

Teaching Grammar In Second Language Classrooms Integrating

THANK YOU UTTERLY MUCH FOR DOWNLOADING **TEACHING GRAMMAR IN SECOND LANGUAGE CLASSROOMS INTEGRATING**. MOST LIKELY YOU HAVE KNOWLEDGE THAT, PEOPLE HAVE LOOK NUMEROUS PERIOD FOR THEIR FAVORITE BOOKS FOLLOWING THIS **TEACHING GRAMMAR IN SECOND LANGUAGE CLASSROOMS INTEGRATING**, BUT END TAKING PLACE IN HARMFUL DOWNLOADS.

RATHER THAN ENJOYING A GOOD BOOK ONCE A MUG OF COFFEE IN THE AFTERNOON, OTHERWISE THEY JUGGLED PAST SOME HARMFUL VIRUS INSIDE THEIR COMPUTER. **TEACHING GRAMMAR IN SECOND LANGUAGE CLASSROOMS INTEGRATING** IS OPEN IN OUR DIGITAL LIBRARY AN ONLINE ACCESS TO IT IS SET AS PUBLIC FITTINGLY YOU CAN DOWNLOAD IT INSTANTLY. OUR DIGITAL LIBRARY SAVES IN COMPLEX COUNTRIES, ALLOWING YOU TO ACQUIRE THE MOST LESS LATENCY EPOCH TO DOWNLOAD ANY OF OUR BOOKS AFTERWARD THIS ONE. MERELY SAID, THE **TEACHING GRAMMAR IN SECOND LANGUAGE CLASSROOMS INTEGRATING** IS UNIVERSALLY COMPATIBLE BEARING IN MIND ANY DEVICES TO READ.

DESCRIBING AND EXPLAINING GRAMMAR AND VOCABULARY IN ELT - DILIN LIU 2013-08-15

LANGUAGE DESCRIPTION PLAYS AN IMPORTANT ROLE IN LANGUAGE LEARNING/TEACHING BECAUSE IT OFTEN DETERMINES WHAT SPECIFIC LANGUAGE FORMS, FEATURES, AND USAGES ARE TAUGHT AND HOW. A GOOD UNDERSTANDING OF LANGUAGE DESCRIPTION IS VITAL FOR LANGUAGE TEACHERS AND MATERIAL WRITERS AND SHOULD CONSTITUTE AN IMPORTANT PART OF THEIR KNOWLEDGE. THIS BOOK PROVIDES A BALANCED TREATMENT OF BOTH THEORY AND PRACTICE. IT FOCUSES ON SOME OF THE MOST IMPORTANT AND CHALLENGING GRAMMAR AND VOCABULARY USAGE QUESTIONS. USING THESE QUESTIONS AS EXAMPLES, IT SHOWS HOW THEORY CAN INFORM PRACTICE AND HOW GRAMMAR AND VOCABULARY DESCRIPTION AND EXPLANATION CAN BE MADE MORE EFFECTIVE AND ENGAGING. PART I DESCRIBES AND EVALUATES THE KEY LINGUISTIC THEORIES ON LANGUAGE DESCRIPTION AND TEACHING. PART II DISCUSSES AND GIVES SPECIFIC EXAMPLES OF HOW CHALLENGING GRAMMAR AND VOCABULARY ISSUES CAN BE MORE EFFECTIVELY DESCRIBED AND EXPLAINED; EACH CHAPTER FOCUSES ON ONE OR MORE SPECIFIC GRAMMAR AND VOCABULARY. AN ANNOTATED LIST OF USEFUL FREE ONLINE RESOURCES (ONLINE CORPORA AND WEBSITES) FOR GRAMMAR AND VOCABULARY LEARNING AND TEACHING, AND A GLOSSARY PROVIDE HELPFUL INFORMATION.

TEACHING AND LEARNING ARABIC GRAMMAR - KASSEM M. WAHBA 2022-12-30

FOUNDATIONAL AND COMPREHENSIVE, THIS VOLUME PROVIDES A THEORETICAL AND PRACTICAL OVERVIEW OF THE CURRENT ISSUES THAT DOMINATE THE FIELD OF TEACHING AND LEARNING ARABIC GRAMMAR. BRINGING TOGETHER AUTHORITIES ON ARABIC GRAMMAR FROM AROUND THE WORLD, THE BOOK COVERS BOTH HISTORICAL CONTEXTS AND CURRENT PRACTICES, AND PROVIDES PRINCIPLES, STRATEGIES, AND EXAMPLES OF CURRENT ARABIC GRAMMAR INSTRUCTION ACROSS EDUCATIONAL SETTINGS. CHAPTER AUTHORS OFFER A RANGE OF PERSPECTIVES ON TEACHING APPROACHES, IMPLEMENTING RESEARCH FINDINGS IN THE CLASSROOM, AND FUTURE CHALLENGES. A MUCH-NEEDED VOLUME TO HELP STUDENTS, TEACHERS, AND TEACHER EDUCATORS DEVELOP THEIR KNOWLEDGE AND SKILLS, IT ADDRESSES THE MOST SALIENT AND CONTROVERSIAL ISSUES IN THE FIELD, INCLUDING: WHAT GRAMMAR TO TEACH, HOW MUCH GRAMMAR TO TEACH, HOW TO ADDRESS GRAMMAR IN CONTENT-BASED OR COMMUNICATION-BASED CLASSROOM, AND HOW TO TEACH VARIATION IN GRAMMAR. THIS RESOURCE IS IDEAL FOR PRESERVICE ARABIC LANGUAGE TEACHERS AS WELL AS ARABIC LANGUAGE PROFESSORS AND RESEARCHERS.

