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Variety in Second Language Instruction: Student Engagement in SLA

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VARIETY IN SECOND LANGUAGE INSTRUCTION:

STUDENT ENGAGEMENT IN SLA

by

Emily Borgstrom Woodruff

A portfolio submitted in partial fulfillment

of the requirements for the degree

of

MASTER OF SECOND LANGUAGE TEACHING

Approved:

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UTAH STATE UNIVERSITY

Logan, Utah

2021

ABSTRACT

Variety in Second Language Instruction:

Student Engagement in SLA

by

Emily Borgstrom Woodruff: Master of Second Language Teaching

Utah State University, 2021

Major Professor: Dr. Abdulkafi Albirini

Department: Languages, Philosophy, and Communication Studies

This portfolio is a collection of works completed by the author during her time as a student in the Master of Second Language Teaching program at Utah State University. It highlights important aspects and experiences of foreign language education that represent the author's personal journey of learning and teaching.

The first section is comprised of the author's teaching perspectives which are represented through the author's desired professional environment, her teaching philosophy statement, and the author's professional development through teaching observations. The second section presents the author's pedagogical research pertaining to foreign language pragmatics and music integration in the classroom. The final section is an annotated bibliography that highlights current research and implementation strategies of using technology in the foreign language classroom.

(97 pages)

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I would like to take a moment to thank all of the incredible people who have helped me to develop personally and academically in pursuit of my goal to obtain further education. First, I would like to thank the members of my supervisory committee who worked tirelessly in my behalf. Dr. Abdulkafi Albirini introduced me to graduate level research writing and taught me to appreciate the structure in a way that not only made it understandable, but attainable to produce. His class provided me with the competence and confidence to continue working on my degree. I am grateful for his teaching and counsel. I would also like to thank Dr. Ekaterina Arshavskaya, who has been a great mentor and example to me. Her classes always provided activities that allowed me to practice what I was learning and test my comprehension. I have been impressed with how much she cares about the success of her students and how she is always available to help in any way. Next, I would like to thank Dr. Karin Dejonge-Kanaan who has been an excellent mentor in my life and without whom I could never have made it to this point. I have greatly appreciated her willingness to share her wealth of wisdom and points of view which have helped me to develop as a graduate student and view the world with new perspectives. Each of these professors have shown through word and action their dedication to education and their students and I am grateful to each of them.

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possible to those that trust him (Philippians 4: 13). For all the experiences, opportunities, and

growth that God has made possible in my life, I am grateful.

CONTENTS

LIST OF ACRONYMS

ACTFL = American Council on the Teaching of Foreign Languages

ALM = Audiolingual Method

CALL = Computer-Assisted Language Teaching

CLT = Communicative Language Teaching

EFL = English Foreign Language

ELL = English Language Learner

ESL = English Second Language

FL = Foreign Language

IELI = Intensive English Language Institute

IFID = Illocutionary Force Indicating Device

L1 = First Language / Native Language

L2 = Second Language

MALL= Mobile Assisted Language Learning

MSLT= Master of Second Language Teaching

SCT= Sociocultural Theory

SLA= Second Language Acquisition

USU= Utah State University

ZPD= Zone of Proximal Development

INTRODUCTION

Through the creation of my teaching perspectives and pedagogical research, I have found aspects of teaching that work together to define my role in the second language classroom. This portfolio represents the teacher I have become through engaging in the learning and teaching processes associated with the MSLT program, as well as the teacher I am striving to be as I continue to practice and develop what I have learned. I believe in lifelong learning and progression and the ideas within this portfolio emphasize this belief.

I have always felt that variety is an important aspect of teaching. Within the MSLT program I have learned how to create engaging and purposeful variety that can be specifically applied to the second language classroom. As such, my portfolio is connected through the idea of how to add variety to the second language classroom from using technology, music, and language play, to understanding and incorporating different SLA theories. I believe that variety is a great way to positively engage students and teachers in the second language classroom.

Accomplishing this portfolio stands out as a major achievement in my current and future career paths as well as my academic life. An overarching theme that I have learned about myself through the creation of this portfolio is my love of teaching and learning and my desire to research, improve, and create. While each aspect of the portfolio seemed overwhelming as I began this program, I have found that each piece has come together in a manner that showcases what I have learned, how I have changed, and what I plan to accomplish.

TEACHING PERSPECTIVES

Professional Environment

For the past 5 years, up to the present, I have had the opportunity to teach high school age youth. Within the Masters of Second Language Teaching (MSLT) program I have been able to observe several L2 classrooms within a university setting. My goal as a graduate of the MSLT program is to implement what I have learned through experience and observation, so that I will be able to reach more students and be a more effective teacher. My future career goals have been shaped by the combination of my current employment, alongside the learning and teaching experiences that I have engaged in and the concepts I have internalized through the MSLT program.

With these employment and academic experiences in mind, and the completion of my MSLT program, I would like to work with college age adults as a Spanish instructor or an ESL instructor. The views, concepts, and ideas within this portfolio will therefore reflect these future goals.

Teaching Philosophy Statement

Introduction

I was introduced to the powerful effects of L2 acquisition at a young age. My first recollection is of an interaction with a young girl who was deaf. At the time I was 7 or 8 years old and I remember the struggle of trying to communicate with her to no avail. My older brother, who was fluent in ASL, eventually came over to help mediate our conversation. As I reflect on how I felt and what I experienced, I see that moment sparking in me a desire to communicate with others through their own language. Over the years this desire to learn languages has evolved into a desire to also teach languages, as I want to share what I have learned and experienced.

Teaching is a uniquely developmental career that asks for, among other things, daily revision, elevation of skill, and perseverance. Throughout my life I have enjoyed teaching. In particular, I have developed a passion for taking things that are hard for others to understand and finding a way to teach it in a manner that is simple, relatable, and fun. Teaching to me is like a big puzzle that I get to pull apart and discover how it all fits together with the intent of being able to guide others in doing the same. Language learning has not been an easy journey for me, but that is all the more reason I want to teach others. I want to help students understand how to sort out the puzzle and discover the joy that comes with learning and using languages, as well as having the opportunity to better understand the people and the cultures associated with language. My personal teaching philosophies have changed and developed over my time as a teacher and as a student. In this paper I will address three important elements of my L2 teaching philosophy: sociocultural theory, play, and the learning environment.

Sociocultural Theory

I have learned, as a student through practice and as a teacher through experience, that the best way that I can develop my understanding of a given subject is when I am given the opportunity to teach it to someone else. This idea has broadened in my mind as I have continued to study different theoretical approaches to L2 teaching. I have realized that teaching in and of itself is a form of engagement in an activity that has the potential to increase learning and development. More famously stated by Halmos, "The best way to learn is to do; the worst way to teach is to talk" (Halmos, 1975, p. 466). Through this discovery I have found that my personal teaching philosophy most closely aligns with sociocultural theory (SCT).

When I think of Sociocultural Theory as a whole, my mind is drawn to a talk given several years ago by David A. Bednar, a current apostle in the Church of Jesus Christ of Latter-Day Saints. He was discussing his view of our purpose as humans on this earth and he explained that we are agents given the ability to act and not merely objects waiting to be acted upon (Bednar, 2001). Within my classroom, as a religious educator, this idea has become the basis of teaching and learning because I think it best explains that engagement is key to becoming. Placing that idea in the context of L2 teaching, the premise of sociocultural theory is the idea that as humans we are active beings and not just thinking beings. We engage in the world around us in order to learn and become. All development is a result of a learning experience or activity whether formal or informal, but not every learning experience results in development (Lantolf & Poehner, 2008). This has helped me to think more deeply about what it means and what it takes to develop as

an individual and how to help my L2 students develop into who they are not currently, but who they have the potential to become (Holzman, 2018).

One important aspect of development through an SCT lens is Vygotsky's idea of mediation. When an individual actively engages in the world around them there are physical and psychological tools that can mediate their interaction. An example to illustrate this idea is found in the book Sociocultural Theory in Second Language Education, it describes how an individual may be stung by a bee and immediately swat at the bee. This action occurred free from any form of mediation; it was an instinctual reaction based on the physical pain experienced. If the individual sees the bee flying around them and they reach for a newspaper to swat at the bee then they have involved a physical tool to mediate their interaction with the bee. Looking at that example one more time, if the bee were to fly around the individual and they were to cover the watermelon near them because they remembered reading about bees being drawn to it then they have involved a psychological tool, or previously internalized knowledge, to help mediate their interaction (Swain, Kinnear, & Steinman, 2015).

With that basic understanding of mediation, it is important to realize that Vygotsky's idea of mediation was concerned with higher mental processes that occur on a psychological level (Cole, John-Steiner, Scribner, & Souberman,1978). For example, a teacher may use a physical tool such as a grammar book as a way to mediate the language instruction of his/her students, but the concepts and ideas that a student gleans from the book would be considered the psychological tool. If and when internalized, the concepts and ideas associated with grammar are able to mediate interactions in other contexts outside of the L2 classroom. This mediated progression from physical tool to

psychological tool to internalization is the essence of SCT: it is the process of development. This process is dependent on clear mediation because "symbols may remain useless unless their meaning as cognitive tools is properly mediated to the [learner]" (Kozulin, 2003, p. 24).

Another important concept associated with SCT is the zone of proximal development (ZPD). ZPD can be seen as a characterization of space of an activity between individuals rather than a task or activity by itself. It can create an optimal space for learning as it is an ongoing form of growth and ever developing state of being. Though ZPD begins between individuals, it can continue on with one individual as they continue to learn in other contexts (Swain, Kinnear, & Steinman, 2015). It is significant to note that teachers desiring to encourage ZPD within the L2 classroom need to purposefully place students in groups so that novice students work with those that have more skill with the language. Both students will have the opportunity for growth as the conversation between interlocuters is unique to the pair. Group work could consist of target-language role plays that are open-ended. As students engage in the task of roleplaying together, they are also creating new elements to the role play in the moment. This allows the students to have the context of the activity and then the opportunity to use their combined knowledge to create. This space of creation and activity is called the ZPD.

L2 Play

Play in connection with SLA has generally been studied with youth and children but I believe that it can be a great benefit to adult learners as well, despite the generally accepted mindset of the industrial revolution that has drawn a clear line between child's play and adult labor (Göncü & Perone, 2005). I believe that play is intended to be a life-

long learning activity and not simply for children. Two main areas of study are distinguished under the umbrella of play from a sociocultural perspective. The first is the idea of rehearsal which centers on an individual's linguistic development, while the other idea is centered on the fun and entertaining aspect of play through activities (Bell, 2005; Bushnell, 2009; Lantolf, 1997). Reflecting on L2 classroom examples, I see that these two are often melded together in a meaningful way that emphasizes student engagement. The combination of play and linguistic development allow the ZPD to occur within the students' interactions.

Along with the above explanation, I was able to witness this process in my own classroom last year. Over a two-week period, my class studied biblical parables as a medium for learning and teaching statements of religious truth. I wanted to create a fun activity where students could engage in a way that would help them develop their personal understanding of the concept without lecturing. On Monday I decided to give my students the assignment of creating their own parable that they would have the option of sharing with the class the following week. Throughout the next several days we looked at elements of different parables and took time to interpret them based on our own experiences. Each lesson ended with 10 minutes of free time to work on their parables and ask questions.

I began class the following week by sharing a parable that I had created and allowed students time in groups to determine the meaning. The insights that arose from the group discussion were beyond what I could have created on my own. I was pleasantly surprised to have all of my students choose to participate in this activity. Many of my students had collaborated with friends inside and outside the class, talked with family

members, and brought props to help them present their parable, all of their own accord. The students were very engaged in the activity and through their engagement I was able to determine their understanding of the concepts. As collaborative dialogue grew among the students, more creative and in-depth examples were shared. Their engagement in others' work helped their personal creativity flourish and grow as well as their understanding of the concepts being taught. I found this activity to be a very successful way to incorporate play in the classroom while engaging the students in the learning process.

Learning Environment

The last aspect of my teaching philosophy is the cultivated learning environment. Bown and White (2010) identified an important correlation between an L2 students', "emotions and their regulation of emotions… and the learning environment and quality of relationships available to them within that environment" (p. 331). Some of the results within this study showed evidence that key aspects of SLA, such as decision making, motivation, and action, were negatively affected by the individuals' perception of relationships and emotional response to the learning environment they were placed in. MacIntyre et al. propose a six-layered pyramid to organize circumstantial and behavioral content that factor into a students' willingness to communicate. From top to bottom the layers are communicative behavior, behavioral intention, situated antecedents, motivational propensities, affective-cognitive context, and social and individual context (MacIntyre et al., 1998). While there is a great variability in the factors that result in individuals' willingness or unwillingness to participate and communicate, their findings point to personality and intergroup context as main contributors.

During my time in the MSLT program I have been able to make several connections to the reasons behind the fears and emotions I have felt as a student and how to help identify and address them as a teacher. One connection is the idea behind weak self-esteem and the desire to protect against failure (Brown, 2007). From experience as a teacher, I have seen that my students who are willing to risk being wrong in pursuit of engaging and learning from the experience gain more out of class than those who are hindered by the fear or anxiety of messing up. That willingness to fearlessly engage in language learning is a desire that I hope to cultivate within my future L2 classrooms, and I believe that it is a pursuit that has to begin on day one.

