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A LOOK AT SECOND LANGUAGE SOCIALIZATION RESEARCH IN EDUCATIONAL SETTINGS

ABSTRACT

This paper reviews studies on second language socialization in educational settings, including the process of socialization in different discourses, such as kindergartens, primary and secondary schools as well as postsecondary (academic) discourse. The themes reviewed include second language socialization through various interactions in the classrooms, team interactions and teacher-student interactions, ecological perspectives of second language acquisition and socialization, and language development as a social activity. We consider language socialization an important aspect of understanding learners' integration into second language classrooms from the perspective of developing their sociolinguistic and sociocultural competence. Therefore it is worth discussing in this context.

Key words: educational settings, language learners, second language acquisition, second language socialization

POGLED NA ISTRAŽIVANJA SOCIJALIZACIJE U DRUGOME JEZIKU U OBRAZOVNOM KONTEKSTU

APSTRAKT

Rad se bavi pregledom istraživanja jezičke socijalizacije, tačnije socijalizacije u drugome jeziku (J2), u okviru obrazovnog konteksta, pritom uključujući proces socijalizacije u različitim diskursima - vrtićima, osnovnim i srednjim školama, te akademskom diskursu. Prikazuju se teme koje opisuju J2 socijalizaciju kroz razne interakcije u razredu - interakcije u grupi (učenik-učenik) i interakcije nastavnik-učenik, ekološke perspektive ovladavanja drugim jezikom i socijalizacije, te jezički razvoj kao društvena

aktivnost. Smatramo da je jezička socijalizacija važan aspekt razumevanja učeničke integracije u razrednom diskursu drugoga jezika s perspektive razvoja sociolingvističke i sociokulturne kompetencije. Stoga je bitno sagledati njen proces u različitim kontekstima.

Ključne reči: obrazovni kontekst, učenici jezika, ovladavanje drugim jezikom, J2 socijalizacija.

1. INTRODUCTION

Language socialization is seen as a process by which novices across the life span are socialized into using language and socialized through language into local theories and preferences for acting, feeling and knowing in socially recognized, as well as organized practices associated with membership in a social group (Schieffelin and Ochs 1986, cited in Ochs 2002: 106). This process refers to young learners who are acquiring language through various activities, forming their identity, and to older learners too, who are struggling to become socially, culturally, and linguistically competent in a new community. In both cases there are experts, like parents, caregivers and teachers, who are helping learners – children and adults in this socially oriented integration. Although social integration is much more relevant in immigrant contexts (when children are fully immersed in second language community), formal contexts, like schools, can also serve as places of learners' local and global sociocultural developments.

In second¹ language classrooms it is not only the linguistic competence that is essential, but a sociocultural one, which is often neglected (Tsagari and Floros 2013). The role of teachers is thus to make students conscious of this fact, and enable them to interact in the classroom, in order to recognize the importance of new culture and community and become competent in the pragmatics of the target language and other cultural aspects of language use.

Another point that is important for learners in formal settings is the question of one's identity construction. Lemke (2002) emphasizes the difference of identities we are forming at the time of using different registers of politeness and constructions that show and constitute various modes of interpersonal relationships. Language classrooms should then become places where teachers help learners take up different social roles, and express different beliefs, values

¹ The term *second* is used to refer both to second and foreign language regardless of the formality or informality of learning and acquisition.

and thoughts through the second language, just as it is done in learners' regular courses in the first language.

According to Kramsch (2002), the success of language socialization is usually assumed to be full acculturation and assimilation into the language-speaking community, while the success of language acquisition is mastery of the linguistic and communicative aspects of the language, not primarily assimilation into the relevant speech community.

Sometimes, language classroom community consists of learners from different backgrounds, so it is interesting to see how they are integrated into one united group and how they are forming and acquiring linguistic and cultural features of the other community.

Byon (2006) also distinguishes two types of occurrence of language socialization – implicit and explicit. The first occurs when learners perceive sociocultural meaning that is transmitted to them indirectly through conversation, and the second when teachers or caregivers overtly convey sociocultural meanings to learners.

This paper deals primarily with second (or foreign) language socialization. Much research has been done with relation both to the language acquisition and socialization in the first language, but the second language socialization studies are gaining little attention especially in formal (educational) contexts. The aim is to concentrate on the second language socialization studies from educational perspective in the world context.

Nevertheless, the growing existence of immigrant communities, immersion programmes and foreign students around the world create a good basis for second language socialization research.

