopsis on recent developments in SLA research provides significant contributions by established experts and widely recognized younger talent. It covers cutting edge and emerging areas of enquiry not treated elsewhere in a single handbook, including third language acquisition,

electronic communication, incomplete first language acquisition, alphabetic literacy and SLA, affect and the brain, discourse and identity. Written to be accessible to newcomers as well as experienced scholars of SLA, the Handbook is organised into six thematic sections, each with an editor-written introduction.

Focusing on Form in Language Instruction

Wynne Wong 2015-09-16 This module on focusing on form in language instruction provides novice and experienced instructors with pedagogical techniques to help second language learners acquire formal elements of an L2. Taking the position that the development of a linguistic representation requires input, the pedagogical interventions presented in this module - textual enhancement, structured input, and dictogloss - all work with meaning-bearing input in some way. These techniques aim to increase the likelihood that learners focus on aspects of language useful or necessary for building mental representation. The module also

discusses how explicit information may play a supporting role in helping learners process input. Please visit the series companion website for more information:

<http://routledgetextbooks.com/textbooks/9781315679594/>

### Form-Focused Instruction and Second Language Learning Rod Ellis 2001-06-08

How does classroom language learning take place? How does an understanding of second language acquisition contribute to language teaching? In answering these questions, Rod Ellis reviews a wide range of research on classroom learning, developing a theory of instructed second language acquisition that has significant implications for language teaching. The early chapters of this book trace the attempts to explain classroom language learning in terms of general theory of learning (behaviorism) and the study of naturalistic language learning. The middle chapters document the attempts of researchers to enter the "black box" of the

classroom in order to describe the teaching-learning behaviors that take place there and to investigate to what extent and in what ways instruction results in acquisition. The book concludes with a theory of classroom language learning. This theory advances an explanation of the relationship between explicit and implicit linguistic knowledge and in so doing accounts for how both form-focused and meaning-focused instruction contribute to second language acquisition in the classroom.

### **Second Language Acquisition Processes in the Classroom** Amy Snyder Ohta 2001

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.

### **Form-Focused Instruction and Teacher Education**

Sandra Fotos 2013-12-02 An overview of form-focused instruction as an option for second language grammar teaching. It combines theoretical concerns, classroom practices, and teacher education.

Contemporary Approaches to Second Language Acquisition María del Pilar García Mayo 2013 Second language acquisition (SLA) is a field of inquiry that has increased in importance since

the 1960s. Currently, researchers adopt multiple perspectives in the analysis of learner language, all of them providing different but complementary answers to the understanding of oral and written data produced by young and older learners in different settings. The main goal of this volume is to provide the reader with updated reviews of the major contemporary approaches to SLA, the research carried out within them and, wherever appropriate, the implications and/or applications for theory, research and pedagogy that might derive from the available empirical evidence. The book is intended for SLA researchers as well as for graduate (MA, Ph.D.) students in SLA research, applied linguistics and linguistics, as the different chapters will be a guide in their research within the approaches presented. The volume will also be of interest to professionals from other fields interested in the SLA process and the different explanations that have been put forward to account for it.

## **Focus On Form In Classroom Second Language Acquisition**

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