RESEARCH ON SECOND LANGUAGE TEACHER EDUCATION - KAREN E. JOHNSON 2011-01-17

EMBRACING A SOCIOCULTURAL PERSPECTIVE ON HUMAN COGNITION AND EMPLOYING AN ARRAY OF METHODOLOGICAL TOOLS FOR DATA COLLECTION AND ANALYSIS, THIS VOLUME DOCUMENTS THE COMPLEXITIES OF SECOND LANGUAGE TEACHERS' PROFESSIONAL DEVELOPMENT IN DIVERSE L2 TEACHER EDUCATION PROGRAMS AROUND THE WORLD, INCLUDING ASIA, SOUTH AMERICA, EUROPE, AND NORTH AMERICA, AND TRACES THAT DEVELOPMENT BOTH OVER TIME AND WITHIN THE BROADER CULTURAL, HISTORICAL AND INSTITUTIONAL SETTINGS AND CIRCUMSTANCES OF TEACHERS' WORK. THIS SYSTEMATIC EXAMINATION OF TEACHER PROFESSIONAL DEVELOPMENT ILLUMINATES IN MULTIPLE WAYS THE DISCURSIVE PRACTICES THAT SHAPE TEACHERS' KNOWING, THINKING, AND DOING AND PROVIDES A WINDOW INTO HOW ALTERNATIVE MEDIATIONAL MEANS CAN CREATE OPPORTUNITIES FOR TEACHERS TO MOVE TOWARD MORE THEORETICALLY AND PEDAGOGICALLY SOUND INSTRUCTIONAL PRACTICES WITHIN THE SETTINGS AND CIRCUMSTANCES OF THEIR WORK. THE CHAPTERS REPRESENT BOTH NATIVE AND NONNATIVE ENGLISH SPEAKING PRE-SERVICE AND IN-SERVICE L2 TEACHERS AT ALL LEVELS FROM K-12 THROUGH HIGHER EDUCATION, AND EXAMINE SIGNIFICANT CHALLENGES THAT ARE PRESENT IN L2 TEACHER EDUCATION PROGRAMS.

NEW PERSPECTIVES ON CALL FOR SECOND LANGUAGE CLASSROOMS - SANDRA FOTOS 2013-06-17

THIS PRACTICAL HANDBOOK IS DESIGNED TO HELP LANGUAGE TEACHERS, TEACHER TRAINERS, AND STUDENTS LEARN MORE ABOUT THEIR OPTIONS FOR USING COMPUTER-ASSISTED LANGUAGE LEARNING (CALL) AND DEVELOP AN UNDERSTANDING OF THE THEORY AND RESEARCH SUPPORTING THESE OPTIONS. THE CHAPTERS IN **NEW PERSPECTIVES ON CALL FOR SECOND LANGUAGE CLASSROOMS** SYNTHESIZE PREVIOUS CALL THEORY AND RESEARCH AND DESCRIBE PRACTICAL APPLICATIONS TO BOTH SECOND AND FOREIGN LANGUAGE CLASSROOMS, INCLUDING PROCEDURES FOR EVALUATING THESE APPLICATIONS. THE IMPLEMENTATION OF CALL AT THE INSTITUTIONAL LEVEL IS ALSO ADDRESSED, WITH ATTENTION TO DESIGNING MULTIMEDIA LANGUAGE LABORATORIES AND CREATING COLLABORATIVE CALL-BASED PROJECTS BETWEEN EDUCATIONAL INSTITUTIONS. ALTHOUGH MANY CHAPTERS LOCATE THEIR DESCRIPTIONS OF CALL ACTIVITIES AND PROJECTS WITHIN THE ESL/EFL SETTING, THE PRINCIPLES AND ACTIVITIES DESCRIBED ARE EQUALLY USEFUL FOR OTHER LANGUAGE SETTINGS. THE BOOK DOES NOT REQUIRE PRIOR KNOWLEDGE OF CALL, COMPUTERS, OR SOFTWARE. TO ASSIST READERS, A GLOSSARY OF CALL TERMS AND AN APPENDIX OF CALL WEB SITES ARE PROVIDED. THE BOOK ALSO HAS ITS OWN ACCOMPANYING WEB SITE ([HTTP://WWW.ERLBAUM.COM/CALLFORL2CLASSROOMS](http://www.ERLBAUM.COM/CALLFORL2CLASSROOMS)) PRESENTING CHAPTER ABSTRACTS, AUTHOR CONTACT INFORMATION, AND REGULARLY UPDATED LINKS TO PEDAGOGICAL, RESEARCH, AND TEACHER DEVELOPMENT SITES. BY INTEGRATING