Discussing second language socialization Duff (2011) explains its definition with reference to a wide range of contexts. First, she describes second language socialization as a process by which non-native speakers of a language, or people returning to a language they may have once understood or spoken but have since lost proficiency in, seek competence in the language and, typically, membership and the ability to participate in the practices of communities in which that language is spoken (Duff 2011: 564). Then, the author continues by stating that people's experiences may take place in a variety of language contact settings: in settings where the additional language is widely spoken and may be the dominant language of society (e.g. L2 learners of English in the United States); where it is used in more isolated or confined contexts, such as a high school or university foreign language classroom (e.g. learners of French in Mexico); in diaspora settings where minority groups who speak the target language exist (learners of Yiddish or Vietnamese in New York or Melbourne);

or in virtual communities mediated by digital communication technologies (e.g. non-native learners and users of Mandarin in various parts of the world connected through online learning, gaming, or discussion sites, often with the intention of improving their Mandarin) (Duff 2011: 564).

The next sections present second language socialization research in different educational settings. Some studies will refer to learners who are acquiring second languages in bilingual immersion formal context, and others will refer to consecutive second language acquisition.

2. SECOND LANGUAGE SOCIALIZATION IN PRESCHOOL EDUCATION

The focus of language socialization research on socializing routines – recurrent, situated activities that provide structured opportunities for children to engage with caregivers and other community members has been highly productive (Garrett and Baquedano-López 2002: 343).

Furthermore, the transition of children's language socialization from home settings into their first educational setting, preschool education, is marked by new behaviour and interactions between students as novices and teachers as experts. According to Peak (1991), it is a very complex task, both for teachers and students, to adapt to new routines and many rituals associated with schooling. While first language socialization studies have increased recently (Stivers 2011), language socialization studies related to the second language acquisition in childhood, especially in educational settings are rather rare. The reason for this might be that these studies are of qualitative type, often longitudinal with a researcher as an insider. Furthermore, they are rather demanding and depend on many contextual factors. Some of the factors are: too many children in one group, parents' consent (whether parents agree or disagree with the participation of their children in the study), as well as preschool teachers' willingness to be observed.

Kanagy (1999) investigated the function of daily routines – greeting, attendance and personal introduction, as a mechanism for socialization and second language acquisition among young children who were entering a Japanese-language immersion preschool. In the greeting routine, following their teachers, children with constant support and interaction with them, mastered this routine and for some time were able to perform it very well and with confidence. In attendance routine, first they had to listen attentively to the teacher who called their names and they responded differently (with „yes“ or „he/she is absent“)

depending on whose name was called. In the personal introduction routine, there was a peer-peer interaction, sometimes with interventions by the teacher, where children asked and answered questions about their name, age and colours. With relation to all these routines, according to Kanagy (1999), the importance of young children's socialization lies in the teacher's scaffolding, which is characterised by the teacher's verbal and non verbal demonstrations and it certainly helps children in gaining certain routines in the new community. The kind of scaffolding is of great importance, since appropriate scaffolding is a very essential component of language socialization. In the case of Kanagy's study, it is visual scaffolding which is crucial, because of children's limited comprehension of second language (L2). Group collaboration is another key aspect of students' socialization because students are then encouraged to interact with one another in some activities, and realize how crucial it is to follow teacher's instructions, even when they fully do not understand what the teacher is saying. In that way, even with no initial knowledge of L2, students develop interactional competence in L2 and become socialized into new routines and rituals.

There is another study in the context of second language socialization in kindergartens conducted by Björk-Willén (2008) who studied how preschool teachers were teaching children from various language backgrounds and how those children participated in some curricular activities in a multilingual preschool in Sweden. Daily activities in the preschool were held in three languages: Swedish, English and Spanish. The author focused on two classroom activities – sharing time, which included common activities with Swedish as the base language, and language groups that were more or less strictly conducted in Spanish or English. Both activities were primarily based on social interaction. In these routines children acquired social skills and acquired discourse competence, too. In sharing time activity, while taking attendance, the teachers used different techniques, like repetitions and getting attention. Children then relied on mutual cooperation, and regarding the multilingual instruction, Swedish teacher sometimes asked the Spanish teacher for help in order to produce appropriate terms in Spanish. As the author points out, in such situations, children are also exposed to interactions with more than one teacher, and they even face two different tasks (and in different languages) – taking attendance and language instruction. In another activity, concerning the language group, children were required to do certain routines in Spanish, although there were slight switches to Swedish by the teacher. They managed to do their instructional routines successfully. Still, the author identified some routine troubles that occurred in the everyday organization of interaction led by the teachers. Björk-Willén (2008) emphasizes that these instructional routines can be noticed especially in teacher's

reversal of institutional roles, at the time of language preference. They are made by the teacher who is consulting the native Spanish knowledge of one of the children. Despite the troubles that emerged from some routine procedures, this study still shows that children are very adaptable to new situations and easily integrated into social activities. That is why early L2 immersion has also been very successful and popular (e.g. in Canada).

