

Teaching Grammar In Second Language Classrooms Integrating Form Focused Instruction In Communicative Context EsL Applied Linguistics Professional Series

Instill grammar fundamentals using lessons that stick! In this book, authors Amy Benjamin and Joan Berger share procedures for teaching grammar effectively and dynamically, in ways that appeal to students and teachers alike. Ideal for teachers just beginning their work in grammar instruction, this book includes day-by-day units and reproducibles to help them embed grammar lessons into writing instruction. Using visuals, wordplay, problem solving, and pattern-finding activities, teachers can forgo methods that fail to engage students in grammar. Through a series of activities designed to delve deeper into grammar learning, the authors share strategies that have proven successful during their extensive years of teaching and literacy consulting. Topics include: Using time wisely: Assess for cumulative understanding and development of writing style The "Verb Map": A visual metaphor of the verb system Teaching parts of speech for effective expression, not just memorization And more!

This book is an original study of the nature and place of pedagogic grammar in the teaching and learning of languages. Teaching Grammar in Second Language Classrooms Integrating Form-Focused Instruction in Communicative Context Routledge

Providing a much-needed critical synthesis of research on teaching vocabulary and grammar to students of a second or foreign language, this book puts the research into perspective in order to distil recommendations for language teaching. Boers evaluates a comprehensive range of both well-established and lesser-known research strands and classroom practices to draw out the most effective instructional approaches to teaching words, multiword expressions and grammar patterns. Chapters discuss learning as a by-product of communicative activities, language-focused instruction, diverse types of exercises, mnemonic techniques and more, with a view to building bridges between the available research on such instructional approaches and how they are commonly implemented in actual language courses and textbooks. This book helps teachers make research-informed decisions regarding their instructional approaches to words, phrases and patterns, and direct researchers to specific areas in need of further inquiry. Boers not only demonstrates how research findings can inform effective teaching, but also calls for a deeper appreciation on the part of researchers of the realities of the teaching profession, making this a worthwhile text for preservice teachers, teacher educators, graduate students and scholars.

Recent SLA research recognizes the necessity of attention to grammar and demonstrates that form-focused instruction is especially effective when it is incorporated into a meaningful communicative context. Designed specifically for second-language teachers, this text identifies and explores the various options for integrating a focus on grammar and a focus on communication in classroom contexts and offers concrete examples of teaching activities for each option. Each chapter includes a description of the option, its theoretical and empirical background, examples of activities illustrating in a non-technical manner how it can be implemented in the classroom, questions for reflection, and a list of useful resources that teachers can consult for further information.

Includes a sequence of tasks designed to help teachers apply to their own classroom practice the information in the text. This essential guide offers a fresh approach to integrating grammar effectively into the classroom as a vital strand of English that both enlivens and enriches students' understanding of literature. It aims to demystify grammar and empower teachers with the knowledge, inspiration and practical ideas to confidently teach grammar to students at any stage of their secondary education. The authors demonstrate that routinely weaving grammar into lessons and the study of literature, rather than teaching it as an abstract set of rules, enables students to see grammar in a more flexible, enjoyable and exciting way. Each chapter clearly defines complex terminology and provides an essential overview of relevant subject knowledge. With multiple examples of textual analysis and a variety of adaptable lesson plans for popular Key Stage 3 and Key Stage 4 texts, the book shows how grammatical requirements can be taught in a lively, literature-based manner, developing students' understanding and improving the quality of their creative and academic writing. Taught like this, grammar becomes a decoding tool: a key to unlocking deeper meaning within texts that enriches the reading experience. Considering a wide range of texts, Teaching Grammar through Literature thoroughly works through core grammatical concepts such as: sentences and sentence clauses nouns verbs determiners punctuation extension vocabulary. This book is a source of fresh and exciting ideas for all practising secondary school English teachers. It will revolutionise teaching and enrich students' understanding of literature and the grammatical theory within.