THEORETICAL ISSUES, RESEARCH FINDINGS, AND PRACTICAL GUIDELINES ON DIFFERENT ASPECTS OF CALL, THIS BOOK OFFERS TEACHERS MULTIPLE LEVELS OF RESOURCES FOR THEIR OWN PROFESSIONAL DEVELOPMENT, FOR NEEDS-BASED CREATION OF SPECIFIC CALL ACTIVITIES, FOR CURRICULUM DESIGN, AND FOR IMPLEMENTATION OF INSTITUTIONAL AND INTER-INSTITUTIONAL CALL PROJECTS.

LANGUAGE TEACHER EDUCATION FOR A GLOBAL SOCIETY - B. KUMARAVADIVELU 2012-05-22

THE FIELD OF SECOND/FOREIGN LANGUAGE TEACHER EDUCATION IS CALLING OUT FOR A COHERENT AND COMPREHENSIVE FRAMEWORK FOR TEACHER PREPARATION IN THESE TIMES OF ACCELERATING ECONOMIC, CULTURAL, AND EDUCATIONAL GLOBALIZATION. RESPONDING TO THIS CALL, THIS BOOK INTRODUCES A STATE-OF-THE-ART MODEL FOR DEVELOPING PROSPECTIVE AND PRACTICING TEACHERS INTO STRATEGIC THINKERS, EXPLORATORY RESEARCHERS, AND TRANSFORMATIVE TEACHERS. THE MODEL INCLUDES FIVE MODULES: KNOWING, ANALYZING, RECOGNIZING, DOING, AND SEEING (KARDS). ITS GOAL IS TO HELP TEACHERS UNDERSTAND: HOW TO BUILD A VIABLE PROFESSIONAL, PERSONAL AND PROCEDURAL KNOWLEDGE-BASE, HOW TO ANALYZE LEARNER NEEDS, MOTIVATION AND AUTONOMY, HOW TO RECOGNIZE THEIR OWN IDENTITIES, BELIEFS AND VALUES, HOW TO DO TEACHING, THEORIZING AND DIALOGIZING, AND HOW TO SEE THEIR OWN TEACHING ACTS FROM LEARNER, TEACHER, AND OBSERVER PERSPECTIVES. PROVIDING A SCAFFOLD FOR BUILDING A HOLISTIC UNDERSTANDING OF WHAT HAPPENS IN THE LANGUAGE CLASSROOM, THIS MODEL EVENTUALLY ENABLES TEACHERS TO THEORIZE WHAT THEY PRACTICE AND PRACTICE WHAT THEY THEORIZE. WITH ITS STRONG SCHOLARLY FOUNDATION AND ITS SUPPORTING REFLECTIVE TASKS AND EXPLORATORY PROJECTS, THIS BOOK IS IMMENSELY USEFUL FOR STUDENTS, PRACTICING TEACHERS, TEACHER EDUCATORS, AND EDUCATIONAL RESEARCHERS WHO ARE INTERESTED IN EXPLORING THE COMPLEXITY OF LANGUAGE TEACHER EDUCATION.

AT THE CROSSROADS: CHALLENGES OF FOREIGN LANGUAGE LEARNING - EWA PIECHURSKA-KUCIEL 2017-04-21

THIS BOOK OFFERS A VALUABLE CONTRIBUTION TO THE DISCUSSION ON THE COMPLEXITIES OF L2 LEARNING PROCESSES THAT POSE A CHALLENGE TO LEARNERS. FOCUSING ON THE COGNITIVE, AFFECTIVE AND SOCIO-CULTURAL PERSPECTIVES, THE PAPERS INCLUDED PROVIDE IMPORTANT INSIGHTS INTO THE INDIVIDUAL'S EXPERIENCES IN SECOND LANGUAGE ACQUISITION. THIS WORK ALSO ADDRESSES SOCIAL INTERACTIONS AND CULTURAL BACKGROUND, SHEDDING NEW LIGHT ON THEIR ROLE IN THE CONTEXT IN L2 LEARNING PROCESSES. IT IS A VALUABLE RESOURCE FOR ANYONE INTERESTED IN UNDERSTANDING THE CHALLENGES OF FOREIGN-LANGUAGE (FL) LEARNING AND TEACHING.