The two studies in preschool education presented here shed some light on key roles of the teachers engaged in activities with young children and give practical ideas for using real life situations in early second language learning and acquisition.

3. SECOND LANGUAGE SOCIALIZATION IN PRIMARY AND SECONDARY SCHOOLS

In this section four studies are summarized, one of which addresses primary school students, whereas the other three focus on secondary school students.

A study in primary school context was conducted by Emura (2006) who observed first grade beginners of English as a second language in Hawaiian Elementary School. From the language socialization perspective, Emura examined naturally occurring classroom interaction with the use of conversation analysis approach. The aim of the study was to question how students from different backgrounds and knowledge participated in new routine activities in order to become competent members of a new class, as well as to investigate how the novice teacher was socialized into the classroom through interactions with the classroom teacher and students. Since not all children were very proficient in English, they were given various tasks in the classroom which varied from less difficult to difficult tasks. Students' interactions with the novice teacher and classroom teacher were analyzed in some of the activities. The author cannot confirm how much language learning took place in the classroom, but in this study both students and novice teacher gained interactional competence through engaging activities. The study shows that students become socialized through various interactions provided by the teachers, whereas the novice teacher is in turn also provided with the help of students and classroom teacher in order to become more efficient and better in his teaching. Socialization process in this study is both mutual and multi-directional – it involves full participation of students and teachers.

Willett (1995) conducted an ethnographic study of first graders, focusing on their participation in daily activities in the English L2 classroom. The selected events the author observed in the classroom were seatwork and recitation during language arts. In the seatwork, children were just observing what was going on in the classroom, with the help of a bilingual aide, and during the recitation, children echoed their answers, and learned to take out their workbooks at the appropriate time, as well as to raise their hands in order to get help from the aide. Children's interaction roles differed regarding the competence they were gaining from day to day. What is interesting to mention is that the children developed their interactional and social competence to a great extent through their collaborative work, working in teams, and there was less interaction between children and teachers, as the teachers required more individual work from the children. As Willett (1995: 495) points out, interactional routines, with their predictable language and discourse structure served as models to help children interact, establish social bonds with one another, and display their identities as competent students. It is not only language development that occurs during students' interaction, but through exchanging their interactions, students are becoming socially integrated, and they develop their identities. Willett (1995) also suggests that another important question is what meaning routines and strategies have in the local culture and how they encourage learners to form positive identities and relations.

Van Dam (2002) analyzed the first English lesson of Dutch secondary school students who entered a new school under new conditions – they were new to each other, as well as to the teacher, and presumably new to the local schooling practices. The author's interest was in classroom culture, describing it from an ecological perspective. The author put an emphasis on the interaction between participant roles and politeness system which usually form the system of language socialization. It included ritual, face and play in the foreign language classroom. The lesson was characterised by the teacher's brief introduction into the subject, pointing to the comprehension of discourse; the teacher's interaction with the students when asking them to revise counting; choral recitation of the alphabet; spelling games and ritual dialogues. Following the classroom routines, all students were able to participate, regardless of their competence. According to the author, learner errors do not matter if their unmarked status that is ritually given for classroom situations is also locally, interactionally confirmed (Van Dam 2002: 249). Students were also negotiating roles, they accepted challenge, especially the one imposed by the teacher. Another crucial moment in the classroom was ritual classroom dialogue, where students were asked to drill conversational interactions saying their names. This ecological approach

to the issue of classroom culture and students' socialization shows the extent to which classroom cultures are emergent in everyday situations and looks to reveal how the cultural, linguistic and pragmatic systems that are firmly institutional and inherited from the world outside the classroom interconnect (van Dam 2002: 258). The study gives an insight into how the real language classroom is negotiated by the students, not only of different backgrounds, but knowledge too, and how their rituals in the classroom can help them in the acquisition of language and become socially integrated.