With this in mind, it is important to be aware of Krashen's Affective Filter Hypothesis as he intended it to act as an umbrella for 'motivation, self-confidence, attitude, anxiety, etc." and their relation to SLA (Maftoon & Sabah, 2012, p. 36). It is important for language teachers to be aware of the effects this filter can have on their students. When an individual's filter, being the result of attributes listed above, is up, then the needed input becomes inaccessible to the language learner (Maftoon & Sabah, 2012). For example, if a student is experiencing high anxiety about speaking in the target language in front of their classmates this could be referred to as a student having their affective filter up. Creating an environment where students' filters can be lowered, and input can be readily received, is key for language acquisition. In order to accomplish this, it is important for teachers to consider the specific students they will be teaching and the possible triggers for negative or positive affect within the classroom. Teachers can make a difference and lessen classroom apprehension by simply taking the time to get to know their students (Du, 2009).

In attempts to avoid the effects of negative affect within the L2 classroom, I will be implementing three key practices. First, I will spend ample time to get to know one another in the classroom through interactive language-based activities. Second, I will be intentional about the practice of teacher-student validation through example. And lastly, I will integrate student-directed lessons in the L2 curriculum that will allow them to practice explaining concepts they have learned. I will now expound on these three ideas.

Each year, during the first week of class, I play a game with my students that is called Risk. It is a question-and-answer game that invites students to be vulnerable with each other and take a chance of being seen without barriers. Classes that engage in this activity willingly end up being more united as a class and therefore perform better with each other throughout the school year. Brown explains that pre-conceived notions may set up a sort of barrier that stops the learner from engaging in student-to-teacher or student-to-student interaction, but often the barrier is themselves and their fears of embarrassment or not living up to supposed expectations as result of a weak self-esteem (Brown, 2007). Through implementation of this activity, I can help the students get to know one another by seeing each other as individuals on a similar journey and therefore break down or halt construction of barriers.

My belief is that there is a basic starting point on the road to willing communication and participation, it is that every classroom needs opportunities to grow together in friendship and mutual respect. As a student, I have seen countless examples of teachers who start a new semester with one get-to -know-you activity and then never return to similar activities. It becomes all business after that first day, but for me I want

my students to realize that a big part of our 'business' as a class is developing together as individuals and as language learners.

Referring to teacher-student validation, I believe it is very important in any learning situation but especially in L2 classrooms. "The emotional experience arising from many situations or from many aspects of his environment determines what kind of influence this situation or his environment will have on the [learner]" (Vygotsky, 1994, p. 339). I believe that when a student is validated for their effort in using their L2 they are more likely to stay engaged and strive to make continued effort in the future knowing that their comment mattered.

Validation of effort does not always take the form of praise for a correct answer, it can also be demonstrated in positive corrective feedback for mistakes made. Corrective feedback (CF) can be presented to students in a variety of methods. These methods include explicit vs. implicit, written vs. oral, negative vs. positive, direct vs. indirect, to name a few. As CF methods in general are so varied, how can a teacher determine what will be most successful for their students? Some may question if it is worth the wrestle, "in response to the dilemma of error correction, it can be stated that leaving students' errors untouched might lead to the fossilization of ill-formed structures" (Rezaei et al., 2009). Realizing the necessity of correction and weighing the different strategies that could be implemented may prove a difficult task, but one of great significance to the language learners' growth and development. In the end, students want to know that their teacher is on their team and genuinely invested in their success.

My third and final strategy is the integration of student lessons or students having opportunities to teach within the L2 classroom. An important tenet of my teaching

philosophy is that we are all teachers, and we are all students (Freire, 1972). From experience, I have found this mindset to be very effective because it helps the students realize that they have an important voice within the class and that they are expected to prepare to share that voice. I currently implement this activity with my seminary classes. After thorough explanation and examples, each student is invited to teach one 10-minute lesson per semester. They are given a topic and a general outline of a lesson plan full of prompts to help them organize their thoughts and prepare to teach. I have used this semester -long activity for the past three years and found it to be immensely helpful in boosting class comradery, helping concepts to sink deeply into the minds and hearts of the students, and retention of key concepts and ideas.

The way I plan to implement this in a future foreign language classroom is through a similar process. The focus of these lessons would be on emphasizing an aspect of grammar, linguistics, culture, or pragmatics. The concept being taught by the students would be simplified, specific, and reflect a previously taught concept. Throughout my experiences as both a teacher and a student I have seen the benefits of implementing teaching opportunities to be a very effective practice and I am excited to try this practice within a language learning environment.

Conclusion

The life experiences I have had prior to entering the MSLT program fueled me with a desire to pursue teaching in a language context. Through the direction of the MSLT program I have been able to learn, reflect, create, and finally realize what it truly means to be a second language teacher. As I reflect over the three elements of my

teaching philosophy, I am able to recognize their interconnectedness and how they depend on one another to define the teacher I am and the teacher I aspire to become.

Play as a means for linguistic development is at the heart of my teaching philosophy as it weaves the other elements together in a purposeful and relevant way. Play is an integral part of SCT as it revolves around engagement in activity in order for students to develop into who they are not currently, but who they have all the potential to become (Swain, Kinnear, & Steinman, 2015). The cultivated classroom environment then, is the space I have to create and play in ways that allow for both language and character development of my students. As teaching provides one of the best avenues for learning, I believe that my teaching philosophy presents a path for life-long learning in an engaging and playful manner.

Professional Development through Classroom Observation

As a seminary instructor for the Church of Jesus Christ of Latter-Day Saints and a graduate student in the MLST program at Utah State University, I have had numerous opportunities to observe the classrooms of my colleagues and my peers in the program. The classes I have observed have varied greatly in content being taught, as well as style and classroom environment. I believe that the perspectives I have developed as a student and as a teacher have given me a good idea of the teacher I want to become, along with some realistic goals and methods of how to get there.

From my experience as a teacher for the past 5 years, I have been able to learn from teaching experiences and the observation of high school classes in Utah and Arizona. These classes have all been conducted in English, my first language, which has allowed me to focus on teaching methods, management strategies, student-teacher interaction, and classroom environment. The observations I have been able to conduct as an MSLT student have given me opportunities to observe foreign language education and its methods in Utah and in Spain. I have observed language instruction in Mandarin, Arabic, ESL, and Spanish.

This overview of observations is not meant to negatively critique any teachers, but rather to be a compilation of best methods and practices that I would like to incorporate within my own classroom and recognition of those methods I would like to change. Through reflection of these classroom observations, I have chosen to specifically address the themes of my teaching philosophy: sociocultural connections, play, and classroom environment.

In summer 2019, I attended the University of Salamanca in Spain through the ISA Study Abroad program. As part of this unique opportunity, I experienced Spanish culture through the eyes of a study abroad student and observed the environment and teaching methods through the eyes of a current educator and future foreign language educator. For six weeks I was able to attend four classes daily and observe an additional two classes. All of the classes I attended were Spanish as a second language courses intended for international students. Of the six classes I observed there were two Advanced level courses, two Intermediate level courses, and two Beginner or Introductory level courses. I have since compared and contrasted certain elements of these classrooms in Spain with the classes I have observed at Utah State University.

One comparison that I find important to note is the learning level of the students in congruence with the amount of target language spoken in the classroom by the teacher and the students. I am a strong believer in the concept of immersion even if the immersion experience is constrained to the one-hour class that a student attends per week. I observed that the lower-level Spanish courses at Utah State University relied heavily on English. This led me to believe that was the way it had to be until the students were able to reach a higher proficiency level. That made me question how a student would ever reach that higher proficiency level if the L1, or the idea of the need of the L1, became a continual crutch to the learner. I found that the courses in Spain were taught almost exclusively in Spanish, no matter the learner level. If the students were beginners, there were images, gestures, repetition, and a slower and clearer speech that would accompany the continual use of the target language by the teacher. The amount of target language use by the students was a different story.

Over time I was able to realize that there were other factors involved in the amount of Spanish spoken in the classroom, especially by the students. Even if a teacher uses the L2 exclusively, that does not mean that the students will attempt to do the same. There are other factors within an L2 classroom that have great effect on the student's willingness to participate and their reluctance or enthusiasm towards using the L2. The list of factors, mentioned above, could go on and on, but through my observations of different L2 classrooms I have identified 3 specific factors that inform the teacher I am and the teacher I want to become. I will address these below.

Sociocultural Connections

As I have studied several L2 teaching theories, I have found that the principles and practices within sociocultural theory have resonated with me more than any other theory. I believe this is because the concepts and ideas are most closely related to the training I have had as a seminary instructor for the past several years. Within both teaching contexts, the focus is centered on learning and development through active engagement. I have been able to identify aspects of this theory in the observations I have completed and in so doing I have seen the success of these principles in action.

One particular example took place in an Intermediate Level Spanish course at USU. The instructor had planned an activity that revolved around the grammatical aspect of reflexive verbs and facilitated opportunities for listening, reading, writing, and oral practice. His activity had four separate stages designed as scaffolding to expand students' ZPD and aid them in achieving a goal that they could not have completed on their own at the beginning of class. I was very impressed with the way that this teacher used one idea, helping students explain their average day in order to make future plans with another

person, and work backwards through the process to help them recognize the details behind that interaction. Each stage allowed students sufficient time to listen, read, write, or discuss the grammatical concept within new contexts. I observed evidence of students' growth in understanding through engagement in a meaningful and realistic activity.

In another USU classroom example, I watched one of my classmates use the entire class period to guide her students through a developing debate. This was an impressive example to me of the positive outcomes of collaborative dialogue as I saw the students work together in their second language to address the questions they were given and come to an agreement of what they would share. The groups were purposefully created to disperse the students who were more fluent in the target language than others. It was very interesting to observe the expansion of ZPD between students at different fluency levels as one member of the group would help another correctly phrase what they wanted to say. Throughout the activity group members would change and they would be asked to discuss their opinions of the same questions. I was able to witness students leave one partner with a set opinion and then after hearing the views of their new partner I viewed their own idea develop and change. By the end of class when each student was voicing their opinions about the issue, there was a lot of well thought out commentary and real change and growth in the perspectives as well as the specific L2 words they employed to express themselves. I also noticed comradery build among the students as one classmate would use a phrase they had just learned correctly, and the other classmates would cheer for them. They had collaborated and acted on that collaboration in a way that allowed them to access words and ideas that were unavailable to them prior to the activity.

Classroom Environment

Observing classroom environments has been an important part of my job as a seminary teacher. I have been surprised to see the difference in the student's attitudes towards learning as a whole, based on the environment that has been cultivated by the teacher. Throughout my time as an MSLT grad student I have been able to analyze and observe both positive and negative classroom environments with a theoretical basis. This has allowed me to gain a better understanding of the teacher's role in cultivating a classroom environment that features positive affect.

An example of a positive classroom environment that I saw at USU took place in an Intermediate Level Spanish course. It was obvious that the teacher had created a positive learning atmosphere by the reaction he received as he entered the classroom. The students freely interacted with each other and warmly greeted the teacher when he entered the room. They were willing to speak up when called on, and they remained respectful throughout the classroom discussions. I noticed several small actions that were initiated by the teacher that appeared to foster a positive environment.

The first element was his upbeat tone of voice. He was not overbearing in volume or content, rather one had the feeling that he genuinely loved teaching and being with his students, as he spoke to them kindly and enthusiastically. He took the time to speak to each student individually several times throughout the class period. While the majority of the interactions were based on classroom content, he also seemed to have a continuous dialogue going with each student that was unique to them. I have noticed, in a seminary and MSLT context, that students tend to shut down when a teacher approaches during group activity unless a relationship and an understanding of intent have been established

previously. As this teacher engaged in each groups discussion there was never an awkward pause or a feeling of discomfort. He had built a safe and positive learning environment that could clearly be seen in the little details of daily classroom activity.

Among the various well-executed examples of positive classroom environments that I was able to observe, I also witnessed a disturbing example of negative affect within the classroom environment while I was attending and observing classes at Salamanca University in Spain. This example took place within an intermediate/advanced level course that was specifically focused on oral practice of Spanish. As I spoke with each of the students at the beginning of the semester, I was able to get a feel for the individual confidence level that the students had in speaking the target language. Most of them expressed high levels of confidence in L2 speech because of the amount of previous experience they had in other contexts. Sadly, for many students, this feeling of confidence drastically decreased after a few class sessions with the teacher and the environment she had cultivated.

The teaching approach of this professor was very theatrical, aggressive, and forthright from the beginning. She enjoyed creating conflict and discord within the class because she believed it brought out natural language that was prompted by feeling rather than formula. The first day was spent asking individual questions to each student in front of the rest of the class in order to determine for herself the fluency of the class. After day one she had identified which students she deemed as knowledgeable and capable of using the language and those that were ignorant. She then shared this information with the entire class which created a separation between the students, decreased self-confidence of the majority of the students, and damaged the environment of the classroom to a state that

was never fully repaired. The negative environment of this classroom seeped into the daily social interactions of the students and formed the 'cliques' that lasted among them throughout the semester.

As each class period was focused on oral practice of the target language, the teacher would start each class by asking a moral or political question to each student. Her response to these questions was typically a laugh and contentious response in attempts to get the student to continue defending their point. On various occasions, when students responded in a manner that was not grammatically correct, she would mimic the student in a high demeaning voice and then ask one of her highly competent students to articulate what the other student had said in a more clear and distinct manner. There were also several occasions when the teacher would talk to her favorite students about the rest of the class as if they were not there. These practices, among others, became a regular routine within the class causing the division among students to grow and the cultivation of reluctance to answer questions or participate due to the fear of humiliation.