TEACHING AND LEARNING ENGLISH GRAMMAR - MARY ANN CHRISTISON 2015-03-02

AN IMPORTANT CONTRIBUTION TO THE EMERGING BODY OF RESEARCH-BASED KNOWLEDGE ABOUT ENGLISH GRAMMAR, THIS VOLUME PRESENTS EMPIRICAL STUDIES ALONG WITH SYNTHESSES AND OVERVIEWS OF PREVIOUS AND ONGOING WORK ON THE TEACHING AND LEARNING OF GRAMMAR FOR LEARNERS OF ENGLISH AS A SECOND/FOREIGN LANGUAGE. IT EXPLORES A VARIETY OF APPROACHES, INCLUDING FORM-FOCUSED INSTRUCTION, CONTENT AND LANGUAGE INTEGRATION, CORPUS-BASED LEXICOGRAMMATICAL APPROACHES, AND SOCIAL PERSPECTIVES ON GRAMMAR INSTRUCTION. NINE CHAPTER AUTHORS ARE PRIORITY RESEARCH GRANT OR DOCTORAL DISSERTATION GRANT AWARDEES FROM THE INTERNATIONAL RESEARCH FOUNDATION FOR ENGLISH LANGUAGE EDUCATION (TIRF), AND FOUR OVERVIEW CHAPTERS ARE WRITTEN BY WELL-KNOWN EXPERTS IN ENGLISH LANGUAGE EDUCATION. EACH RESEARCH CHAPTER ADDRESSES ISSUES THAT MOTIVATED THE RESEARCH, THE CONTEXT OF THE RESEARCH, DATA COLLECTION AND ANALYSIS, FINDINGS AND DISCUSSION, AND IMPLICATIONS FOR PRACTICE, POLICY, AND FUTURE RESEARCH. THE TIRF-SPONSORED RESEARCH WAS MADE POSSIBLE BY A GENEROUS GIFT FROM BETTY AZAR. THIS BOOK HONORS HER CONTRIBUTIONS TO THE FIELD AND RECOGNIZES HER GENEROSITY IN COLLABORATING WITH TIRF TO SUPPORT RESEARCH ON ENGLISH GRAMMAR. **TEACHING AND LEARNING ENGLISH GRAMMAR** IS THE SECOND VOLUME IN THE GLOBAL RESEARCH ON TEACHING AND LEARNING ENGLISH SERIES, CO-PUBLISHED BY ROUTLEDGE AND TIRF.

LANGUAGE IN COGNITION AND AFFECT - EWA PIECHURSKA-KUCIEL 2013-01-30

THE VOLUME CONTAINS MOST UPDATED THEORETICAL AND EMPIRICAL RESEARCH ON FOREIGN OR SECOND LANGUAGE PROCESSES ANALYZED FROM THE PERSPECTIVE OF COGNITION AND AFFECT. IT CONSISTS OF ARTICLES DEVOTED TO VARIOUS ISSUES RELATED TO SUCH BROAD TOPICS AS GENDER, LITERACY, TRANSLATION OR CULTURE, TO MENTION A FEW. THE COLLECTION OF PAPERS OFFERS A CONSTRUCTIVE AND INSPIRING INSIGHT INTO A FULLER UNDERSTANDING OF THE INTERCONNECTION OF THE LANGUAGE-COGNITION-AFFECT TRICHOTOMY.

TEACHING GRAMMAR IN SECOND LANGUAGE CLASSROOMS - HOSSEIN NASSAJI 2011-03-17

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.

LESSONS FROM GOOD LANGUAGE TEACHERS - CAROL GRIFFITHS 2020-04-30

EXPLAINS HOW GOOD LANGUAGE TEACHERS WORK, DRAWING ON TEACHER TRAINING THEORY AS WELL AS MANY EXAMPLES AND CASE STUDIES.