The process of language socialization is also described by Duff (1995), who examined the changes in secondary school discourse during history lessons in Hungary, at the time of the introduction of the new English immersion programs. These changes were followed by two levels – macro and micro. Macro level changes included the changes connected with sociopolitical transformations in the late 1980s, when there were attempts to reject Soviet-oriented policies, as well as the authoritarianism of the discourse, while micro level changes referred to the beginning of experimental dual-language schools. Two speech events that were analyzed in Duff's ethnographic study were traditional recitations used in non dual language classrooms (Hungarian-medium instruction) – *felelés* and less formal student activities (English-medium instruction) done in groups in the form of presentations and lectures. Through different social organization in L1 and L2 classrooms, a new way in which the students are socialized through various activities in L2, which are accepted by most of them, can be seen. Still, some traditional ways of teaching, like the *felelés* in this case, were also present in the innovative program, especially in activities like lectures. Our opinion is that a closer look into other multicultural educational contexts influenced by some sociopolitical changes is also possible. Since there are immersion programs introduced to many secondary schools around the world (including Croatia), it would be interesting to compare the context of the socialization process in some of these schools with traditional programs still taking place and which are common in other secondary schools.

4. SECOND LANGUAGE SOCIALIZATION IN POSTSECONDARY EDUCATION

The studies that are discussed in this section are very interesting, similar to the studies in previous sections, because they also deal with heterogeneous students in connection with different native and non-native languages and various geographical context.

Byon (2006) studied the process of language socialization in foreign language learning of the Korean students at a U.S. college. The focus was primarily on the main interactional routines in the classroom, especially on teacher talk, although the conversations between a teacher and students were also observed. The participants were a group of non-heritage KFL (Korean as a foreign language) students. The students in classes had two hours of lectures and three hours of recitation (drill/practice) sections. The difference between the two was that lectures included explanations of conversational patterns in grammatical and pragmatic terms, while recitation sections aimed at making students practice in real communicative situations with different tasks and activities (Byon 2006: 272). The author chose to observe the session where more interaction between teacher and student could be seen. Both implicit and explicit socialization was evident, where implicit socialization included assertive directives, personal pronouns and assertive sentence-final suffixes. Explicit socialization included the use of the Korean honorifics and the use of the humble person pronoun when students were speaking to someone of higher status. The findings showed not only classroom interactions as a core tool of language socialization, where conveying target cultural messages implicitly and explicitly could be seen, but that teacher-student interactions were consistent with hierarchism, as one of the major cognitive value orientations of Korean culture. We agree with Byon (2006) who states that teacher's main aim is raising both cognitive and social development of the language among students in a new environment.

Yanagisawa (2005) examined the narrative competence of learners of Japanese as a second language, referring to Gee's framework of Discourse (Gee 1989, 1996, 1999, cited in Yanagisawa 2005: 36). The study's aim was to demonstrate that narratives could provide an authentic context of interaction in which learners could utilize their cultural awareness of what was or was not expected in the target culture as they participated with the L1-Discourse community, which, in turn, further facilitated learners' second language socialization. The students were at the beginning level of learning Japanese at a Christian university in Tokyo. Their first language was English, but before the research, they had spent a year in Japan learning the language. The author analyzed the narratives used by the students to the L1 Japanese audience, which were spoken at a school speech contest and a daily chapel service.

They were characterised by students' *rich points*, as mentioned by the author, which occur when students are acquiring new cultural components as personalized experiences and applying them to L1 context (e.g. Japanese way of referring to animals, Japanese greetings and talking about the weather at the beginning of a speech). It was the reaction of the audience that was found

substantial, which showed a positive attitude to the speaker. The results showed that the learners' Japanese proficiency was limited, but still they were aware of using certain phrases and words according to the norms of the target language and culture. In this case, the underlying principle of language socialization proposed by Schieffelin and Ochs (2008) is true – language socialization does not only refer to the socialization through the use of language, but the socialization to use language. This can be achieved too, through second language learning contexts when students are modelling dialogues in the classroom using more natural discourse supported by the teacher and other sources they are using.