As I had spoken with the students before the first class and had been able to hear them express their confidence as well as some of their fears in entering this class, I was appalled to see how negatively their confidence was affected by the environment that the teacher had created in this class. This was definitely an extreme example of negative classroom environment and its effects within and without the L2 classroom, but I was able to learn a valuable lesson about the power a teacher yields for good or for bad. Students enter a classroom with hopes and aspirations as well as fears and questions and it is the responsibility of the teacher to cultivate an atmosphere, to the best of their ability, that allows for learning and growth in a positive and safe manner. Students should be able

to trust their teachers with their specific strengths and weaknesses so that they can work toward real and lasting growth.

Play

The MSLT program has helped me to think more critically about the theoretical concepts behind the teaching methods that I have observed and used within my own classroom. As I have taken the time to analyze what I have learned, I have been able to apply various teaching techniques and approaches in my current classroom and prepare for future language teaching opportunities. I have also been able to recognize different teaching approaches in other teachers.

One opportunity that I was able to have this year while in the MSLT program was Arabic lessons from a personal tutor. This was especially meaningful for me in a linguistic sense because I was able to understand the rationale for the activities. My teacher had a masterful way of using different forms of play such as games, role plays, and even improv during our hour-long online lessons. The activities he created for learning were so creative and effective that I found myself reflecting on what I had learned for several days, imagining how I would adapt the lessons for face-to-face L2 classroom setting of my own.

From this opportunity, I have gained new, personal experience and seen how engaging play can be in a language learning setting. It has been particularly fascinating to me to see how quickly the concepts and elements that are pertinent to playing the games are internalized. For example, I was introduced to a simple, yet highly effective activity called the maze game. My teacher placed an image of a maze on the screen and then explained that he would use his cursor to move through the maze with the directions that

I would provide and that I could not let him hit into any of the walls or I would have to start over. I had never learned directional vocabulary to this point, so we quickly went over 8-10 different words. For an added element of fun and urgency, he set a timer in the corner of the screen for two minutes and explained that he was trapped in the maze and if I didn't get him out in the time frame allotted, then a bomb would explode. He allowed me to practice once with the Arabic words on the screen before erasing them. Though it was one simple and fast paced game, I have not forgotten the words because of the engaging manner that they were taught to me.

At USU I have observed L2 teacher who have also supplied examples of effective forms of play. One example was a Spanish intermediate level course that was about halfway through the semester. The teacher's lesson was engaging because he used a variety of activities that kept the students' attention and also served as formative assessment of their skills. I observed this teacher use a variety of activities that were based on a game called Battleship. Each activity built on one another purposefully to engage the students in several different skills. This was in stark contrast to an observation I conducted in an Arabic classroom at USU. While both the Arabic and the Spanish teacher were teaching a grammatical concept associated with the language, the reception and engagement of the students was completely different. The Spanish instructor incorporated a progressive game that kept the students engaged in problem solving each step of the activity, whereas the Arabic instructor taught the grammatical lesson from the book with little more than reading and inviting the class to repeat her, followed by assigning book work. Even as an observer I could feel the difference in my own attitude

about learning the concepts that were presented and it made me remember how much I have learned and retained through play.

Conclusion

Observations have offered me meaningful opportunities for reflection. As I reflect over my time in Spain, I am able to recognize the unique growth experience it provided me with and how it changed my observations going forward. While in Spain I was able to record notes on a daily basis from a teachers' perspective and a students' perspective within the L2 classroom. Compiling those notes allowed me to see not only what I wanted to become as an L2 teacher, but what was truly effective and important from the perspective of an L2 student. This allowed me to see more clearly some of my own strengths and weaknesses and focus on the bigger classroom picture as I observed classrooms at USU.

As a result of reflection, I have set myself goals for improvement. I believe that observations allow the teacher to become a student again and remember the aspects that excited them about learning and experiencing another language. These observations have inspired excitement for professional growth. I plan to continue observing and being observed as I go forward, in the hopes that I can always be learning and adapting to the needs of my students.

RESEARCH PERSPECTIVES

LANGUAGE PAPER #1

SLA Perspective on the Use of Music in the Second Language Classroom

Purpose and Reflection

In the fall of 2019, I took a course from Dr. Albirini entitled Research in Second Language Learning. This was the first course I took from USU and the beginning of my journey to receive my MSLT. This class was foundational for me in the sense that it helped me understand the basic standards of conducting research and writing research papers at a graduate level, as well as inspired me to think of how I could meaningfully contribute to research based on foreign language education. Within Dr Albirini's class I was able to start forming ideas that would later take shape as I learned about SLA Theory from Dr.Thoms.

In this research paper I wanted to take some of the linguists and theories that are key to SLA and provide a new lens in which to view them and implement their teachings in the second language classroom. I chose to research how music, and specifically lyrics, could be used as an engaging and meaningful way to teach within a foreign language classroom based on various SLA theories. Within this paper, I present six different foreign language theories and show how music has been and can be used as means for learning a second language. Teaching implications are also presented with the idea of explaining how and why music is an effective tool in the second language classroom. This paper is especially meaningful to me as my teaching philosophy involves cultivating a positive classroom environment and SCT and I believe this conveys these ideas in an original manner.

SLA Perspective on the Use of Music in the Second Language Classroom

Introduction

I have long been fascinated by music's potential impact on human life and human interactions. With my background in teaching and my coursework throughout the MSLT program, I became interested in how my teaching practice could be combined with my love of music to benefit the L2 learners in my classroom. Music has been used as a powerful means of learning and remembering throughout human history (Lewis, 2014). Modern studies have shown that music can be "an ideal atmosphere for language learning since songs can link the brain's hemispheres and make the retention more durable due to the supplementary functions as the right hemisphere acquires the melody while the left deals with the words" (Ashtiani & Zafarghandi, 2015, p. 212). Music has the ability to add depth of learning and retention to language learning activities. In the 1800s, French scientist Pierre Paul Broca's research of the brain uncovered "a close relationship between the "pattern making" activity found in both music and language" (Lems, 2018, p. 14). While music can certainly be seen as a way to add variety to the L2 classroom, research suggests that there are real meaningful connections beyond the matter of variety.

As the goal of language learning is fluency, the similarities between learning a language and learning a song or to play an instrument are significant (Lem, 2018). Within music, one is "required to produce and employ a repertoire of specific sounds, learn new patterns and rules, and master the "syntax" of songs and compositions. As musicians become more proficient, they—like language learners—make ever-closer approximations of the target sounds until they reach a level of ease and enjoyment, or fluency" (Lems,

2018, p. 15). Incorporating music-centered activities in the L2 classroom invite language production and comprehension and allow the natural linguistic elements to emerge and be recognized by the student. Teachers can use music as an engaging and effective springboard into language specific instruction.

One example of using music to engage students in foreign language learning is by incorporating karaoke as a language learning activity. Karaoke encourages the student to not only produce the language but to pay attention to key elements of speech such as tone and sound. Dalton and Lewes (2015) explain how to incorporate karaoke in the ESL classroom by suggesting a twist on a comprehension practice presented by Hossein, 1996, called a cloze activity. Students are given the printed lyrics to a song they have practiced in class with every fifth word missing and are expected to fill in the blanks by using the scrambled word bank created by the missing words (Dalton & Lewis, 2015). This activity can help adequately prepare students for the karaoke activity where the focus will be on comprehensible output.

Language production can cause anxiety in students as they are afraid of making mistakes and/or view language learning as a very serious endeavor. Karaoke can be a great way to focus on comprehensible output while lowering affect because it allows students to have fun, experience variety in language learning, and realize that mistakes in karaoke and in language output are okay (Dalton & Lewis, 2015). This activity can encourage students to have confidence in language learning pursuits and create a better mindset towards making language mistakes as a whole.

My interest resides in, as shown above, how music can be used as a means to learn a foreign language. In this paper I will be specifically addressing what is known about the incorporation of music into several different SLA theories, including my own experience with creating music-centered L2 lessons, and future ideas and direction for music integration. Music, within this paper, will have the specific definition of songs which contain lyrics. My discussion of music for SLA is structured as follows: I will begin with Krashen's theory, followed by Long's, Swain's, and VanPatten's perspectives. I will then discuss how Vygotsky's sociocultural theory fits with modern SLA views on the role of music, and end with a discussion of the PACE model. My goal is not to offer an exhaustive overview or synthesis of the respective theories, but to demonstrate how the use of music for language learning is compatible with each. This will be accomplished through summary and analysis of the above-mentioned theories followed by correlation of music based L2 research and lesson plans.

Literature Review

Music as Comprehensible Input- Stephen Krashen

1970s- early 1980s

Within the various SLA approaches, Stephen Krashen is known for creating several hypotheses related to furthering the communicative language teaching (CLT) approach. His work includes the acquisition learning-distinction, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis. In this section, I will focus on the input hypothesis and its relation to the integration of music as a means of SLA.

The input hypothesis presents the equation i+1, where i represents the current linguistic competence of an individual and 1 represents a linguistic structure that is just beyond what the individual currently understands (Krashen, 1982). The focus of understanding for the individual then, is on the meaning rather than the structure of the input provided. Where earlier writers postulated that structure comes before practice and the subsequent acquisition of meaning on an individual's language journey, "the input hypothesis says the opposite. It says we acquire by 'going for meaning' first, and as a result, we acquire structure!" (Krashen, 1982, p. 22). This gives rise to the idea of what input refers to, or specifically what comprehensible input refers to within Krashen's hypotheses.

Comprehensible input, according to Krashen, is one of several aspects that work together to create what he calls optimal input. Optimal input is the goal for teachers to provide, and for students to gain, in order to acquire language as quickly and effectively as possible. Optimal input is made up of input that is comprehensible, relevant and interesting, not grammatically sequenced, and sufficient in quality (Krashen, 1982). According to Krashen's definitions, teachers seeking after specific input that fits these parameters can provide an ideal language learning environment for their students.

In my view, the use of music is compatible with Krashen's theories of i+1 and comprehensible input. When creating an L2 lesson plan with the incorporation of music, the temptation may be to use music that is modern and currently popular for the age group you are teaching. Following the input hypothesis, however, the focus should be on

providing lyrics that are just beyond the current language learners' level, regardless of whether or not they are popular or contemporary.

In order to keep the input relevant and interesting, a teacher can seek out culture specific content that was originally created by and for fluent users of the target language. The more authentic input that is used in the class, the more opportunity for authentic target language production as it simulates the outside world within the language classroom (Guariento & Morley, 2001). An example for L2 Spanish instructors is the use of the song "La Llorona" which is both culturally appropriate, and engaging, as the teacher has the opportunity to explain the Latin American myth associated with the lyrics. This song can also be used to invite students to notice the two forms of Spanish past tense. This is just one example to illustrate how music can be used as optimal input that can enhance a language lesson in a creative, purposeful, and engaging manner.

Interaction Hypothesis & Negotiation of/for Meaning- Michael Long
1980s-1990s

For Long, input refers to the linguistic form that is used within the language, with interaction being the functions served by those forms (Long, 1981). Long explains that input within interaction is made comprehensible to the language learner through a process called negotiation of meaning. Long emphasizes that a conversation between native speakers (NS) of a language and non-native speakers (NNS) of the same language will of necessity be modified (Long, 1981).

These modifications can appear in conversation as simplified vocabulary or ideas, a raised voice or emphasized pronunciation, as well as non-grammatical structures in the

hopes of being understood. An interesting issue with many of these modifications is that most are completely unrelated to the actual issue of not being understood, and they promulgate improper structures and false notions of the language (Long, 1981). This communicative space between interlocutors is referred to by Long as the negotiation of meaning. As this space can only be found within interaction, it is important to note that it is not unidirectional. All interlocutors involved in the interaction work together to discover and make meaning, thus changing the quality of the conversation word by word.

Use of the interaction approach leads to lesson plans focused on learner-learner communication in the target language. As language learners work together in the process of negotiating meaning they are building more than their linguistic systems, but also social ties and a language learning mind-set that goes beyond the language classroom. Thus, students' perspective on language learning can shift from mechanistic practice for a grade to meaningful practice for interaction. Indeed, "if input and interaction are available for language learners in the classroom, language learners will consider language as a tool for social interaction" (Namaziandost & Nasri, 2019, p. 227). Classroom interaction and negotiation of meaning between learner-learner and teacher-learner can be enhanced in creative and engaging ways through the regular integration of various activities involving music.

The idea of breaking down language, or negotiating meaning through communication, can be mirrored through a multi-level activity involving music. The individual steps taken for interlocutors to understand one another would be changed to form the steps of interlocuters working together to discover the meaning of a song. For

example, a teacher could begin class by playing a new song for the class to listen to. The teacher would not provide printed lyrics, images, or any other supplemental learning aids at this point. Once the song ended the teacher could assign the students to work in groups to discuss their interpretation of the song and write down main points. After several minutes, students would be invited to share their ideas of the song's meaning.

This practice of negotiating meaning through interaction could be repeated several times, each round including some aid whether it be lyrics, images, video, or hints from the teacher, followed by a period of meaning making discussion from the students. Involving technology, a teacher could project the lyrics onto a white board and create an evolving class discussion by inviting students to highlight or make notes about their discoveries for the whole class. By asking students to discuss their personal interpretations of the lyrics in groups, through means of the target language, there are two levels of negotiated meaning that can occur, the first being the intended meaning of the target language used by the interlocutor, and the second being the created idea of the meaning conveyed by the music.

Music as a Means to Encourage Output- Merrill Swain
1985

Further expanding on Krashen's and Long's work, Swain shifted the focus from comprehensible input to comprehensible output. Clarifying Long's idea of the negotiation of meaning, Swain offered a more specific definition focused on output, as she claimed that students could get caught up in the idea of simply trying to get their point across while disregarding proper structure and strategies (Swain, 1985). Thus, comprehensible

output is not just language output, but appropriate and clear output that conveys a specific message that adheres to the sociolinguistic and grammatical parameters of the target language.

