On Tuesday, December 8, 2015, the Center for Language Excellence (CLE) presented the workshop entitled “Classroom Research Showcase”. The workshop had 15 attendees including four staff, four presenters and language instructors from five different departments, servicing six different languages (Arabic, Chinese, Dutch, English, Russian, and SLS). Another attendee was from the CelCAR. The presentation was led by Maria Shardakova, Director of Language Assessment for the Center for Language Excellence, along with Yingling Bao, Elena Doludenko, and Silja Weber.

This workshop was the twentieth of a series of workshops offered by CLE.

The workshop began with a brief introduction of classroom research. Attendees were presented with the work and research of four colleagues. The workshop illustrated a broad diversity of current methods, theories, and designs employed in the field of second language acquisition (SLA). There was research presented from three different target languages – Chinese, German, and Russian. Two were experimental projects that focused on the acquisition of Russian language representing more traditional SLA studies, using quantitative analyses to compare students’ linguistic gains across different study populations – groups that underwent “treatment” vs. control groups. The project focusing on German language investigated the effects of drama pedagogy on speaking anxiety and motivation: employing both quantitative and qualitative methods, and documents students’ developing sense of agency, which results in the lowering of speaking anxiety. Finally, the project focusing on Chinese language drew on the framework of language socialization and employs ethnographic methods to document a complex interplay between linguistic development and students’ sense of self.

The four showcased projects included:

1. “Effects of Peer Learning on Students’ Linguistic Development in Russian” (presented by Maria Shardakova)
2. “Effects of the Corrective Written Feedback on the L2 Acquisition of Russian” (presented by Elena Doludenko)
3. “Performative Approach to Language Teaching: The Effects of a Drama Focus on Speaking Anxiety and Motivation” (presented by Silja Verona Weber)

Participants engaged in a discussion about each showcase and asked questions about how these studies could help them in framing their own research studies.
The post-workshop survey evaluation included participant comments, such as:

“I liked the form and discussion. Hope there will be more workshops like this.”
“I really liked Elena’s presentation. Focused/Unfocused correction - food for thought.”
“The most helpful thing were the presentations on Russian language research.”
“The most helpful thing was exploring ways to make corrective feedback fun.”
“Thank you for this workshop!”
“Thank you for a wonderful semester! Go CLE!”