Ohta (1996) investigated the development of pragmatic competence in the interaction among learners in Japanese foreign language classroom, with a focus on language socialization and sociocultural theory. The focus was primarily on the examination of learner interaction in the language acquisition which took place through social interaction. The class consisted of seven students in the second year who were learning Japanese at the university, with different first languages (English, Chinese and Vietnamese). Firstly, the teacher presented students with the model of polite requests and gave a short grammar lecture on the area of focus. Then, the students (one successful and one less successful) had to role play polite requests, negotiating roles and meaning, and more proficient student was helping less proficient. After students' collaborative work they also needed to give a role play presentation in front of the class, but in this case, the more proficient student was no longer a facilitator to the less proficient, although she was applying her knowledge of pragmatics to the situation. For the less proficient student, it was easy to follow the teacher's and peer's demonstration of the correct form, but later, the student failed. This failure was explained by the nature of language development. Ochs (1990) makes the point that when using language in meaningful context, acquirers of language are undergoing a process of developing indexical connections between language form and social context (Ochs 1990, cited in Ohta 1996: 8). It is worth noting that through such language development, learners, whether more proficient or less proficient, are aware of their language performance, and they apply differently their pragmatic norms with regard to particular contexts that depend on classroom pragmatic requirements and foreign language interaction. This research is an example of everyday situations that might appear in foreign language classroom contexts through various activities, involving at the same time the integration of students into the sociocultural context.

Another interesting study, conducted with the aim of showing the negotiation of paradoxes of spontaneous talk in a foreign language classroom, was conducted by Bannink (2002). Bannink (2002) looked into teacher's

and students' roles during the negotiation processes in the classrooms at the university. The precise question the author raised was how students (native Dutch speakers) and the teacher negotiated the multiplicity of potential discourse formats and the variety of speaker and hearer roles in the communicative English L2 classroom (Bannink 2002: 269). The emphasis was on their interactions in the classroom work through working in pairs and groups. The negotiation of meaning, as it is the case in this study, can be seen as a co-construction of language socialization. It is a known fact that teachers generally spend a lot of time preparing themselves for the lessons, that is, their lesson plans are prepared in advance. Bannink's opinion (2002) is that this should not be the case, because genuine conversational interactions have to emerge during the lesson and cannot be planned. Although the students are focusing on form and play with the language in some language learning tasks, real life language of native speakers, apart from form-focused and playful language, also includes task-based language (Bannink 2002: 283). Therefore, the L2 classroom should be characterized by the events like storytelling, conversation, language play, role play, chorus work, that are all parts of ritual events (Bannink 2002: 285). Rampton (2002) calls such ritual events social symbolism. They also happen in every language classroom, so there is a need for more careful examination by the teachers who have to adapt certain activities to their students. From this point, both language acquisition and students' socialization processes will be achieved.

Vickers' ethnographic study (2007) deals with second language socialization through team interaction among electrical and computer engineering students. Based on other researchers' views on the process of language socialization, who relate it to both cognitive and social interactional processes, Vickers (2007) supports the idea of competence, which might be the end goal of socialization. Her aim was to examine face-to-face interactions between native speakers of English and a non-native speaker of English in order to understand how the non-native speaker becomes socialized to participate in interactional processes that allow him to construct an expert identity. She studied conversational moves within one speech event, the team meeting of electrical and computer engineering students and within one speech situation, the joint design of an engineering project. Since the non-native speaker of English possessed low communicative competence, one of the students ridiculed him, while some took an active role in socializing their friend into the community. After some time, the non-native speaker was ready to display his technical knowledge, expressing readily his thoughts, and his interactional style became different. According to Lave and Wenger (1991: 101) somebody who wants to become a full member of a community of practice requires access to a wide range of ongoing activity,

members of the community, and to information, resources and opportunities for participation. In this example, these opportunities were supported by some of non-native speaker's friends, thanks to whom he gained confidence and developed his linguistic skills in technical knowledge, and in that way started to solve the problems regarding their joint project. As shown in this study, language socialization is marked by many influences, both cognitive and social. They are connected to one's socialization through competence development in a particular group, including local contexts.

5. CONCLUSION

Studies on language socialization closely connected with the process of second language acquisition help us see the process of second language acquisition and learning from different viewpoints – both linguistic and sociocultural. It means that in addition to acquiring and learning certain linguistic features, important for developing communicative competence in the classroom and out of it, second/foreign language students, through a well developed environment, both by the teachers and peers, also need to acquire sociocultural knowledge. The process of one's socialization, especially in the educational settings, as described in this paper, is not an easy task. Since both teachers and students are exchanging their roles in the classroom, language socialization is bidirectional and requires accommodation on the part of both experts (teachers) and novices (students) in many cases.