Furthermore, Swain proposes three important functions of comprehensible output: the noticing or triggering function, the hypothesis testing function, and the metalinguistic or reflective function (Swain, 1985). When learners are producing language, they can come to an awareness that allows for further linguistic growth. This noticing function can serve as "the trigger that forces the learner to pay attention to the means of expression needed in order to successfully convey his or her own intended meaning" (Swain, 1985, p. 249). The hypothesis testing function is a linguistic space where learners are able to test out their own ideas and perceptions about how the target language works. Lastly, the reflective function is centered on the idea of other or self-mediation, borrowed from Vygotskian theory, to be discussed in a later section of this paper.

Comprehensible output, in this context, is not simply the end result of language learning, but also the means of arriving at that goal. While comprehensible input remains an important element of language learning, "comprehensible input alone is insufficient for reaching a learning outcome in which students are able to fluently and accurately verbalize their intended messages and meaning" (Pannell, Partsch, & Fuller, 2017, p. 139). Comprehensible output plays a major role in bringing the individual to an awareness of their own strengths and weaknesses. The integration of music in the language curriculum can be used to specifically elicit comprehensible output in the classroom in engaging and original ways.

Another benefit of using music to increase comprehensible output is its ability to aid in proper pronunciation and phonetic ability in the target language. Within the realm of SLA "most adults learning a foreign language usually speak along with an accent, which is derived from phonetic and phonological disparities between their first language and the second language" (Ashtiani & Zafarghandi, 2015, p. 213). With the great abundance of music lyrics, teachers are provided with the opportunity to specifically choose songs that emphasize phonetic elements within the target language. Using music as a means for comprehensible output can also allow for simultaneous cultural influence as "the melody, composed with the lyrics, creates an excellent opportunity to review pronunciation and appreciate the song" (Ashtiani & Zafarghandi, 2015, p. 213).

When music is used on a regular basis within the L2 classroom it can open up more opportunities for comprehensible output through music. If each class period were to begin with a song and visible lyrics both in the target language, then the teacher could draw on the collection of music that the students have become familiar with during the semester. With that lyrical background, teachers could create activities that are based on familiarity, but encourage students to create original output. For example, an activity could be inviting students to work in pairs to choose one of the classroom songs and co-create a new original verse. This activity would be focused on comprehensible output through creative means. The songs could be collected and used as an assessment by the teacher to determine target language comprehension of the songs overall meaning and their ability with language output and grammatical structures.

Another simple but engaging example would have the teacher choose one of the songs that has a familiar, repetitive, and simple melody. In small groups or as a whole classroom effort, students could be given a new topic and asked to write a song to the familiar melody. For example, the background music to the song twinkle, twinkle little star could be used to create a song about students' favorite foods and why they like them. The theme could coincide with something that has recently been taught in class so that the output of the activity would focus on their current level of comprehension.

Input Processing – Bill VanPatten

1990s

In the early 1990s, VanPatten furthered the linguistic research on the topic of input by exploring explicit instruction of grammar and language and its connection to the idea of input processing. Since Krashen's initial definition of input and implicit instruction, there has been several others that have added to or changed aspects of his original meaning. VanPatten & Cadierno refer to input as "language that encodes meaning" and further defines input processing to be specifically focused on the transition of input becoming intake, or the process of "form-meaning connection" (VanPatten & Cadierno, 1993, p. 46).

As not all input is directly translated to intake, or linguistic knowledge that has been absorbed and reformed in an individual's developing linguistic system for active use, the process of form-meaning connection is an important aspect of study within SLA. Within VanPatten's and Cadierno's study, they discovered that when the focus is on meaning rather than on the output of specific learned structures, there is a higher input to

intake transfer, meaning a higher opportunity for grammatical and linguistic acquisition to occur. This information provides a significant correlation for music instruction as a means for SLA as music tends to tell a story and can provide an ideal opportunity for students to focus on meaning over form as they receive input.

As input processing is also concerned with students' initial perceptions of a concept rather than only the process, music can be a useful tool to engage students in meaningful experiences with grammatical and linguistic concepts, without having to implement traditional methods of instruction (Hashemnezhad & Zangalani, 2013). Traditional methods, incorporating routine drills, can be traced back to the 1940s with the introduction of the Audiolingual Method (ALM). ALM, which mechanically employed the use of explicit instruction followed by repetitive practice or drills, believed that students could eventually use the language freely if structures were first deeply impressed upon their minds (Wong & Van Patten, 2003).

Though the ideas of comprehensible input, meaning over form, and the interaction hypothesis are in direct conflict to the ideas within ALM, contemporary language classrooms and textbooks still employ these drills and memorization tactics. Wong & VanPatten stated that, "as far as acquisition is concerned, drills are simply unnecessary and at best a waste of time for the development of communicative language ability (2003, p. 418). Music can be used as a way to break free from some of these rote norms while creating an atmosphere that allows for input processing and meaning over form to take place.

Music, like literature, can be categorized as a form of language play as it allows the learner to play with new ideas, phrases, or words, while discovering meaning (Cook, 1997). As VanPatten's theories center on meaning over form, music integration can be seen as a playful and effective way to encourage SLA. An example of this could be of students reading the lyrics to a song while it is being played. This practice creates a unique language experience where "reading silently to ourselves, removed from immediate social interaction, we have the opportunity to try out—to play with—new and unreal worlds in a way which would be quite impossible were we using this language to do real things with real people" (Cook, 1997, p. 230). Rather than looking for grammatical aspects of language, music allows language learners to focus on the message and the meaning within the lyrics. Those same lyrics can then be addressed for form once meaning has been established.

Consciously choosing songs that present a conversation can be an effective way to teach meaning of specific phrases. This can be accomplished in the L2 classroom through an activity involving analysis of printed lyrics alongside images. Students could be placed in small groups and given the printed lyrics of a song cut in strips and a stack of images that correlate with each of the lines of the song. Teachers would ask students to read over the various strips of paper containing a line of the song and match them each to one of the images they have been given. Once all of the groups have finished matching up the pictures to the lyrics the teacher could play the song and ask one volunteer from each group to simultaneously raise the picture as each line of the song is played and the

class sings along. This activity would allow students to solely focus on the meaning being conveyed in the song.

Incorporating music in L2 lessons with input processing in mind can allow for more learner and teacher autonomy. Creating lessons that allow students to choose genres or songs that have special meaning and having them present the song through story telling in the target language, can result in greater student investment while focusing on personal meaning (Bennett, 2019). Another L2 example could be accomplished by putting students into pairs and giving different song lyrics to each group. Then allowing the students enough time to individually read over their lyrics several times and draw a picture of their interpretation of the meaning of the song with their partner. Once they have finished, the teacher would place students into new pairs so that each partner has different song lyrics. The students would then use the target language to share their interpretation of the song with one another through the medium of their drawing.

Once everyone is done sharing, the teacher can play a music video or a presentation of the song involving images to allow the students to understand the artist's intended meaning. The student's drawings alongside the teacher's visual presentation allows for target-language discussion in a personally engaging manner. Additionally, after each song the teacher could invite discussion within groups or within the classroom to see how accurate each attempt at understanding the meaning turned out. Possible lyrics for this activity could be taken from popular musicals so that movies scene could be played in the class for a deeper understanding. As with any of these examples, once the

meaning is derived, the song can be used as continued language practice through repetition and singing.

Music as a Psychological Tool within Sociocultural Theory- Lev Vygotsky

Vygotsky added greatly to the psychological world in general, and the L2 classroom specifically, as his theories related to sociocultural theory (SCT) were adopted by various SLA theorist. His theories are built upon ontological premises and center around the individuals' development and their ability to become more than they currently are as they interact and engage in the world around them (Holzman, 2018). Vygotsky introduced the term zone of proximal development (ZPD) which deals with a developmental space between what an individual can do on their own and what they can do through the aid of a teacher or guide. ZPD can expand, change, and cause eventual development in an individual through engagement and interaction with their environment.

Upon a superficial view of Vygotsky's theory, it may appear to be in harmony with Krashen's input hypothesis of 'i+1', which deals with knowledge beyond the learners' current level. This association could be made due to the idea that development or acquisition of knowledge takes place when an individual is introduced to a level of learning beyond their current state. However, these concepts that both have linguistic premises, reside within different spheres of linguistic thought and speech. While Krashen's i+1 hypothesis infers that an "individual's linguistic future is certain", Vygotsky's theories relating to ZPD express that "the future is open, uncertain and depends on the material and interactional (i. e., cultural and historical) circumstances in

which the individual is situated" (Dunn & Lantolph, 1998, p. 422). As Krashen's theories

in relation to music integration have already been discussed, and with this important

linguistic distinction now laid bare, further analysis of Vygotskian theory and its

association with music integration can be expounded upon.

A key concept within SCT is the idea of mediation through psychological and

physical tools. These concepts, alongside Vygotsky's explanation of scaffolding, can be

explained through an example of the association of music in an L2 classroom. In the

examples presented in earlier sections of this paper, many physical tools were referenced.

The use of a karaoke machine, printed lyrics, projected lyrics on a white board, songs

with lyrics, or images are all examples of physical tools that may be used to mediate

engagement in the learning of a concept. The psychological tools would be the

internalized concepts that were gained through the use of the physical tools.

For example, in the case of using music with lyrics for SLA, the song itself would

be considered a physical tool as it facilitates the psychological internalization of a

concept within the song. To illustrate this example, think of the song "Do, Ray Mi". The

song itself would be considered a tool to internalize the concept of the range of pitches

associated with their name within music. If internalized, that concept now becomes a

psychological tool that can then be freely used by the learner in other contexts besides in

the original learning of the song.

Another key concept within SCT is the idea of private and inner speech. Private

speech is often recognized in children as they tend to perform external conversation

without the intention of speaking with another individual, rather they are speaking for and

about themselves (Mitchell, Myles, and Marsden, 2013). Private speech may also be seen within adult learners as they are confronted with new tasks or the gaining of new skills (Mitchell, Myles, and Marsden, 2013). Within Vygotskian theory, "private speech eventually becomes inner speech, a use of language to regulate internal thought without any external articulation" (Mitchell, Myles, and Marsden, 2013, p. 292). Private an inner speech have a very natural connection to using music as a means for SLA. Song lyrics and beats often tend to get stuck in the mind of the listener as they are repeated internally numerous times. When this takes place, it can be considered a form of inner speech as "it is almost as if we are thinking with songs" (Murphy, 2010, p. 250). This inner speech of song lyrics can be used externally to scaffold conversations in the target language (Murphy, 2010). By incorporating music in the L2 classroom on a regular basis, teachers provide opportunities for private and inner speech which can later be used as scaffolding for external conversations in the target language.

Music through the lens of the P.A.C.E Model- Adair-Hauck & Donato

When referring to the idea of meaning over form in language instruction, grammatical structures and forms are not simply outed from the language curriculum, but rather they are placed within the curriculum in a location that gives them more relevancy. An example of this can be found within the P.A.C.E model created by Adair-Hauck and Donato. The acronym P.A.C.E represents the four-step chronological procedure of story-based learning and stands for presentation, attention, co-construction, and extension (Adair-Hauck & Donato, 2002). In attempts to give more focused attention on

innovating grammar instruction within the language classroom by combining implicit explanation, guided practice, and explicit explanation, Adair-Hauck and Donato created a story-based teaching approach that focuses on meaning as well as form (Adair-Hauck & Donato, 2002).

As the majority of the previously mentioned second language experts have affirmed, meaning should be considered top priority when it comes to language instruction. If grammatical structures are taught without a contextual format that gives meaning to their use, learners can be left in the dark as to their purpose in real-life communication and therefore fail to make, or see the need to make, the effort in learning the forms. It is key for language instructors to realize that "words, phrases, or sentences do not take on meaning when viewed in isolation from each other; on the contrary, these linguistic elements only gain meaning when used in connected discourse forming a coherent whole" (Adair-Hauck & Donato, 2002, p. 270).

A natural and coherent whole can be found within the P.A.C.E model and the associated discourse. Whereas a traditional grammar lesson presents an element of grammar outside of context with the focus being on form, the P.A.C.E model focuses on the wholeness of the story and the discovery of how a particular aspect of grammar works within a greater context (Adair-Hauck & Donato, 2002). By couching an element of grammar within a story, a teacher can use discussion and story-based clues to highlight the intended elements while engaging students in meaningful social interaction centered on discovering its use in the real-world.

The use of a story-based method to teach elements of grammar presents an easy opening for the integration of music to be invited into the language learning classroom. Incorporating music "can give the students a real communicative advantage, as a song tells a story set to music… songs have examples of authentic speech that is slowed, rhythmic, and repetitious – a useful tool to improve the students' learning" (Alinte, 2013, p. 24). The four-step outline of the P.A.C.E model can be effectively adapted to teach a grammatical element within a set of lyrics.

For example, I will now present a P.A.C.E based lesson that could be used for an intermediate Spanish class. The song that will be used for this lesson example will be Llegaste Tu by Jesse y Joy, and the element of grammar being taught will be recognition, identification, and use of the two forms of Spanish past tense. The first step, or, presentation phase, is all about setting the stage with the story or song lyrics while foreshadowing the grammatical element (Adair-Hauck & Donato, 2002). At this point students should be focused on understanding the meaning of the lyrics rather than the grammatical element within it.

