'Wicked' use of English slang in relation to identity development in an elementary EFL classroom [

2019

text (article)

Analítica

This study examined how English slang is used and learned by EFL learners in relation to identity construction. A Korean elementary sixth-grade classroom was observed ten times in a non-participant way. Additionally, the students and the teacher were interviewed in a semi-structured way, and the students were asked to write journals concerning their in-class learning of English. The outcomes indicated that many variables affected - in a complicated way - the learners' use and learning of English slang in relation to identity construction. In particular, the processes of English slang use and learning varied depending on proficiency levels and types of classroom dyadic interaction. The teacher also influenced parts of such processes by instituting a practice of interpretation of learner identity in her classroom context. Based on the findings of the study, implications are suggested

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Título: 'Wicked' use of English slang in relation to identity development in an elementary EFL classroom electronic resource]

Editorial: 2019

Tipo Audiovisual: learner identity construction EFL learners L2 slang use L2 slang learning construcción de identidad del alumnado estudiantes de inglés como lengua extranjera el argot en la L2 el aprendizaje del argot

Nota general: application/pdf

Lengua: English