UNIVERSAL GRAMMAR AND THE SECOND LANGUAGE CLASSROOM - MELINDA WHONG 2013-06-26

THIS BOOK PROPOSES THAT RESEARCH INTO GENERATIVE SECOND LANGUAGE ACQUISITION (GENSLA) CAN BE APPLIED TO THE LANGUAGE CLASSROOM. ASSUMING THAT UNIVERSAL GRAMMAR PLAYS A ROLE IN SECOND LANGUAGE DEVELOPMENT, IT EXPLORES GENERALISATIONS FROM GENSLA RESEARCH. THE BOOK AIMS TO BUILD BRIDGES BETWEEN THE FIELDS OF GENERATIVE SECOND LANGUAGE ACQUISITION, APPLIED LINGUISTICS, AND LANGUAGE TEACHING; AND IT SHOWS HOW GENSLA IS POISED TO ENGAGE WITH RESEARCHERS OF SECOND LANGUAGE LEARNING OUTSIDE THE GENERATIVE PARADIGM. EACH CHAPTER OF UNIVERSAL GRAMMAR AND THE SECOND LANGUAGE CLASSROOM SHOWCASES WAYS IN WHICH GENSLA RESEARCH CAN INFORM LANGUAGE PEDAGOGY. SOME CHAPTERS INCLUDE CLASSROOM RESEARCH THAT TESTS THE EFFECTIVENESS OF TEACHING PARTICULAR LINGUISTIC PHENOMENA. OTHERS REVIEW EXISTING RESEARCH FINDINGS, DISCUSSING HOW THESE FINDINGS ARE USEFUL FOR LANGUAGE PEDAGOGY. ALL CHAPTERS SHOW HOW GENERATIVE LINGUISTICS CAN ENHANCE TEACHERS' EXPERTISE IN LANGUAGE AND SECOND LANGUAGE DEVELOPMENT. "THIS GROUNDBREAKING VOLUME ABLY TAKES ON THE GAP THAT CURRENTLY EXISTS BETWEEN GENERATIVE LINGUISTIC THEORY IN SECOND LANGUAGE ACQUISITION (GENSLA) AND SECOND LANGUAGE PEDAGOGY, BY GATHERING CHAPTERS FROM GENSLA RESEARCHERS WHO ARE INTERESTED IN THE RELEVANCE AND POTENTIAL APPLICATION OF THEIR RESEARCH TO SECOND/FOREIGN LANGUAGE TEACHING. IT OFFERS A WELCOME AND THOUGHT-PROVOKING CONTRIBUTION TO ANY DISCUSSION OF THE RELATION BETWEEN LINGUISTIC THEORY AND PRACTICE. I RECOMMEND IT NOT ONLY FOR LANGUAGE TEACHERS INTERESTED IN DEEPENING THEIR UNDERSTANDING OF THE FORMAL PROPERTIES OF THE LANGUAGES THEY TEACH, BUT ALSO FOR LINGUISTS INTERESTED IN FOLLOWING UP ON MORE PRACTICAL CONSEQUENCES OF THE FRUITS OF THEIR THEORETICAL AND EMPIRICAL RESEARCH." DONNA LARDIERE, GEORGETOWN UNIVERSITY, WASHINGTON DC, USA

CONCEPTUALISING INTEGRATION IN CLIL AND MULTILINGUAL EDUCATION - TARJA NIKULA 2016-08-18

CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IS A FORM OF EDUCATION THAT COMBINES LANGUAGE AND CONTENT LEARNING OBJECTIVES, A SHARED CONCERN WITH OTHER MODELS OF BILINGUAL EDUCATION. WHILE CLIL RESEARCH HAS OFTEN ADDRESSED LEARNING OUTCOMES, THIS VOLUME FOCUSES ON HOW INTEGRATION CAN BE CONCEPTUALISED AND INVESTIGATED. USING DIFFERENT THEORETICAL AND METHODOLOGICAL APPROACHES, RANGING FROM SOCIOCONSTRUCTIVIST LEARNING THEORIES TO SYSTEMIC FUNCTIONAL LINGUISTICS, THE BOOK EXPLORES THREE INTERSECTING PERSPECTIVES ON INTEGRATION CONCERNING CURRICULUM AND PEDAGOGIC PLANNING, PARTICIPANT PERCEPTIONS AND CLASSROOM PRACTICES. THE ENSUING MULTIDIMENSIONALITY HIGHLIGHTS THAT IN THE INHERENT CONNECTEDNESS OF CONTENT AND LANGUAGE, VARIOUS INSTITUTIONAL, PEDAGOGICAL AND PERSONAL ASPECTS OF INTEGRATION ALSO NEED TO BE CONSIDERED.

TASK-BASED GRAMMAR TEACHING OF ENGLISH - SUSANNE NIEMEIER 2017-10-23

THE FOCUS ON COMMUNICATION IN TBLT OFTEN COMES AT THE EXPENSE OF FORM. IN THIS BOOK, THE TASK-BASED APPROACH IS ENHANCED AND COUPLED WITH INSIGHTS INTO (COGNITIVE) GRAMMAR, AN APPROACH WHICH SEES GRAMMAR AS MEANINGFUL. THE BOOK SHOWS HOW GRAMMAR TEACHING CAN BE INTEGRATED INTO A COMMUNICATIVE LESSON IN A NON-EXPLICIT WAY, I.E., "BY THE BACKDOOR". THE LEARNERS ARE INVOLVED IN SITUATIONS THAT THEY MAY ALSO ENCOUNTER OUTSIDE THEIR CLASSROOMS AND THEY ARE GIVEN COMMUNICATIVE TASKS THEY ARE TO WORK ON AND SOLVE, USUALLY WITH A PARTNER OR IN SMALL GROUPS. WHAT TEACHERS NEED TO INVEST FOR PREPARING SUCH LESSONS IS THEIR OWN CREATIVITY, AS THEY HAVE TO COME UP WITH COMMUNICATIVE SITUATIONS WHICH GUIDE THE LEARNERS INTO USING A SPECIFIC GRAMMATICAL STRUCTURE. THE BOOK FIRST DISCUSSES THE DIDACTIC AND THE LINGUISTIC THEORIES INVOLVED AND THEN TRANSLATES THESE THEORETICAL PERSPECTIVES INTO ACTUAL TEACHING PRACTICE, FOCUSING ON THE FOLLOWING GRAMMATICAL PHENOMENA: TENSE, ASPECT, MODALITY, CONDITIONALS, PASSIVE VOICE, PREPOSITIONS, PHRASAL VERBS, VERB COMPLEMENTATION, PRONOUNS AND ARTICLES.