German Grammar: Reviewed and Retold is a user-friendly grammar/workbook designed to give German learners a great basis to build an in-depth knowledge of spoken and written German. Bridging the gap between grammar, storytelling, and culture, learners of the German language discover Germany's cultural history as well as life in Germany today, while absorbing grammatical structures through reading and practice. This grammar is based on recent Second Language Acquisition (SLA) research and word frequency, to embed vocabulary and grammar into a language-specific cultural context. A key component of this approach is consistency and relevance, enabling students to apply grammatical structures to their language learning, as well as talking about the past, present, and future. Aimed at ACTFL levels Novice (all) to Intermediate (middle)/CEFR A1 to B1, this is the perfect grammar for post-beginners, combining storytelling with grammar acquisition. This text explores ways in which English grammar enables speakers and writers to represent the world, to interact with one another, and to create coherent messages. The hardback edition provides second language teachers with a functional description of English grammar, in which grammar is viewed not as a set of rules but as a communicative resource. It explores ways in which English grammar enables speakers and writers to represent their experience of the world, to interact with one another, and to create coherent messages. Each chapter includes a focus on areas of difficulty for second language learners, numerous authentic examples, tasks that allow the reader to apply the concepts introduced, and discussion questions. A final chapter covers issues in the learning and teaching of grammar, and reviews methodological options for the second or foreign language classroom. Assuming no previous study of linguistics or English grammar, Functional English Grammar is suitable for self-study or as a textbook in teacher education programs.

Grammar, Meaning, and Concepts: A Discourse-Based Approach to English Grammar is a book for language teachers and learners that focuses on the meanings of grammatical constructions within discourse, rather than on language as structure governed by rigid rules. This text emphasizes the ways in which users of language construct meaning, express viewpoints, and depict imageries using the conceptual, meaning-filled categories that underlie all of grammar. Written by a team of authors with years of experience teaching grammar to future teachers of English, this book puts grammar in the context of real language and illustrates grammar in use through an abundance of authentic data examples. Each chapter also provides a variety of activities that focus on grammar, genre, discourse, and meaning, which can be used as they are or can be adapted for classroom practice. The activities are also designed to raise awareness about discourse, grammar, and meaning in all facets of everyday life, and can be used as springboards for upper high school, undergraduate, and graduate level research projects and inquiry-based grammatical analysis. Grammar, Meaning, and Concepts is an ideal textbook for those in the areas of teacher education, discourse analysis, applied linguistics, second language teaching, ESL, EFL, and communications who are looking to teach and learn grammar from a dynamic perspective.

Issues in Second Language Teaching is a text-book written in order to help trainee teachers and more experienced teachers reflect on certain topics related to second language learning and language teaching. It provides readers with a better understanding of the interface between second language learning theory and research, and language teaching practices. The main objective of the textbook is to develop and enhance readers' theoretical and practical understanding of how teachers should approach the way they teach languages in the classroom. Readers will be asked to reflect on the implications of second language learning research and theory on language teaching by providing an analysis of how the principles derived from research can be applied in the language classroom when it comes to issues such as teaching grammar, correct errors, provide 'good' input, develop output activities or encourage interaction between learners. The textbook does not support a particular methodology for language teaching but focuses on specific themes in relation to language teaching. Reviews: It is a very nice contribution to the field because of its theoretical/conceptual and innovative presentation of the topics. A valuable resource for researchers, graduate students and anyone interested in language teaching and language acquisition with a particular reference to input and processing. Pedro Guijarro-Fuentes, Associate Professor in Spanish, University of Plymouth

Teaching Grammar, Structure and Meaning introduces teachers to some basic ideas from the increasingly popular field of cognitive linguistics as a way of explaining and teaching key grammatical concepts. Particularly suitable for those teaching post-16 English Language, this book offers a methodology for teaching key aspects of linguistic form and an extensive set of learning activities. Written by an experienced linguist and teacher, this book contains: · an evaluation of current approaches to the teaching of grammar and linguistic form · a revised pedagogy based on principles from cognitive science and cognitive linguistics · a comprehensive set of activities and resources to support the teaching of key linguistic topics and text types · a detailed set of suggestions for further reading and a guide to available resources Arguing for the use of drama, role play, gesture, energy dynamics, and visual and spatial representations as ways of enabling students to understand grammatical features, this book explores and analyses language use in a range of text types, genres and contexts. This innovative approach to teaching aspects of grammar is aimed at English teachers, student teachers and teacher trainers.

This practical and research-based introduction to current and effective English grammar instruction gives pre-service and in-service teachers and teacher educators a strong foundation for teaching second language grammar and helps them develop their professional knowledge and skills. Written in a highly readable style for an international audience, it provides a thorough and rounded overview of the principles, strategies, techniques, and applications currently dominant in teaching L2 grammar in a range of instructional settings around the world. Chapter authors are world-class authorities in grammar and grammar teaching and learning. All chapters are based on theoretical frameworks and/or research foundations with a strong emphasis on practical applications and implications for classroom teaching, and highlight teaching methods, key concepts, and terminology associated with grammar instruction. Illuminating the options and choices in grammar teaching from a contemporary perspective, Teaching English Grammar to Speakers of Other Languages is ideal as key text for students in undergraduate and graduate MA-TESOL programs and as a resource for practicing ESL/EFL teachers, teacher educators, and teaching faculty.