The studies reviewed in this paper deal with different second language users, but they all share the same aim – to describe second language socialization process as an important prerequisite for developing learners' communicative competence. Although there is a lack of studies focusing on second language socialization in preschool education, the two studies presented here create a good basis for early second language learning development. This is accomplished by using more receptive skills and interactive methods in the classroom, based on the interaction between caregivers and children and children themselves. The same can be applied to primary school education, as in some cases learners are also at the beginning of second language learning, and thus their language use is mostly focused on listening comprehension, repetitions and role plays. Other stages of education, like secondary and postsecondary education, consist of learners who are already well experienced to take responsibility for their own learning and can easily be socialized into using language. However, the studies put emphasis on

speech acts through various interactions, indicating that language socialization is the key segment of pragmatic competence, too.

Further research is also needed for both formal and informal contexts of second language socialization in order to answer at least some of the questions not covered sufficiently in some of the previously mentioned studies: What are the attitudes or beliefs of students and teachers toward their new challenging tasks in the classroom? What role might students' and teachers' sociocultural awareness play in the process? In what way do teachers' different roles reflect students' development through social activities? How is the process of language socialization involved in developing students' skills in second/foreign language classrooms? And above all, what role do individual learner characteristics, for example, gender, play in their language socialization?

The basic premise of language socialization process is the construction of linguistic and cultural knowledge through each other, and learners are surely active agents in the process (Watson-Gegeo 2004). The concept of sociocultural knowledge is well described in The Common European Framework of Reference for Languages (CEFRL), a document proposed by Council of Europe (2001) which serves as a basis for improving language teaching, including the elaboration of syllabuses, curriculum and textbooks across Europe. It is closely related to certain distinctive features of a particular European society. These features include the knowledge of everyday living, living conditions, interpersonal relations, values, attitudes and beliefs in the new community, body language, social conventions and ritual behaviour.

Taking these features into account, teachers should help their students become socially competent members of the target language community and make them aware of this very complex and lifelong process. It can be achieved through situation-based activities, teacher-student and student-student interactions, target language patterns based on social conventions, teachers' scaffolding and corrective feedback.

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POGLED NA ISTRAŽIVANJA SOCIJALIZACIJE U DRUGOME JEZIKU U OBRAZOVNOM KONTEKSTU

SAŽETAK

Rad se bavi pregledom istraživanja jezične socijalizacije, točnije socijalizacije u drugome jeziku (J2), u okviru obrazovnog konteksta, pritom uključujući proces socijalizacije u različitim diskursima - vrtićima, osnovnim i srednjim školama, te akademskom diskursu. Prikazuju se teme koje opisuju J2 socijalizaciju kroz razne interakcije u razredu - interakcije u skupini (učenik-učenik) i interakcije nastavnik-učenik. Također se opisuju ekološke perspektive ovladavanja drugim jezikom i socijalizacije, te jezični razvoj kao društvena aktivnost. Istraživanja J2 socijalizacije provedena s ispitanicima predškolske dobi fokusiraju se na različite govorne čineve karakteristične za djecu te dobi, a oni su slični onima u prvome jeziku – od pozdrava, zahtjeva, pa sve do pravila pristojnog ponašanja. Interakcija među predškolskom djecom i odgajateljima izrazito je jaka, jer odgajatelji služe djeci kao važan oslonac u komunikaciji u tome kontekstu. Za razliku od djece predškolske dobi, osnovnoškolske i srednjoškolske učenike karakterizira dvosmjerna komunikacija, učenik-učenik, odnosno nastavnici omogućuju učenicima situacijske aktivnosti kroz velik broj dijaloga. Nešto sličnija istraživanja osnovnoškolskim i srednjoškolskim, su i ona u akademskom diskursu, u kojima je naglasak na razvijanju pragmatičke kompetencije, za koju se može reći da je neizostavni alat jezične socijalizacije. S obzirom na kvalitativnu prirodu istraživanja J2 socijalizacije, primjećujemo da se radi o vrlo zahtjevnom području. Istovremeno smatramo da jezična socijalizacija predstavlja važan aspekt razumijevanja učeničke integracije u razredni diskurs drugoga jezika s perspektive razvoja sociolingvističke i sociokulturne kompetencije, unutar kojih se razvija i pragmatička kompetencija, te je stoga bitno sagledati njen proces u različitim kontekstima.

Ključne riječi: obrazovni kontekst, ovladavanje drugim jezikom, J2 socijalizacija, učenici jezika

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