POP CULTURE IN LANGUAGE EDUCATION - VALENTIN WERNER 2020-11-23

POP CULTURE IN LANGUAGE EDUCATION PROVIDES COMPREHENSIVE INSIGHT ON HOW STUDIES OF POP CULTURE CAN INFORM LANGUAGE TEACHING AND LEARNING. THE VOLUME OFFERS A STATE-OF-THE-ART OVERVIEW OF EMPIRICALLY INFORMED, CUTTING-EDGE RESEARCH THAT TACKLES BOTH THEORETICAL CONCERNS AND PRACTICAL IMPLICATIONS. THE BOOK FOCUSES ON HOW A DIVERSE ARRAY OF POP CULTURE ARTIFACTS SUCH AS POP AND RAP MUSIC, MOVIES AND TV SERIES, COMICS AND CARTOONS, FAN FICTION, AND VIDEO GAMES CAN BE EXPLOITED FOR THE DEVELOPMENT OF LANGUAGE SKILLS. IT ESTABLISHES THE STUDY OF POP CULTURE AND ITS LANGUAGE AS A SERIOUS SUBFIELD WITHIN LANGUAGE EDUCATION AND APPLIED LINGUISTICS AND EXPLORES HOW STUDIES OF POP CULTURE, ITS LANGUAGE, AND ITS NON-LINGUISTIC AFFORDANCES CAN INFORM LANGUAGE EDUCATION AT VARIOUS LEVELS OF PROFICIENCY AND WITH VARIOUS LEARNER POPULATIONS. PRESENTING A BROAD RANGE OF QUANTITATIVE AND QUALITATIVE RESEARCH APPROACHES INCLUDING CASE STUDIES ON HOW POP CULTURE HAS BEEN USED SUCCESSFULLY IN LANGUAGE EDUCATION IN AND BEYOND THE CLASSROOM, THIS BOOK WILL BE OF GREAT INTEREST FOR ACADEMICS, RESEARCHERS, AND STUDENTS IN THE FIELD OF LANGUAGE EDUCATION, APPLIED LINGUISTICS, PSYCHOLINGUISTICS, AND SOCIOLINGUISTICS, AS WELL AS FOR LANGUAGE TEACHERS AND MATERIALS DEVELOPERS.

TEACHING FRENCH GRAMMAR IN CONTEXT - STACEY KATZ BOURNS 2007-01-01

"SOMETHING NEEDS TO BE DONE ABOUT GRAMMAR." KATZ AND BLYTH HAVE WRITTEN THIS BOOK WITH THE HOPE OF CHANGING THE WAY FRENCH INSTRUCTORS TEACH AND CONCEIVE OF GRAMMAR. INTENDED TO HELP TEACHERS AND TEACHER TRAINERS DEVELOP AN UNDERSTANDING OF FRENCH DISCOURSE THAT IS GROUNDED IN RECENT THEORETICAL AND SOCIOLINGUISTIC RESEARCH, THIS BOOK IS DEVOTED TO INFORMING TEACHERS-IN-TRAINING, AS WELL AS EXPERIENCED TEACHERS, ABOUT CUTTING-EDGE METHODS FOR TEACHING GRAMMAR. IT ALSO DESCRIBES THE GRAMMATICAL FEATURES OF THE FRENCH LANGUAGE IN ITS SOCIAL CONTEXT. AT THE SAME TIME, IT PROVIDES SUGGESTIONS FOR APPLYING SUCH ABSTRACT KNOWLEDGE IN PRACTICAL PEDAGOGICAL WAYS, FOR EXAMPLE, HOW TO STRUCTURE GRAMMATICAL EXPLANATIONS, DEVISE CLASSROOM ACTIVITIES, AND TAKE ADVANTAGE OF RESOURCES THAT GIVE STUDENTS GREATER EXPOSURE TO FRENCH AS IT IS TRULY USED IN VARIOUS DISCOURSE ENVIRONMENTS.

NEW PERSPECTIVES ON GRAMMAR TEACHING IN SECOND LANGUAGE CLASSROOMS - ELI HINKEL 2001-07-01

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.