 In order to accomplish this, the first goal of listening to the song, is introduced to the class, followed by the song being played twice. Each step is accompanied with a visual, such as a PowerPoint or notes on the white board, to help with comprehension. The first time the song is played the students are invited to answer three basic questions: what do you think the song is about? How would you categorize this song into a genre or theme?, do you like this song, yes or no and why or why not? After the song has been played once, students will be invited to talk in groups before discussing the questions as a

class. The intent of these questions is to familiarize the students with the song and focus on the meaning.

Before the song is played for the second time, lyrics will be passed out to each student and the teacher will explain that the goal of this round is to better understand the meaning. Students will be asked to underline any words or phrases that they are unfamiliar with as they read the lyrics along with the song being played. Once the song is over students will be place in groups to discuss the words or phrases they do not understand before discussing them as a class. For the class discussion the teacher will now present PowerPoint presentation with one line of the song per slide with accompanying images to enhance comprehension and clarification.

The next stage in this model is the attention phase. During this phase, the teacher guides the students towards the particular grammatical element that will be expounded upon later in the lesson (Adair-Hauck & Donato, 2002). This stage is not meant to be an explicit grammar lesson, rather a guided practice to raise student's awareness. Students will be asked to read through the lyrics once more with a partner and determine if the events in the song are currently happening, are about to take place, or have already taken place. Once students have had sufficient time the teacher will ask for several examples of evidence of the specific tense. Once the class agrees that the song tells a story about the past, the co-construct phase can begin. This phase begins with guiding questions that encourage the teacher and students to work together in uncovering the patterns and forms of the grammatical element (Adair-Hauck & Donato, 2002). In the case of this lesson, the use of the preterit and imperfect Spanish tense will be brought to the forefront.

The P.A.C.E model concludes with the extension phase. This phase has the purpose of taking the grammatical element they have just learned and using it in a different context to determine comprehension (Adair Hauck & Donato, 2002). Teachers can also address cultural themes or nuances at this point as well (Adair Hauck & Donato, 2002). For this phase, a time-line activity will be used to determine the students' level of comprehension of the Spanish past tense forms. The handout consists of a paper with a simple timeline drawn in the middle with 10 spaces to write life events. Students will be invited to take about 3 minutes to write down some personal major life events on the lines. Once everyone is done, they will be put with a partner and they will switch papers. Each student will pick one event from their classmates' paper that they want to hear more about and circle it. The students will then each have 1-2 minutes to expand on that one topic. They will then be asked to switch partners and repeat the process. This activity focuses on their cognitive ability to choose if preterit of imperfect is correct in the context of their own life events, as well as their ability to communicate using the grammatical elements they have learned. This is one example of how music can be integrated into the L2 classroom through the use of the P.A.C.E model.

Teaching Implications

Within all of these positive, potential outcomes, why is L2 music incorporation not seen as a more routine and standard teaching method? One idea may be the gap that has been created between thinking it is a good idea and researching if it is a good idea. Engh (2013) draws attention to the fact that teachers that have been found to, or desire to, incorporate music in language teaching curricula, do so based purely on intuition. They

believe that it is beneficial and backed by research, but the actual research and reasons for incorporating music seem to be unknown to those same teachers (Engh, 2013). This paper alone reiterates several of the previously research based reasons for incorporating music in the L2 classroom, yet many teachers choose to continue to avoid the incorporation of music. A major contributor to this hesitation may come from the idea that "music is an effective tool in foreign language learning classrooms, however, not without a substantial amount of planning (Bennett, 2019, p. 14).

The task of incorporating music into the L2 classroom may seem like a daunting and time-consuming project, but this work is not one that has to be accomplished unaided. Today's technologically advanced world provides language teachers with quick access to ideas, lesson plans, advice, and research as to how to implement music most effectively. It is important to realize that when a teacher desires to begin music incorporation into L2 curriculum they need to "first plan what their aims for using music are (e.g., promoting learner autonomy, grammar study, affect raising, language play, forming an L2 13 self, etc.), whom the music is by, and how the learners will respond to it" (Bennett, 2019). The first step, as with everything in life, is to take the time to learn and then make the time to apply. Music can be viewed as a great support to language teachers and language learners as it is incorporated more frequently into the curriculum.

As seen throughout this paper, there are many positive reasons for incorporating music into the L2 classroom. Music can be seen as a way to add engaging variety to the L2 curriculum, actively incorporate the teachings of various SLA theories, and provide students with tools that can aid in long-term retention of the language (Thain, 2010). In a

general sense, "language learners, regardless of their age, can always benefit the merits of the songs in or out of the classroom by singing and repeating them to improve their vocabulary and pronunciation" (Ashtiani & Zafarghandi, 2015, p. 213).

Conclusion

Music has always, and will continue to, play an important role in human life and interactions. Using music as a means of SLA is not a new idea, but it is one that can be more thoroughly studied and more frequently incorporated. Within my many arguments for the incorporation of music I still hold the belief that, "music and songs should not replace all other methods… it should, however, be considered as an important teaching method that can provide numerous benefits to students" (Alinte, 2013, p. 25). In this paper, I have strived to connect SLA theory and theorist to music integration ideas. Students and teachers alike can benefit from positive outcomes of music incorporation in the L2 classroom.

During my time in the MSLT program I had the opportunity to participate in a practicum course for Spanish 1020. The teacher I worked with used music on a daily basis as a way to introduce the students to cultural aspects of language as well as to highlight the grammatical topic of the day. I was able to witness some of the positive outcomes of music incorporation in an SLA classroom. Student outcomes such as increased vocabulary retention, writing fluency, listening abilities, motivation, and attention (Degrave, 2019), among others mentioned in this paper, await the willing teacher.

LANGUAGE PAPER #2

Cross-Cultural Research and ESL/EFL Apology Instruction: Social and Emotional
Connections through Pragmatic Instruction

Purpose and Reflection

In the Fall of 2020, I took a course from Dr. DeJonge-Kannan entitled Second Language Pragmatics. This class was fascinating to me as we were able to discuss pragmatic elements of English that, as a native speaker, I had never known. We were also able to discuss pragmatics of several other languages as our class was made up of rich multilanguage backgrounds. I enjoyed this class because it challenged me to view my own language through a more critical lens and learn to appreciate the various pragmatic elements that are generally taken for granted. During this semester we were asked to choose a pragmatic speech act associated with the language we were currently teaching or that we would be teaching. This speech act was meant to benefit to our individual classrooms as we took the time to conduct in depth research.

The speech act I chose to write my research on is apology. My paper begins by drawing attention to the social and emotional connections that can be made when the pragmatics of apology are understood by the foreign language learner. This theme is carried throughout my research as I explain the basics of apology and associated terminology, cross cultural similarities, and differences, and ESL/EFL implementation strategies and ideas. The purpose of my paper is to aid teachers in understanding the basics of teaching pragmatics of apology by compiling what is known in one paper and presenting instructional method ideas and implications. This paper represents an important element of my teaching philosophy because it emphasizes my desire to take aspects of foreign language that may seem difficult and simply them in an engaging and meaning manner.

Cross-Cultural Research and ESL/EFL Apology Instruction: Social and Emotional
Connections through Pragmatic Instruction

Introduction

To offer an individual an apology is to engage in a complex speech act where
social connection and expression of emotion can take place. Fussell (2011) states that
"how well these emotions are expressed and understood is important to interpersonal
relationships and individual well-being" (Fussell, 2011, p. 1). When understood, the
speech act of apology can help to break social and cultural barriers providing a space in
which interlocuters have the opportunity to connect. At the same time, apologies can be
enacted and interpreted in different ways depending on the cultural and social norms
associated with a language. Therefore, a language learner needs to understand the speech
act's proper pragmatic use within the target language. When the pragmatics of this speech
act are internalized by the language learner, the individual can connect emotionally with
interlocuters, particularly through the use of pragmatic strategies such as expression of
regret, offering repair, or the promise of non-recurrence (Blum-Kulka & Olshtain, 1983).

Internalization of pragmatic elements is essential for cross-cultural
communication, as it aids the language learner in conveying the intended message. Affect
and pragmatic instruction, within a foreign language context, play major roles as
pragmatic skills enable language learners to express their emotions in their L2 (Dewaele,
2011). If language learners are taught pragmatics with linguistic input that contains
emotional emphasis, then they can learn to express emotions unrestrained by the
language they choose to speak (Dewaele, 2011). Learning the pragmatics associated with

the speech act of apology can provide emotional connection both with the curriculum and with other people, as apologies can be used to repair a breach of social norms between interlocutors. I believe that students are better prepared for social and emotional situation in the target language as they are taught the basics of apology. Based on this belief, this paper will focus on three elements of apology. First, I will define apology by describing what makes apologies face threatening acts (FTAs) and what strategies speakers can use to mitigate them. Second, I will identify how apologies are similar and different across cultures and explore evidence about the challenges involved in using apologies appropriately in a foreign language. And lastly, I will discuss what this means for FL teaching.

I believe that this research can assist teachers in helping their students to use their L2 with pragmatic competence, specifically as it applies to the speech act of apology. Throughout this paper, I offer examples and ideas of how language teachers and specifically ESL/EFL teachers can implement pragmatic instruction in their classrooms. These suggestions illustrate the importance of teaching pragmatics in the foreign language classroom. I believe that the implementation of pragmatic based instruction can aid students in their ability to linguistically and emotionally connect through language.

Literature Review

The Speech Act of Apology: General Overview

The speech act of apology has received a lot of attention from scholars in the field of pragmalinguistics, which links linguistic forms to pragmatic functions, and sociopragmatics, which is concerned with "participants' social distance, the language

community's social rules and appropriateness norms, discourse practices, and accepted behaviors" (Marmaridou, 2011, p. 77). As one of the focuses of this paper is social and emotional connections, I believe it is important for students to learn more than the structure of how to give an apology, but also when, why, and how FTAs play a role in the speech act. Language teachers then are responsible for aiding students on this pragmatics learning journey and for understanding and teaching what is currently known about the speech act of apology. The first step to understanding this speech act is identifying key pragmatic terms as it relates to the speech act of apology and identifying what we really know about apologies.

When discussing the speech act of apology, the term illocutionary force indicating device (IFID) quickly rises to the surface, as it refers to the use of "explicit, performative verbs that express an apology" (Mulamba, 2011, p.87). These performative verbs can consist of the following: please forgive me, pardon me, or I apologize (Cohen & Olshtain, 1983). While much of the present research states that speech act sets are too restricting for the intricacies associated with the speech act of apology, it is important to realize that there are usable and effective parameters that can be put in place when attempting to better grasp and explain a pragmatic aspect of language (Blum-Kulka & Olshtain, 1984). Understanding what an IFID is and how it works within the speech act of apology can be very helpful to language teachers that are looking for structured instruction.

Another important term when discussing the speech act of apology is face threatening acts (FTAs). FTAs can play a significant role in second language interactions

as cultural norms associated with conversation can vary greatly from one culture to another. The theory associated with negative and positive face was developed by Brown and Levinson (1987), in which they expressed their idea that every interaction involved the concept of face. Negative face deals with "the basic claim to territories, personal preserves, rights to non-distraction – i.e. freedom of action and freedom from imposition", while positive face is centered on "the positive consistent self-image or personality (crucially including the desire that this self-image be appreciated and approved of) claimed by interactants" (Brown & Levinson, 1987, p. 311). I believe that better understanding of these concepts can lead to positive social and emotional connections for language learners. Understanding FTAs is important for language learners as everyone has face, and can recognizes others as having face as well, which leads to speakers becoming sensitive to the notion that certain speech acts threaten either one's own or the interlocutor's face (Brown & Levinson, 1987). When teachers help students to recognize the idea of face in themselves and those they communicate with, they are helping their students prepare for intercultural communication. FTAs then refer to the acts, verbal or non-verbal, that run contrary to the face that is desired by the interlocutors (Brown & Levinson, 1987). Teachers can focus on specific FTAs associated with the speech act of apology by addressing communicative cultural norms within the target language.

Once an understanding of positive and negative face and FTAs has been established, and target language specifics have been addressed, learning strategies to mitigate FTAs becomes the next important step for students to learn. Developing

politeness strategies is one way to lessen FTAs, as unintended messages can cause

undesired grief between interlocutors. Negative feelings and impressions can arise due to

"imperfect mastery of pragmatic forces when communicating" with individuals of

different cultural backgrounds (Andriyani, Djatmika, Sumarlam, & Rahayu, 2019, p. 66).

Knowledge of the culture associated with the target language can aid in better

communication as this knowledge builds pragmatic understanding (Andriyani, Djatmika,

Sumarlam, & Rahayu, 2019). Politeness strategies alongside cultural background of the

target language can be taught in order to better prepare students for lessening the severity

of FTAs in real world scenarios. When attempting to avoid or decrease FTAs in

communication, politeness is used as an action, through body language or unspoken

messages, as well as an utterance (Roberts, 1991). FTAs and politeness strategies are

heavily influenced by the culture in which they reside. I believe that introducing students

to these concepts can help them be more culturally aware in their conversations which

can aid them in making social and emotional connections.

After defining basic terms associated with apology, the focus turns to what is

currently known about the speech act of apology. As teachers evaluate the current

pragmatic research encasing the speech act of apology, the question of relevancy may

arise. Are the scenarios and strategies used within the research too basic or too vague

when it comes to real-life circumstances language learners will face? Teachers may turn

to specific patterns, such as the speech act set created by Cohen and Olshtain (1981)

containing "an apology, acknowledgment of responsibility, an offer to compensate, and a

promise of forbearance" (Valkova, 2013, p. 46) or the elaborated speech act set of Blum-

Kulka (1989) containing "an illocutionary force indicating device (IFID), an apologetic account, an expression of responsibility, an offer of repair, and a promise of forbearance" (Valkova, 2013, p. 46).