Teaching English to Second Language Learners in Academic Contexts: Reading, Writing, Listening, and Speaking provides the fundamental knowledge that ESL and EFL teachers need to teach the four language skills. This foundational text, written by internationally renowned experts in the field, explains why skills-based teaching is at the heart of effective instruction in English for academic purposes (EAP) contexts. Each of the four main sections of the book helps readers understand how each skill—reading, writing, listening, and speaking—works and explains what research has to say about successful skill performance. Pedagogically focused chapters apply this information to principles for EAP curriculum design and to instructional activities and tasks adaptable in a wide range of language-learning contexts. Options for assessment and the role of digital technologies are considered for each skill, and essential information on integrated-skill instruction is provided. Moving from theory to practice, this teacher-friendly text is an essential resource for courses in TESOL programs, for in-service teacher-training seminars, and for practicing EAP teachers who want to upgrade their teaching abilities and knowledge bases.

Seminar paper from the year 2006 in the subject English Language and Literature Studies - Linguistics, grade: 1,7, University of Paderborn, 10 entries in the bibliography, language: English, abstract: Learning a new language always implies learning its grammar. In what depth should then teaching grammar be part of the teaching unit and what important aspects of the Second Language Acquisition should be considered by teachers in the classroom? There is also the question how the students in general acquire grammatical structures. This paper first gives an introduction into the history of language teaching which is followed by an overview of different aspects of the Second Language Acquisition and an example for a study on the Teachability Hypothesis. I chose this study because it was a subject of interest in the seminar "Issues in Applied Linguistics" and was the topic my group worked on for a presentation. To show how grammar teaching is understood in the classroom, a summary of the different options in language teaching is given afterwards. The conclusion at the end not only serves as a summary of the paper but also sums up the answers to the questions asked above and shows the problems behind them. It is followed by a bibliography and an appendix.

This guide examines the concepts that most often confound ESL students, whose confusion can generally be reduced to one very basic question: Why does English work that way? Focusing on the grammar of conversational speech, the book goes beyond simple description of the parts of speech, tenses and modes, and other topics of instruction to consider the cultural differences in language use (for native speakers of Japanese, for instance, the painting may be on the wall—but the wall is also on the painting) and even the neuroscience of our speech patterns. With 36 illustrations, an annotated bibliography and list of online resources, a glossary, and end-of-chapter exercises, this book equips instructors and advanced students to explain everyday language choices that stymie non-native speakers. Instructors considering this book for use in a course may request an examination copy here.

This book teaches the most common ESL grammar points in an accessible way through real ESL errors together with

suggested teaching techniques. Relevant grammar terminology is explained. The four objectives of this book are to help teachers: (1) identify common ESL grammar points and understand the details associated with each one; (2) improve their ability to answer any grammar question on the spot (when on the "hot seat"); (3) anticipate common ESL errors by grammar point, by first language, and/or by proficiency level; and (4) develop more effective grammar/language learning lessons. These objectives are for all teachers, whether they are teaching grammar directly or indirectly in a variety of classes -- including a grammar class, a writing class, a speaking class, an ESP class, or a K-12 class.

Unsure of how to include creativity and project-based learning in grammar lessons? The second edition of this best-selling book includes updated activities and new contributions that cover a wide range of teaching techniques--from introducing a specific grammar point to providing meaningful, contextualized practice. Enable your students to internalize new material with engaging and motivating lessons they are sure to enjoy. The lessons are broken down by topic including Noun Phrases, Comparatives and Superlatives, Relative and Adverb Clauses, Verb Tenses, Reported Speech and Questions: Interrogative and Embedded, Conditionals, Modal Verbs, Verb Complementation, and more!

Grammar Fundamentals for Teaching English as a Foreign Language: A Teacher's Reference aims to improve your knowledge of and confidence with the English language, including the terminology, form, and meaning of basic grammatical structures. The structures are presented within short vignettes about teaching abroad, including content that should be of interest for anyone in the field of TEFL. The book is designed to serve as a self-study grammar reference for the novice teacher of English grammar, but it can also serve as a review or to provide samples for more advanced grammarians.