TEACHING CHINESE AS A SECOND LANGUAGE - JANE ORTON 2019-01-21

GROUNDED IN ANALYSIS OF CHINESE AND INTERNATIONAL EDUCATIONAL CONCEPTS AND CLASSROOM TECHNIQUES CURRENTLY USED TO TEACH CHINESE AS A SECOND LANGUAGE, AND A THOROUGH REVIEW OF RECENT RESEARCH IN THE FIELD, THIS VOLUME IDENTIFIES THE LEARNING CHALLENGES OF THE LANGUAGE FOR NATIVE ENGLISH SPEAKERS. ORTON AND SCRIMGEOUR ASSESS THE GAP IN KNOWLEDGE AND SKILLS BETWEEN LEARNERS' INITIAL AND FUTURE PROFICIENCY LEVELS AS L2 CHINESE SPEAKERS, MAP THEIR NEEDS AS LEARNERS TOWARDS ACHIEVING A HIGH LANGUAGE PROFICIENCY, AND SET OUT AN INFORMED, INTEGRATED TEACHING ORIENTATION AND PRACTICE FOR THE CHINESE CLASSROOM THAT RESPONDS TO THOSE NEEDS. CHAPTERS IN THE VOLUME ADDRESS CURRICULUM DESIGN, TEACHING DIVERSE LEARNERS AND LEVELS, THE LEARNING CHALLENGES OF CHINESE ORAL AND LITERACY SKILLS, GRAMMAR AND VOCABULARY, DISCOURSE DEVELOPMENT, CULTURAL UNDERSTANDING, AND THE AFFORDANCES OF A VISIT TO CHINA. FILLED WITH ORIGINAL AND ENGAGING TEACHING AND LEARNING TOOLS AND TECHNIQUES, THIS BOOK IS AN ESSENTIAL AND RICH CONTENT RESOURCE FOR PRIMARY AND SECONDARY TEACHERS, AND TEACHER CANDIDATES AND EDUCATORS IN CHINESE AS A SECOND LANGUAGE EDUCATION.

TEACHING ENGLISH GRAMMAR TO SPEAKERS OF OTHER LANGUAGES - ELI HINKEL 2016-01-29

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-TE SOL PROGRAMS AND AS A RESOURCE FOR PRACTICING ESL/EFL TEACHERS, TEACHER EDUCATORS, AND TEACHING FACULTY.

ENGAGING LANGUAGE LEARNERS THROUGH TECHNOLOGY INTEGRATION: THEORY, APPLICATIONS, AND OUTCOMES - LI, SHUAI 2014-06-30

"THIS BOOK PROVIDES EMPIRICAL STUDIES ON THEORETICAL ISSUES AND OUTCOMES IN REGARDS TO THE INTEGRATION OF INNOVATIVE TECHNOLOGY INTO LANGUAGE TEACHING AND LEARNING, DISCUSSING EMPIRICAL FINDINGS AND INNOVATIVE RESEARCH USING SOFTWARE AND APPLICATIONS THAT ENGAGE LEARNERS AND PROMOTE SUCCESSFUL LEARNING"--PROVIDED BY PUBLISHER.

PEDAGOGICAL GRAMMAR - CASEY KECK 2014-12-17

THIS BOOK PROVIDES A COMPREHENSIVE OVERVIEW OF PEDAGOGICAL GRAMMAR RESEARCH AND EXPLORES ITS IMPLICATIONS FOR THE TEACHING OF GRAMMAR IN SECOND LANGUAGE CLASSROOMS. DRAWING ON SEVERAL RESEARCH DOMAINS (E.G., CORPUS LINGUISTICS, TASK-BASED LANGUAGE TEACHING) AND A NUMBER OF THEORETICAL ORIENTATIONS (E.G., COGNITIVE, SOCIOCULTURAL), THE BOOK PROPOSES A FRAMEWORK FOR PEDAGOGICAL GRAMMAR WHICH BRINGS TOGETHER THREE MAJOR AREAS OF INQUIRY: (1) DESCRIPTIONS OF GRAMMAR IN USE, (2) DESCRIPTIONS OF GRAMMAR ACQUISITION PROCESSES, AND (3) INVESTIGATIONS OF THE RELATIVE EFFECTIVENESS OF DIFFERENT APPROACHES TO L2 GRAMMAR INSTRUCTION. THE BOOK BALANCES RESEARCH AND THEORY WITH PRACTICAL DISCUSSIONS OF THE DECISIONS THAT TEACHERS MUST MAKE ON A DAILY BASIS, OFFERING GUIDANCE IN SUCH AREAS AS MATERIALS DEVELOPMENT, DATA-DRIVEN LEARNING, TASK DESIGN, AND CLASSROOM ASSESSMENT.

TEACHING GRAMMAR THROUGH LITERATURE - RACHEL FENN 2018

THIS GUIDE OFFERS A FRESH APPROACH TO INTEGRATING GRAMMAR EFFECTIVELY INTO THE SECONDARY CLASSROOM AS A VITAL STRAND OF ENGLISH THAT BOTH ENLIVENS AND ENRICHES STUDENTS' UNDERSTANDING OF LITERATURE. EACH CHAPTER DEMYSTIFIES COMPLEX TERMINOLOGY AND PROVIDES AN ESSENTIAL OVERVIEW OF RELEVANT SUBJECT KNOWLEDGE AND INSPIRING PRACTICAL IDEAS TO EMPOWER TEACHERS TO CONFIDENTLY TEACH GRAMMAR. WITH A VARIETY OF ADAPTABLE LESSON PLANS FOR POPULAR KS3 AND KS4 TEXTS, IT SHOWS HOW GRAMMATICAL REQUIREMENTS CAN BE TAUGHT IN A LIVELY, TEXT-BASED MANNER, DEVELOPING STUDENTS' UNDERSTANDING, IMPROVING THE QUALITY OF THEIR WRITING, AND GIVING THEM THE SKILLS THEY NEED TO ANALYSE MEANINGFULLY AT WORD LEVEL.