These speech act sets, among others, may seem to teachers to be very appealing and straightforward, but there is a danger in sticking to specific patterns. The danger is that while they appear to present a clear pattern to follow, they are constrained by the apologetic scenarios used to validate the speech act sets that may be incongruent with real life situations faced by interlocutors (Valkova, 2013). For example, there may be several scenarios and consequent speech act sets of how to apologize for hurting someone's feelings, but a lack of strategies that involve more complex nuances that students could face in real life scenarios. If the specific speech act sets are not truly valid to real-life situations, then what is to be said about the importance of teaching them? In reality, the majority of real-life scenarios that would require the use of an apology are more complex than any one speech act set would allow (Valkova, 2013). Returning to the earlier argument of having so much unknown within the realm of apologies, the issue arises that L2 teachers may avoid pragmatic instruction altogether. Although pragmatic instruction can seem overwhelming to teachers, I believe it is well worth the effort. Whether instructors choose to ignore the issue or not, pragmatic failure between native and non-native speakers is a very real problem that is still occurring and the need for foreign language educational programs to incorporate more instructional pragmatics is continuing to grow (Ishihara, 2010).

Discovering and teaching specific patterns may not be as important as helping to create a solid foundation of knowledge and skills that language learners can use to navigate social situations in a real-world context. While some may argue in favor of avoiding pragmatic instruction due to the sometimes-conflicting findings in research literature. Meier (1998) responds with the claim that pragmatic research of apology does not lose value because of the unknowns, the true caliber may reside outside of the specifics. Teaching from what research is known about the pragmatics of apologies will help our students to become more pragmatically competent, not only in understanding what is said, and unsaid, to them, but also being able to respond confidently and appropriately in a cross-cultural context.

Many of the research studies associated with apology have focused on attempting to discover specific speech acts sets for apology or which apology strategy is pragmatically correct within certain parameters (Meier, 1998). In the end, I believe it is more important to provide students with a solid foundation in the pragmatics of apology, rather than searching out and teaching a specific form that may lead to more confusion than aid. Due to the pragmatic complexities involved in any speech act set, students are better served by a large corpus of pragmatic information rather than a singular speech act set that supposes to meet the real-life needs of language students' interactions (Valkova, 2013). Other issues can also arise when teachers seek for a specific speech act set within texts or from their own experience. For example, the patterns they teach in class may be based purely on intuition rather than empirical studies and foundational research (Valkova, 2013). Teaching purely from intuition can promulgate false ideas based on one

individual's perception of pragmatic norms and continue to cause pragmatic failure in cross-cultural communication. These issues can be avoided by intervention and personal research by the language teachers. As language teachers focus on empirical research of pragmatic strategies, they can help their students build pragmatic competence and confidence step by step in formulaic and meaningful ways. Simply put, teachers can keep researching and keep teaching. Every lesson that adds to a student's pragmatic awareness is a victory for their current and future cross-cultural conversations.

Cross-Cultural Research of Apology

Having addressed the generalities of the speech act of apology, this paper now moves into the specifics of cross-cultural differences and similarities in apologies, as well as the research centered on how to appropriately respond. As it may be assumed, there is a great deal of variety when it comes to cross-cultural pragmatics, but there is also data that suggests the idea of universality (Bulm-Kulka & Olshtain, 1984). Teachers can use the differences as well as the known universals as springboards for teaching apology strategies in the target language. When focusing on universality for example, IFIDs, in the case of apologies, can signal similar actions across-cultures and those apologies can be performed in relation to a specified set of propositions (Bulm-Kulka & Olshtain, 1984). These finding of similarity were ascertained within a study involving eight different languages, and yet various pragmatic similarities rose to the surface. Another similarity can be seen within the comparison of American English, Chinese, and Korean speakers, as they unitedly feel a greater obligation and pressure to apologize to strangers rather than to friends (Guan, Park, & Lee, 2009). I believe that gaining an understanding

of some of the similarities that occur in cross-cultural pragmatics may provide a solid

starting point to help instructors see pragmatic lessons as more relevant and less daunting.

Language teachers can help their students come to the realization of similarities in order

to provide a pragmatic foundation on which their students can begin building more

specific pragmatic understanding based on the differences.

An example of teaching the pragmatics of apology based on similarities and

differences could be presented by conducting a survey full of scenarios that could elicit

an apology in the target language. Once students have responded to each of the scenarios

the teacher could begin a class discussion by reviewing each of the scenarios and asking

for student feedback. Students could be invited to create a T-chart documenting the

differences and similarities within their native language and the target language. After the

class discussion, students could be placed in groups to review their T-charts with their

classmates and discuss possible reasons for the differences. The repeated discussions on

pragmatic similarities and differences would allow time for students to consciously focus

on what they are learning and practice verbalizing that knowledge. This classroom

activity could be used as a springboard for a variety of different pragmatic topics, besides

the speech act of apology, as it provides a way to help students become personally

invested and sets the teacher up for explanation and explicit instruction.

As mentioned above, there are many cross-cultural differences, besides the

similarities, and they are just as important to recognize. Different cultures elicit different

realization of apology and awareness of those differences can provide more positive and

competent cross-cultural communication for language students (Guan, Park, Lee, 2009).

One example of this can be found in a cultures propensity towards or against using apologies. Comparing Spanish and English apologies, the volume of use was found to be greater in native English-speaking communities as they feel a greater need to apologize frequently and within more contexts than native Spanish speakers (Mir, 1992). Though the cross-cultural differences may seem small, understanding these pragmatic differences can make an impact in a students' ability to engage in positive cross-cultural communications.

Just as different languages can present significant pragmatic differences, it is also important to be aware that pragmatic differences can be found within the same language. Rojo (2005) conducted a pilot study focused on determining the realization of apology strategy of native Peninsular Spanish speakers and discovered that the native Peninsular Spanish speakers did not fit the apology strategy norms associated with native Spanish speakers from other countries. This conclusion is significant as it is not purely comparing different languages, but it is comparing varieties of the same language and how they differ dependent on the local culture. This study reinforces the idea that pragmatic speech acts are deeply rooted in culture and not only the spoken language of an individual. The assumption that all native speakers of a language apologize in the same fashion because they follow a specific linguistic strategy is a false notion that needs to be recognized (Gonzalez-Cruz, 2012). Relating this to the L2 Spanish classroom, I believe it is important that teachers provide students with a wide variety of pragmatic information centered around the target language so that students can better understand that there is

more to the language than what is being said and more to an individual's culture than the language they speak.

Overall, challenges in teaching pragmatics have been a common theme in the SLA field. From cross-cultural differences, implicit vs explicit teaching methods, and knowing what and how pragmatics should be taught, there seems to be several roadblocks that can dissuade teachers from engaging in pragmatic instruction. Some researchers, while acknowledging the benefits of pragmatic instruction, have questioned if it can really be taught and if it actually has the potential to turn into pragmatic competence (Taguchi, 2001). Others believe that the average language classroom lacks quality and quantity of authentic input necessary to provide students with an opportunity to gain sufficient pragmatic understanding (Derakhshan & Arabmofrad, 2018). The complexities within language instruction may seem great and overwhelming when it comes to teaching pragmatic elements within the classroom, but as we have seen with the case of apology, there are some formulaic strategies, solid research on a multi-cultural level, activity and assessment ideas, and much more. There is a global community of teachers and researchers who desire to help raise pragmatically and linguistically competent language learners and the resources are there for all those who want to engage in the challenge (Taguchi, 2011). Teachers can be assured that they are not taking the first step alone and that their efforts are not in vain.

With a basic pragmatic understanding of some of the known and unknown elements of the speech act set of apologies, and an understanding of the cross-cultural variances and similarities that can occur within languages, instructional methods of

apologies will now be viewed specifically through ESL/EFL teaching contexts. The studies and examples shown below will focus on providing direction and ideas for EFL/ESL instructors that are looking to incorporate meaningful pragmatic lessons generally and apology-based pragmatics specifically.

Instructional Methods & Outcomes of English Apologies

This paper has presented several of the difficulties and dangers that can arise when teachers seek to focus on pragmatic instruction of apology, but it has also sought to resolve issues and prepare a discernable path. Teaching pragmatics is recognized as an important aspect of L2 education even with the difficulty it can create as there is no real systematic way to teach pragmatics and the integration is up to the teacher (Limberg, 2015). That being said, teachers may feel overwhelmed and intimidated with the idea of taking the first steps of pragmatic instruction. Within the context of ESL/EFL classrooms, there is research that provides helpful parameters for successful integration of pragmatic lessons.

As a basic starting point, Limberg (2015) defined eight principles associated with teaching apologies that can aid in helping teachers prepare pragmatically based lesson plans. The eight principles are also meant to aid in general pragmatic instruction and consist of, "gaining expertise, raising awareness, drawing comparisons, exploring speech acts, combining pragmalinguistics and sociopragmatics, creating variability, integrating different language skills, and practicing speech acts within sequential structures" (Limberg, 2015, p. 280-283). Each presented principle is accompanied by teaching

examples, supplemental websites, and clarification summaries so that teachers can prepare adequately, and students can get the most out of a pragmatic based lesson. I believe that Limberg (2015) has presented an invaluable resource for L2 teachers as he provides a basis of current research relating to the speech act of apology, followed by a clearly defined method of how to get started right away and be effective.

To give an example from the above resource, instructors desiring to teach the pragmatics of apology can begin by helping their students to recognize communicative situations that necessitate an apology. When attempting to prepare students for recognition of these situations, teachers can ask themselves specific questions to effectively identify real life scenarios that students may encounter. These questions may include, "What counts as an apology? How explicit does an apology have to be? What differences exist between apologizing in response to rather than in anticipation of a breach?" (Limberg, 2015, p. 275-276). Questions like these can help teachers clearly define and outline specific aspects of the pragmatics of apology that they plan to teach in the L2 classroom.

When beginning to teach English pragmatics, EFL/ESL teachers may wonder whether explicit lessons are necessary or if implicit teaching alongside regular lessons will be enough. From personal experience as a student, I believe that pragmatic instruction needs to be explicit in order for students to recognize its importance within language learning. Turning to current research studies on the matter, Shark (2019) highlighted a very important point by explaining that even advanced EFL learners need explicit pragmatic instruction if they are to succeed in positive cross-cultural

communication. The author claims that students of all levels need to be brought to an explicit awareness of pragmatic norms in the target language. When teachers engage in explicit pragmatic teaching, they are helping their students to understand timing and appropriateness of use in a variety of different circumstances (Shark, 2019). Within Shark's research there are materials from both the pre- and post-test, as well as various teaching materials used throughout the 2-week instructional period. This can be a great resource to EFL/ESL teachers as it provides ideas of how to test students prior to pragmatic instruction and materials and ideas of how to teach the speech act of apology explicitly. I highly encourage language teachers to provide explicit pragmatic lessons as part of their curriculum so that the opportunity for conscious development of pragmatic knowledge can occur.

As expressed above, explicit pragmatic instruction can be seen as a great way to raise conscious awareness, but it is important to note that there are other ways to accomplish this goal when attempting to teach pragmatics. In some cases, pre- and post-tests are used so students and teachers can see growth during and after instruction. Other examples include the use of readiness activities or warm-ups so student's attention is brought towards a specific point. Many of the studies discussed throughout this paper have used conventional teaching methods such as textbook instruction or discussion to raise pragmatic consciousness in their students. This may present an issue as "the necessary conditions for developing pragmatic competence is exposure to appropriate input, opportunities for collaborative practice in a written and oral mode, and metapragmatic reflection" which is often not provided within language textbooks

(Derakhshan & Eslami, 2015, p. 6). This emphasizes the point that empirical research of pragmatic elements is the best route to take when preparing to teach the speech act of apology. As textbooks often don't supply the teachers with pragmatic lesson plans, teachers can turn to other tools to engage students in pragmatic instruction.

The modern education world supplies teachers with a variety of technological tools that can be used in the classroom to support the necessary conditions for pragmatic acquisition generally and apology speech act sets specifically. Video clips from movies or T.V programs could be used as a starting point for understanding how an apology or request may be used in a real-life scenario (Derakhshan & Eslami, 2015). Analysis and further teaching of the rules and the appropriateness of use would need to follow these video clips. Media centered on the pragmatic element being taught could provide a great visual learning aid and point of discussion for students.

Other studies have involved aspects of computer assisted language learning (CALL) and/or mobile assisted language learning (MALL) to teach the pragmatics of apology. Sykes (2013) teaches the pragmatics of request and apology through creating a video game that is full of scenarios that allow students to virtually interact and practice pragmatic elements they have learned. Using a videogame may be enticing to students, but teachers don't need to feel like they have to create a videogame in order to teach the pragmatics of apology. Many of the technological tools created by teachers, including the videogames, are free to the public and can be easily accessed. The use of video games in teaching pragmatics is still in early stages but has the potential to provide students with a more immersive experience in learning how and when to use pragmatic skills learned in

the classroom (Sykes, 2013). The main idea here is to understand the accessibility of resources and instructors that are willing to help teachers engage their students in pragmatic instruction.

A modern example of using MALL to teach pragmatics is the use of the Socrative app within an EFL classroom (Triviño Alarcon, 2020). Socrative is a free app that can be downloaded on a mobile device or a computer. It is used for assessment and friendly competitive question and answer races. Teachers can immediately see the results of the student's responses and can print reports for an individual or a class. This would be a great companion to teaching an aspect of pragmatics as teachers could easily implement a recall test that would be fun and interactive for the students. The app allows the teacher to create their own assessments and save them for future use. In the case of teaching apologies, the teacher could create several scenarios that revolve around pragmatic elements that have been explicitly taught in class and then use the app for practice and assessment of what they have learned. The reports would also be helpful so that the teacher would now which aspects need to be emphasized and practiced more before moving forward.