New Perspectives on Grammar Teaching in Second Language Classrooms brings together various approaches to the contextualized teaching of grammar and communicative skills as integrated components of second language instruction. Its purpose is to show from both theoretical and practical perspectives that grammar teaching can be made productive and useful in ESL and EFL classrooms. In this text: *First-rate scholars approach the teaching of grammar from multiple complementary perspectives, providing an original, comprehensive treatment of the topic. *Discourse analysis and research data are used to address such pedagogical areas as grammatical and lexical development in speaking, listening, reading, and writing. *The communicative perspective on ESL and EFL instruction that is presented provides ways for learners to enhance their production skills, whereas the meaning-based grammar instruction can supplement and strengthen current methodology with a communicative focus. This volume is intended as a foundational text for second language grammar pedagogy courses at the advanced undergraduate and master's levels.

The monograph constitutes an attempt to demonstrate how Cognitive Grammar (CG) can be employed in the foreign language classroom with a view to aiding learners in better understanding the complexities of English grammar. Its theoretical part provides a brief overview of the main tenets of Cognitive Grammar as well as illustrating how the description of English tense and aspect can be approached from a traditional and a CG perspective. The empirical part reports the findings of an empirical study which aimed to compare the effects of instruction utilizing traditional pedagogic descriptions with those grounded in CG on the explicit and implicit knowledge of the Present Simple and Present Continuous Tenses. The book closes with the discussion of directions for further research when it comes to the application of CG to language pedagogy as well as some pedagogic implications

Studienarbeit aus dem Jahr 2016 im Fachbereich Anglistik - Linguistik, Note: 1,3, Friedrich-Schiller-Universität Jena (Institut für Anglistik/Amerikanistik), Veranstaltung: Cognitive Linguistics: Construction Grammar, Sprache: Deutsch, Abstract: For more than 20 years now, the concept of constructions has been playing a more and more important role in theories of language acquisition and language use. In the 1980s Fillmore, Kay and O'Conner were the first linguists interested in constructionist approaches; and with her two books *Constructions: A Construction Grammar Approach to Argument Structure* and *Construction at Work: The Nature of Generalization in Language* Goldberg eventually paved the way for this alternative view on grammar. By now, Construction Grammar has become a well-accepted descriptive and processing model that is based on a substantial body of scientific publications. However, the big interest of Construction Grammar research in first language acquisition and native speakers' language use contrasts the little interest in the branch of second language acquisition. It is only recently that linguists have approached the question whether second language learners' linguistic competence relies on constructions as well. Hence, it is no surprise that there has been only little interest in application of Construction Grammar in second language teaching as well. In my opinion, this is a wasted opportunity. If Construction Grammar is widely accepted in the field of first language acquisition, it is also necessary to transfer this concept to second language acquisition and teaching in order to create suitable teaching materials and methods.

Thus, this paper is supposed to advocate an applied Construction Grammar in second language teaching.

Addressing general questions of grammar in ESL theory and classroom practice, this book offers ideas for the creative teaching of grammar. It also includes suggestions for teaching most of the beginning-level structures, which are listed separately in a grammar index.

"The Teacher's grammar of English enables English language teachers and teachers-in-training to fully understand and effectively teach English grammar. With comprehensive presentation of form, meaning, and usage, along with practical exercises and advice on teaching difficult structures, it is both a complete grammar course and an essential reference text."--Back cover.

Keys to Teaching Grammar to English Language Learners: A Practical Handbook is not intended to be an exhaustive reference book about ELL grammar. Written for classroom teachers (K-12, ESL, EFL), this book teaches the most common ELL grammar points in an accessible way through real ELL errors with suggested teaching techniques. Relevant grammar terminology is explained where practical. The four objectives of the book are to help teachers: (1) identify common ELL grammar points and understand the details associated with each one; (2) improve their ability to answer any grammar question on the spot (when on the "hot seat"); (3) anticipate common ELL errors by grammar point, by first language, and by proficiency level; and (4) develop more effective grammar/language learning lessons. The presentation of each of the 15 keys (grammar points) features information on typical ELL errors, an accessible grammar explanation including examples of mistakes, a native language interference chart, and ideas for teaching the grammar point. The Workbook for Keys to Teaching Grammar to English Language Learners provides extra practice in the grammar points studied in the handbook.

