

Classroom second language research

The course will give the student an overview of the current trends in classroom research. The main research traditions (i.e., interactionist approach, ethnographic research...) will be covered with special emphasis on a variety research topics (i.e., feedback, negotiation of meaning...) and their findings with an eye on pedagogical implications and future directions. One of the main objectives in this class is for students to relate pedagogically relevant findings from classroom research to their own teaching experiences and beliefs.

Syllabus

1. Core issues and historical background
2. Meta-analytical studies
3. Main theoretical frameworks
4. Topics in classroom second language research.

Methodology

Teacher lectures, class discussion on common readings, student presentations, weekly readings

Evaluation

Participation on class discussions, oral presentations, written paper.

References

This class will draw on a combination of state-of-the-art publications, meta-analyses, and empirical studies.

Loewen S. and Philp J. (2012). Instructed second language acquisition. In A. Mackey and S. Gass (eds.), *Research methods in second language acquisition: A practical guide* (pp. 53-73). Wiley-Blackwell.

Mitchell R. 2009. Current trends in classroom research. In M. Long and C. Doughty C. (eds). *The Handbook of Language Teaching* (pp. 675-705). Wiley-Blackwell.

Plonksky L. and Oswald F. 2012. How to do a meta-analysis. In A. Mackey and S. Gass (eds.), *Research methods in second language acquisition: A practical guide* (pp. 275-295). Wiley-Blackwell.

Williams, J. 2012. Classroom research. In Gass, S and Mackey A. (eds.), *The Routledge Handbook of second language acquisition* (pp. 541-554). Routledge.