The use of CALL and/or MALL in teaching and reviewing pragmatic elements may be a great option for L2 teachers as it has led to positive results and higher test scores for ESL/EFL students (Simin, 2007; Sykes, 2008; Triviño Alarcon, 2020). From video games to the integration of social based mobile applications, there are several ways that teachers can enhance a student's experience with learning the pragmatics of apology through CALL and MALL. When choosing to use CALL and/or MALL methods to teach

pragmatics, teachers should be aware that there are several free applications that could be easily integrated in a purposeful and effective manner. For example, the use of VideoAnt, Kahoot!, and Quizlet, have the potential to help students engage in analysis and assessment of pragmatic elements in a fun and engaging manner. Also, the use of social media apps such as WeChat, HelloTalk and WhatsApp can be used for language practice and pragmatic discussions with Native Speakers. I believe these few examples can be of great worth to teachers who desire to add purposeful variety to pragmatic instruction.

Teaching Implications

Based on the presented research and my own conclusions associated with the pragmatics of apology, I believe that there are a few key points that are important for language teachers to remember when beginning or continuing to teach the pragmatics of apology. One repeated theme throughout the various research studies is the perception that there is so much about pragmatic instruction and realization that remains unknown. Alongside this perception is the belief that there is so much variance across cultures, and sometimes even within the same culture, that it becomes nearly impossible for language teachers to decide what to teach about a pragmatic element. As previously stated in this paper, these are not end-all reasons to avoid teaching pragmatics. In fact, it may present more reasons to invest oneself in teaching them. I believe that the more foreign language teachers that commit to using empirical research as a basis for teaching necessary pragmatic elements of speech, the more prepared students can be to face cross-cultural communication with competence and confidence. Even with all of the unknowns, there is

a collection of resources that is ever growing. Students do not need to be fed every answer pertaining to pragmatic communication, they need to be provided with tools to navigate real life scenarios and fueled with a desire to continue learning and trying.

Conclusion

In this paper, I have highlighted research pertaining to the difficulties involved with teaching the pragmatics of apology and presented many aspects that have been successful, and I believe the research and success will grow with time. The study of pragmatics as a whole has really opened my mind to what it means to be a foreign language speaker and educator. Intachakra (2004) stated, "It should be remembered… that although every society has its own rules of polite speech, it would be an overstatement to assume that what counts as polite in one language will also be so in another language" (p. 59). Much contextual, cultural, and social meaning is embedded in the utterances of a proficient speakers. Teaching and understanding the speech act of apology is a vital skill when it comes to social and emotional connections through communication. These vital connections can be made through the teaching of pragmatic elements, such as apology and politeness strategies, that encourage empathy and understanding between interlocutors. Empathy, within a language learning context, is "the starting point of an effective interpersonal communication climate that lays the groundwork for responses that clarify meaning and help the other person" (Chen, 2013, p. 2269).

I have witnessed firsthand that, while the defined pragmatics of speech may be unknown to the proficient speakers, they are aware of the social and cultural norms that

are associated with their interactions. The speech act of apology is an essential pragmatic element that language students need to learn in order to maintain societal and cultural norms, as well as restore any breaches that have been made. I believe that pragmatic instruction should play an important role in both the L1 and the L2 classroom as this knowledge aids students in their personal language journeys. This concept cannot be transferred from L1 to L2 but must be consciously learned and practiced if it is to be used to socially and emotionally connect interlocutors from all different linguistic and cultural backgrounds (Limberg, 2015).

As noted, the speech act of apology is complex and plays a significant role in L2 communication. I believe that it is the responsibility of the language teacher to not only educate their students in the pragmatics of the target language, but to engage them in the learning process through explicit, effective practice and feedback. Incorporating pragmatic based lessons plans that focus on the what, why, and how of specific speech acts can help language learners to experience social and emotional connection through L2 communication. The world has enough fluent fools (Bennett, 1997), or those who may know the syntax of a language but are unaware of the cultural and sociopragmatic nuances that are inextricably connected to the language, and needs more pragmatically aware and invested language users and teachers (Choudhury, 2013). I believe that the pragmatic research and teaching implications within this paper can aid in bringing language teachers to an awareness of its importance and help provide a path to begin teaching or continue teaching pragmatic content.

ANNOTATED BIBLIOGRAPHY

L2 Vocabulary Instruction with CALL and MALL

Introduction

For this paper I worked with my classmate Brandee Burk, as we were both interested in teaching vocabulary through computer assisted language learning (CALL) and mobile assisted language learning (MALL) methods. After we submitted this Annotated Bibliography together for LING 6500 "Technology for Language Teaching", I made significant revisions on my own before including it here in my Portfolio. Vocabulary acquisition is a major part of L2 proficiency which creates a need for language instruction and curriculum to foster that knowledge in the L2 classroom (Ali, Mukundan, Ayub, & Baki, 2011). Although vocabulary instruction and subsequent acquisition play a vital role in the L2 classroom it is often, unfortunately, presented through the means of very routine and monotonous processes that are focused on personal memorization skills. Today's instructional technologies and digital apps can offer teachers new ways for vocabulary instruction.

The abundance of L2 CALL resources today has allowed a shift from the traditional teacher-centered methods of vocabulary instruction to the use of various technologically enhanced vocabulary activities that are both purposeful and engaging. Writing this annotated bibliography has contributed to my professional growth and will benefit my future L2 classrooms. The studies reviewed below feature methodologies that include learners' use of digital applications. Although the examples will be from various cultural and linguistic backgrounds, I believe that the methods and associated activities can be adapted for vocabulary instruction in any language.

Importance of Vocabulary instruction

  Çelik and Yavuz (2018) discuss a framework created by Anderson and Freebody (1979) which states that, "three hypotheses are significant in vocabulary instruction, which are; instrumentalist hypothesis, aptitude hypothesis and knowledge hypothesis" (Celik & Yavuz, 2018, p. 63). They expound on Anderson and Freebody's work by explaining that the instrumentalist hypothesis relates to the idea that the more vocabulary an individual has gained, the more they can understand. In other words, the learners' mental lexicon facilitates comprehension. Aptitude then is the propensity for comprehension of an individual, while knowledge is the connection between students "mental agility and vocabulary knowledge" (Çelik & Yavuz, 2018, p. 63). Viewed in this light, vocabulary is essential to a language learner's communicative and linguistic competence as it is not only tied to sociolinguistic relations, but also the individuals' own thinking and processing.

  Khoii and Sharififar (2013) emphasize that vocabulary acquisition is at the core of SLA proficiency. They address various teaching approaches, including implicit and explicit instruction, that can be used when introducing new vocabulary to students. Khoii and Sharififar explain that implicit instruction is done as an "unconscious process, the main feature of which is lack of intentionality", while explicit instruction supports "the relevance of explicit attention…aided by a number of conscious and planned strategies" (p. 199-209). While implicit instruction of vocabulary can occur amidst other intentional lessons and can be one positive source of encountering vocabulary, explicit means of teaching ensure an awareness, contextual basis, and attention to meaning and pronunciation that actively build students vocabulary. For the current paper, the focus

will be on explicit instructional methods through the implementation of CALL and

MALL applications.

In **Alqahtani (2015),** vocabulary is defined as words that are needed in order to

communicate ideas and express meaning. It is important for L2 learners to build

productive vocabulary, which enables them to effectively voice their opinions and

converse in the target language, as well as receptive vocabulary, which allows them to

recognize and understand context in written texts. He claims that vocabulary is one of the

most important components when learning a second language, because limited

vocabulary knowledge acts as a barrier for students which can keep them from

understanding and producing the target language. Alqahtani also mentions that mastery of

the lexicon is up to the student, and that vocabulary acquisition is a result of student

motivation, interest, and investment.

Alqahtani lists several examples of how learning vocabulary can be implemented

in the L2 classroom. His ideas include illustrations, gestures, context guessing,

translation, using objects, and drawing, to name a few. Technology can help to simplify

the presentation methods used, as well as clarify the meaning of the vocabulary words.

This can be done through the use of videos, pictures, audio clips, digital flashcards, and

various applications. Discussing these methods and their implementation for L2

vocabulary acquisition will be the focus of this annotated bibliography.

CALL vs. Non-CALL Vocabulary Instruction and Learning

As one of the goals of this paper is to review CALL and MALL based learning techniques for vocabulary instruction, the first area of inspection was to determine some of the possible benefits or drawbacks of using CALL and MALL in language learning environments in general. The main drawbacks appear to be teachers' hesitation to begin using mobile applications. Teachers may also fear becoming obsolete when the role of technology increases. **Blake and Guillén (2020)** address the modern misconception that teachers may eventually be replaced by technological advances by stating that, "a rational response to this question might be that technology will not replace teachers in the future, but rather, teachers who use technology will probably replace teachers who do not" (p. 21). The research reviewed below has shown the positive outcomes associated with taking advantage of using CALL and MALL to teach vocabulary and has confirmed that incorporating technology in the L2 classroom is valuable for both teacher and student.

In a research study conducted by **Ali et al. (2011)** contextual clues, dictionary strategy, and CALL techniques were compared by the authors to determine which is the most effective. They do this by analyzing which method results in the highest number of words learned through instruction of the three methods followed by immediate and delayed post-testing. The authors focus on the benefits of using CALL due to its capacity to, "increase learner autonomy, draw attention, arouse motivation, enhance learning, improve retention, provide immediate feedback, and supplement teachers' resources" (Ali et al., 2011, p. 139).

Surprisingly, and possibly due in part to the limitations of the study, the authors concluded that there are no significant differences in vocabulary words learned or retained within the three methods employed in this study. The specific limitations mentioned by Ali et al. came down to the duration of the study being too short, the number of target vocabulary words being too few, and the format of the tests being multiple choice and fill in the blank rather than open ended responses. This study does open the door for further research and the possibility that various methods can be used to teach vocabulary in the L2 classroom without the worry of losing any ground in retention.

In a related research article, **Bagheri, Roohani, and Ansari (2012)** tested English Foreign Language (EFL) students in Iran using CALL and non-CALL based methods of learning vocabulary. Their goal was to determine which method is more effective at long-term and short-term retention of English vocabulary words. Recognizing the need for effective vocabulary instruction, the authors stated that "without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them" (Bagheri et al., 2012, p. 744).

The authors conclude that both CALL and non-CALL based methods of learning vocabulary are equally effective and they urge foreign language instructors to take advantage of the technological tools of our present age. They argue that the mere involvement of CALL tools in the L2 classroom aids the student in becoming more technologically savvy and therefore better prepares students to use their language in real world situations once they leave the classroom. The authors further emphasize that

integration of technology also aids in much needed variety that keeps the students engaged in the learning process.

Both articles above allude to the idea that outcomes of using CALL or non-CALL methods tend to be equally effective. While one author urges for CALL based strategies as a way to add variety to the curriculum, the other desires that teachers will progress with the times and use the tools they have to better prepare students for their personal language journey. As I continued my research, I wanted to investigate the idea that students tend to be more motivated, eager to continue learning, and generally more engaged when using CALL.

In a study conducted by **Fučeková & Metruk (2018),** a questionnaire was completed by classroom based EFL learners ranging from 16-32 years old. The results of the questionnaire showed that the students mostly learned from their mobile devices when at home, but they wanted more mobile learning within the classroom. Mobile learning was defined to be English language learning on smartphones, tablets, and smart watches. This is significant because it shows that students have a desire to use more mobile and technological based learning methods in the classroom. This opens the door for more variation in vocabulary instruction and learning. Students appreciate and can have positive linguistic gains from integrating CALL in the L2 classroom. The following section will present various applications that have been successfully used in the L2 classroom. I believe that teachers should learn about these apps so that they can determine which are most suitable for their students' individual vocabulary acquisition.

Mobile Applications for Vocabulary Instruction and Learning

Quizlet

Quizlet is a website and application (app) that has two aspects "study" and "play". "Study" allows L2 learners to practice the vocabulary with digital flashcards that can include pictures along with the words and their definitions. There is also an activity where they are given the definition by itself and they are required to type in the vocabulary word. In the "play" section, students can play games that allow them to further practice the vocabulary, this can be done in Quizlet live where they work as teams to match the words and their definitions before the other teams can. This allows for an engaging environment that fosters collaboration with groups and competition between them. Another game that students can play is called Gravity where the words fall down the screen and students have to type them before they reach the bottom.

Al-Malki (2020) addresses the use of Quizlet as a tool for aiding university EFL learners in Oman. This study demonstrates that the use of Quizlet in the classroom improved vocabulary use through speech, reading and writing, as well as increasing learner autonomy and positive collaborative experiences for students. Participants included 20 students between the ages of 18 to 19 years old who were in a pre-intermediate EFL class. Over a 5-week period, students worked individually and collaboratively in class to learn new vocabulary words through Quizlet.

Al-Malki refers to related studies that point to similar successful results in using technology sources in language learning. One such study was carried out by **Dizon**

(2016), who researched the benefits of Quizlet among advanced Japanese university EFL learners over a 15-week period. The main findings reported by Dizon is that learners' academic scores in vocabulary increase when CALL and MALL are used, compared with only using traditional teaching methods.