The thrust of the book is not so much upon the formation of grammatical constructs but rather upon the shape of the grammatical system and its relation to semantics, discourse and pragmatics.

An engaging guide to grammar, this book introduces linguistic theory and language acquisition research to language teachers.

Whether a second language is learned as a child, teenager, or as an adult, second language acquisition research has noted certain patterns

that can help ESL/EFL teachers prepare their lessons. This book explains these issues including the three essential components of ESL/EFL students' learning: input, output, and interaction. Learn how material selection and the roles of age, anxiety, and error correction can improve or challenge a student's ability to learn English. See how all of this can come together to aid your students in dealing with the complexity of learning a second language.

"Focusing on the grammar of conversational speech, this book considers the cultural differences in language use and the neuroscience of speech patterns. With 23 illustrations, an annotated bibliography and list of online resources, a glossary, and end-of-chapter exercises, this book equips instructors and advanced students to explain everyday language choices that stymie non-native speakers"--

Weaver extends her philosophy by offering teachers a rationale and practical ideas for teaching grammar not in isolation but in the context of writing.

This book provides an alternative to the grammar debate in second language acquisition theory and teaching. Accepting that language acquisition is at least partially input dependent, the author asks how grammatical form is processed in the input by second language learners and is it possible to assist this in ways that help the learner to create richer grammatical intake. He answers these questions and explains why traditional paradigms are not psycholinguistically motivated. Drawing on research from both first and second language acquisition, he outlines a model for input processing in second language acquisition that helps to account for how learners construct grammatical systems. He then uses this model to motivate processing instruction, a type of grammar instruction in which learners are engaged in making form-meaning connections during particular input activities.

The Teacher's Grammar Book, Second Edition introduces the various grammars that inform writing instruction in our schools, and examines methods, strategies, and techniques that constitute best classroom practices for teaching grammar and writing. Designed for students who are preparing to become English or language arts teachers, as well as for credentialed teachers who want an easy-to-use guide to questions of methods, grammar, and teaching, this overview of basic English grammar includes the following major topics: a brief history of grammar, teaching grammar, grammar and writing, traditional grammar, transformational-generative grammar, cognitive grammar, dialects, black English, and Chicano English. New in the reorganized and fully updated Second Edition: *new chapter giving a brief history of grammar and grammar instruction; *new chapter on best practices--strategies and techniques that actually work; *expanded chapter on cognitive grammar--a topic not found in other texts of this nature; *expanded chapter on dialects; *summary and evaluation of the minimalist program (Noam Chomsky's most recent revision of transformational-generative grammar)--a topic unique among texts of this kind; and *reduced discussion of transformational grammar.

Taking a broadly chronological approach, this volume of original essays traces the origins of the concept of 'grammar'. In doing so, it charts the social, moral and cultural factors that have shaped the development of grammar from antiquity, via the Middle Ages, Renaissance and Modern Europe, to current education systems and language learning pedagogy. The chapters examine key turning points in the history of language teaching epistemology, focusing on grammar for 'foreign' language teaching across different European cultural contexts. Bringing together leading scholars of classical and modern languages education, this book offers the first single-source reference on the evolving concept of grammar across cultural and linguistic borders in Western language education. It therefore represents a valuable resource for teachers, teacher-educators and course designers, as well as students and scholars of historical linguistics, and of second and foreign language education.

One of the key issues in second language learning and teaching concerns the role and practice of grammar instruction. Does it make a difference? How do we teach grammar in the language classroom? Is there an effective technique to teach grammar that is better than others? While some linguists address these questions to develop a better understanding of how people acquire a grammar, language acquisition scholars are in search of the most effective way to approach the teaching of grammar in the language classroom. The individual chapters in this volume will explore a variety of approaches to grammar teaching and offer a list of principles and guidelines that those involved in language acquisition should consider to design and implement effective grammar tasks during their teaching. It proposes that the key issue is not whether or not we should teach grammar but how we incorporate a teaching grammar component in our communicative language teaching practices.

The book addresses one of the key controversies in teaching foreign language grammar, which is the utility of production-oriented instruction, as exemplified in the PPP sequence, and comprehension-based teaching, as implemented in interpretation tasks and processing instruction. It provides a thorough overview of issues related to learning and teaching grammar, with a particular focus on input-oriented approaches, and reports the findings of four studies which sought to compare their effects with instruction based on different forms of output practice. The findings serve as a basis for guidelines on how the two options can be successfully combined in the classroom

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