Microsoft Tag

Agca and Özdemir (2013) investigate the use of mobile technologies such as Microsoft Tag and other online language learning technologies as a means to instruct and learn foreign language vocabulary. The authors use pre- and post-vocabulary testing to discover if the use of mobile technologies, in preparation for assessment, is an effective learning method for the students. Forty EFL students in Turkey were divided into two groups with half of the students using mobile technologies as a way to study and the other half using printed text to study.

The authors noticed a recognizable difference in the post-test results of the students who used mobile technologies as a study aid. When the students were surveyed on their opinions of the technological integration in their learning experience, their responses supported the authors' conclusion that mobile technologies aid in the learning of foreign language vocabulary. They also noted that students liked and benefited from the use of pictures alongside the definitions of their vocabulary words. Using Microsoft Tag enabled students to combine the printed text with the technological tools and functionality of being online. Incorporating a mobile learning environment was a motivating factor for the students and made the vocabulary learning more attractive to them.

Pocable Game & Pear Deck

Ni et al. (2020) examine vocabulary instruction through the integration of games and technological tools. Prior to this research, Ni et al., discovered that the standard forms of teaching vocabulary to second language students with chalk boards, discussion, and memorization lead to a demotivated student and their failure to remember vocabulary words over time. With this in mind, their research aimed at discovering if the use of Pocable Game, a game resembling Scrabble, and Pear Deck, an online language learning platform, lead to students gaining needed vocabulary skills and a greater motivation for learning vocabulary.

The research study engages 40 primary-aged youth in a vocabulary acquisition activity that lasts over 5 learning periods. A pre- and post-test were used to determine if the students were able to receive higher marks after integrating the game and technological tool. Students were given flashcards to introduce 20 new words over 4 learning sessions. For the 5th learning session students were placed in groups to play the Pocable Game. Like Scrabble, students had to use their word cards to form the English vocabulary words they had learned. Pear Deck was then used as a way to incorporate online learning in real-life contextual use through social online interaction in the classroom. This served as formative assessment. The post-test was then taken along with a student survey that was used to determine if the integration of the Pocable Game and Pear Deck was successful in acquiring vocabulary skills.

Comparison of pre- and post-test results showed an impressive change in acquisition of vocabulary skills. Students, based on their test results, could receive a mark

of A, B, C, D, or E on both the pre- and post-tests, with A being the highest and E being the lowest score. The pretest showed a variance in all of the mentioned markings, while the post-test resulted in students only receiving a marking of A or B. The survey was also a success, in that students were in 100% agreement that they had learned and remembered the new vocabulary better and that they were interested in continued use of the tools. Though this study has a small number of participants, a small number of vocabulary words, and a relatively short time frame, it does indicate that student motivation and vocabulary acquisition can be boosted by adding variety to vocabulary instruction through technological tools and games.

Facebook & WhatsApp

Social Network Services (SNSs) such as, Facebook, Instagram, WhatsApp, Twitter, and others, have become an integral part of social connection in our modern society. As they play such a major role in daily life, **Çetinkaya and Sütçü (2018)** set out to determine how SNSs could be used for language teaching, and specifically in the area of English vocabulary instruction. With Facebook and WhatsApp being, "some of the most preferred SNSs" (p. 504), they wanted to discover which one was more effective in English vocabulary instruction, as well as students' opinions about their use for language learning purposes.

Turkish EFL students from four ninth-grade classes participated in the study. Through the use of a vocabulary pre-test that focused on students' previous knowledge, the researchers determined to create three groups of students and to place them into

different learning environments; the experimental group, which consisted of a group of

students using Facebook and another using WhatsApp, and a control group, that followed

a standard teaching method without the use of SNSs. Over a three-month period, the

students within the experimental groups received information filled messages, through

Facebook or WhatsApp, that contained English vocabulary definitions and sample

sentences. Teachers were able to see when messages were received and opened by

students. All students from the experimental and the control group were given an

identical assessment at the end of the 3 months to discover if the use of SNSs had any

positive effect on English vocabulary acquisition. The students in the experimental group

were also given a survey question that asked them to write about their opinions of using

SNSs as a vocabulary learning device.

The results of the quasi-experimental research showed a significant difference in

the use of SNSs. While integrating information messages through Facebook into the

learning method proved to differ from standard English vocabulary instruction only

slightly, the use of WhatsApp had a significant difference in its ability to aid vocabulary

instruction and students' willingness to participate. As WhatsApp works as an instant

messaging app, the information messages were convenient and easily accessed.

This article provides an example of discerning which form of modern SNSs is the

best fit for the students in a given classroom. While some SNSs may be more popular

than others, the potential for vocabulary instruction through the use of SNSs varies as it

must be the best fit for the specific learners that are being instructed. This idea ties back

to the main focus of this paper, being that variety is important when teaching vocabulary

in a foreign language setting. Variety should not be used simply for varieties sake, but as a way to help students engage in the learning process. As a variety of methods can be used in teaching vocabulary, I would encourage teachers to try different methods and assess which are the most effective methods for their specific students.

Flipgrid

In a research study conducted by **Peterson et al. (2020)**, the use of Flipgrid is integrated into a Japanese EFL classroom to determine its efficacy in increasing student conversation in English inside and outside of the classroom. Flipgrid is a free social learning mobile application that uses video for conversation and can be installed on computers or downloaded on smartphones. Once a community of learners has been established, an instructor can choose a discussion topic for the group. Peterson et al. used this mobile application with a group of 37 freshmen that were all considered intermediate- to high-level English speakers. Students were asked to use their own mobile device for this case study. Flipgrid was integrated into language lesson activities over a five-week period through question-and-answer sessions and timed video responses.

Though this study presented the researchers with some issues pertaining to first-time use of technology within the class, the overall outcome was positive. Students were able to grasp the idea of using the app for class language discussions quickly and the volume of videos the teachers received showed that it was being used often outside of class for continued language practice. This specific study does not relate directly to

vocabulary instruction, but it demonstrates specific mobile application that can be used smoothly and effectively with language learners.

An example of how this app could be used for vocabulary instruction would be as a way to reinforce words that have recently been introduced. The teacher could choose a discussion topic that revolves around those new words. This could be done in the form of a brief question and answer from each of the students, or it could be done by asking the students to answer a question by creating a recording lasting a certain number of minutes/seconds. Points could be awarded to students who are able to incorporate all the words recently learned. This mobile application has the potential to aid in vocabulary acquisition in a fun and meaningful way.

Anki

Anki is a computer-based flashcard program that uses spaced repetition for vocabulary acquisition. Anki allows the teacher to create a dictionary of words and definitions that can then be used for recognition flashcards and recalling flashcards. After an initial learning stage of the vocabulary that has been created by the teacher, the app presents students with recognition flashcards that show a segment of a definition with a comprehension question, or recall flashcards that present a word in the L1 that must be answered by a student providing the same word in the L2. Anki provides an active and engaging take on flashcards as the focus is not only on memorization of target language words, but also on definitions and target language reading comprehension.

Altiner, (2020) conducted a study using Anki for vocabulary acquisition in order to discover and describe the effectiveness it had on ESL classes. The participants

consisted of 13 intermediate level ESL students at a Midwestern University. The students

enrolled in this class were studying to pass the TOEFL (Test of English as a Foreign

Language) or IELTS (International English Language Testing System). Participants

studied the vocabulary words for three consecutive weeks. Their study consisted of 10

minutes practice before each weekday class and an expectation that every student would

review the vocabulary on the weekends. A pre-test of all the vocabulary words was

administered on day one of the three week study plan. Anki was then introduced to the

class and students were asked to bring their own mobile devices for the next three weeks.

The post- test showed that all of the participants new more vocabulary words after the use

of Anki. A questionnaire of student perception was also given that resulted in the students

expressing their desire to continue using technology in the learning process.

Kahoot! and Quizizz

Kahoot! and Quizizz are online, game-based, learning platforms. These games

allow students to participate in quizzes, surveys, and online discussions, while

incorporating friendly competition with other classmates. These interactive quizzes can

also be tailored to specific vocabulary words or points of instruction by the teacher.

These applications present a collaborative and flexible learning activity that can be easily

integrated into vocabulary learning experiences.

In a study by conducted by **Halim, Hashim, and Yunus, (2020)**, Kahoot! and

Quizizz were used as supplemental vocabulary teaching aids in a primary school in

Malaysia. The participants consisted of 60 beginning-level EFL students. Prior to this

study, students were not able to interact in the target language and were found to be

highly uninterested in using English both inside and outside of class. The study took place over a two-week period in which students used Kahoot! or Quizizz during their daily English instruction. At the end of the two-week period, they were given a questionnaire where they rated their feelings towards using these online quiz-games and if they felt it aided them in acquiring English.

From these responses, it was concluded that students enjoyed and experienced a higher level of motivation in learning English through these applications. They favored using Kahoot and Quizizz throughout each lesson as a variety activity or a review of what they had learned at the end of class. It is important to recognize that the students not only felt that they were more interested in learning English because of these games, but also that they felt their communication skills in English had improved as well as their desire to continue learning. Students were overall more willing to pay attention in class and therefore more engaged in the acquisition and use of the target language.

Duolingo

Duolingo has become a very popular language learning app for mobile devices as it provides free and engaging lessons for a variety of different languages. The format of the app is inviting, easy to get started, individuals' progress and achievement can be tracked, teacher discussion platforms can be formed, and it is accessible for all ages (Ajisoko, 2020). **Ajisoko (2020)** performed a study involving 19 second semester English foreign language learners from the Borneo University of Tarakan and their ability to master English vocabulary through use of Duolingo. The study lasted 30 days and consisted of a 20-question vocabulary pre-test after traditional classroom methods of vocabulary acquisition and a 20-question vocabulary post-test after students used the app.

A questionnaire was also used to determine the student's perception of vocabulary learning with and without the app.

The results of the experiment revealed that the majority of students received significantly higher results on the vocabulary post-test, once they had used the Duolingo app. The questionnaire also mirrored the results as students expressed their desire to use the app over traditional methods stating that it was more engaging, motivating, and useful in mastering English vocabulary. Duolingo provides a great way for students to practice and acquire vocabulary, and it can be a benefit to teachers as it has a simple format that can apply to any age of language learner.

Conclusion

In this annotated bibliography, various mobile applications have been shown to aid in L2 vocabulary acquisition and add variety to the L2 classroom. The research behind the use of these applications proved these methods effective and successful. We are living in a digital age where technology is prevalent, and students are considered digital natives. Therefore, it is important for teachers to consider which technological aids and application would be most productive and effective for their students. Through research, practice, and implementation of these applications, teachers can determine an effective balance of how and when technology should be used in the classroom.

The research studies presented in this annotated bibliography provide a positive view of how vocabulary instruction can be a more interactive and engaging language learning experience. Quiz-based learning applications such as Kahoot! Quizizz, and Quizlet allow the students to participate in friendly competition that improve student motivation and willingness to communicate. Social-based learning applications such as,

Facebook, WhatsApp, WeChat, Kik, Microsoft Tag, and Pear Deck can be used to increase student collaboration in and outside of the classroom. Due to this year's unforeseen pandemic and the online educational experiences that followed it, these social apps have become especially relevant for student interaction. In addition to the CALL- and MALL-based learning strategies reviewed in this annotated bibliography, many more methods and applications have been tried and others are still awaiting trial.

The COVID-19- pandemic has presented the world with a new perspective on what it means to learn through technology and experience virtual interaction and new collaborative strategies. As a student, I have seen how effective and engaging these methods can be as they add some normalcy and positive student interaction to the digital classroom. As teachers begin, and continue, to integrate technology in the classroom they can create meaningful and effective classroom environments for years to come. The information provided in this paper can hopefully become a resource to aid teachers in vocabulary instruction through technological tools and applications.

LOOKING FORWARD

My desire when entering the MSLT program was to gain the understanding, training, and skills that I would need for further growth in my current teaching career, as well as future opportunities as an L2 educator. Looking back over my experiences, I can recognize many areas in which I have seen substantial growth and other areas in which I have identified gaps and prepared ways to continue addressing them as I move forward. One area that I would like to become better at is the ability to ask good questions that lead to willing, active, student engagement. I believe that asking good questions is an art that allows classrooms to come to life and avoid the stagnation that can occur through constant lectures.

One area in which I have noticed significant growth is my understanding of the concepts and theories behind foreign language education and the ways in which they can be implemented. In my current position over the past 5 years, my main source of growth has been trial and error within my classroom in real time. Through my study of the theories, concepts, and methodologies within SLA, I have been able to change my classroom teaching and my students' experience in my classroom. From knowing the reason for past failures to understanding what changes need to be made for successful outcomes, the MSLT program has been uniquely fitted to help me develop a stronger skill set as an educator.

My purpose in becoming a foreign language teacher is to engage in learning experiences with my students that will help them discover how they learn and how they can succeed. I want to inspire my students to take learning into their own hands through

active engagement in the learning process. At the same time, I believe that the best way to emphasize that mindset within the classroom is to live the principles outside of the classroom. As my time in the MSLT program has come to an end, my desire to learn and grow as an individual and as a FL teacher has not.

Education is a high priority to me as my personal mantra comes from the words of Nelson Mandela, who said, "education is the most powerful weapon we can use to change the world" (Mandela, 2003). As such, my plan to keep identifying and filling gaps in my teaching is to continue furthering my education, as well as adapt to what I am learning within the classroom. To me, the key elements in changing for the better are willingness and accountability. I will practice accountability through teaching observations and implementation of what I learn.

Going forward I plan to continue working for The Church of Jesus Christ of Latter-Day Saints as a religion instructor while involving myself in the community as an ESL/EFL volunteer. My long-term goal is to become a university professor within an ESL/EFL or Spanish Department.

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