APPLYING COGNITIVE GRAMMAR IN THE FOREIGN LANGUAGE CLASSROOM - JAKUB BIELAK 2013-01-12

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

CLASSROOM RESEARCH ON CHINESE AS A SECOND LANGUAGE - FANGYUAN YUAN 2019-04-24

THIS COLLECTION BRINGS TOGETHER A SERIES OF EMPIRICAL STUDIES ON TOPICS SURROUNDING CLASSROOMS OF CHINESE AS A SECOND LANGUAGE (L2) BY DRAWING ON A RANGE OF THEORETICAL FRAMEWORKS, METHODOLOGICAL STRATEGIES, AND PEDAGOGICAL PERSPECTIVES. OVER THE PAST TWO DECADES, RESEARCH ON CLASSROOM-BASED SECOND LANGUAGE ACQUISITION (SLA) HAS EMERGED AND EXPANDED AS ONE OF THE MOST IMPORTANT SUB-DOMAINS IN THE GENERAL FIELD OF SLA. IN CHINESE SLA, HOWEVER, SCARCE ATTENTION HAS BEEN DEVOTED TO THIS LINE OF RESEARCH. WITH CHAPTERS WRITTEN BY SCHOLARS IN THE FIELD OF SLA—MANY OF WHOM ARE EXPERIENCED IN CLASSROOM TEACHING, TEACHER EDUCATION, OR PROGRAM ADMINISTRATION IN CHINESE AS A SECOND LANGUAGE—THIS BOOK HELPS DISENTANGLE THE COMPLICATED RELATIONSHIPS AMONG LINGUISTIC TARGETS, PEDAGOGICAL CONDITIONS, ASSESSMENT TOOLS, LEARNER INDIVIDUAL DIFFERENCES, AND TEACHER VARIABLES THAT EXIST IN THE SO-CALLED “BLACK-BOX” CLASSROOMS OF L2 CHINESE.

ERROR CORRECTION IN THE FOREIGN LANGUAGE CLASSROOM - MIROS² AW PAWLAK 2013-08-13

THE BOOK AIMS TO DISPEL SOME OF THE MYTHS SURROUNDING THE PLACE OF ORAL AND WRITTEN ERROR CORRECTION IN LANGUAGE EDUCATION BY PROVIDING AN EXHAUSTIVE AND UP-TO-DATE ACCOUNT OF ISSUES INVOLVED IN THIS AREA, TAKING THE STANCE THAT THE PROVISION OF CORRECTIVE FEEDBACK CONSTITUTES AN INTEGRAL PART OF FORM-FOCUSED INSTRUCTION. THIS ACCOUNT PLACES AN EQUAL EMPHASIS ON THE RELEVANT THEORETICAL CLAIMS, THE MOST RECENT RESEARCH FINDINGS AND EVERYDAY PEDAGOGICAL CONCERNS, PARTICULARLY AS THEY APPLY TO THE TEACHING OF ADDITIONAL LANGUAGES IN THE FOREIGN LANGUAGE SETTING. THE BOOK WILL BE OF RELEVANCE AND SIGNIFICANCE NOT ONLY TO SPECIALISTS IN THE FIELD OF SECOND LANGUAGE ACQUISITION, BUT ALSO TO GRADUATE AND DOCTORAL STUDENTS CARRYING OUT RESEARCH IN THE AREA OF FORM-FOCUSED INSTRUCTION AND ERROR CORRECTION. MANY PARTS OF THE VOLUME WILL ALSO BE OF CONSIDERABLE INTEREST AND UTILITY TO TEACHERS OF FOREIGN LANGUAGES AT DIFFERENT EDUCATIONAL LEVELS.

INVESTIGATIONS IN TEACHING AND LEARNING LANGUAGES - DANUTA GABRY² -BARKER 2014-07-08

THE BOOK PRESENTS MOST RECENT INVESTIGATIONS INTO FOREIGN LANGUAGE TEACHING AND LEARNING DISCUSSED BY PROMINENT SCHOLARS IN THE FIELD. A WIDE VARIETY OF TOPICS RANGES FROM THEORETICAL APPROACHES TO FOREIGN LANGUAGE INSTRUCTION TO A DISCUSSION OF FINDINGS OF EMPIRICAL RESEARCH IN LANGUAGE LEARNING AND PEDAGOGY. THE THEORETICAL PART OF THE VOLUME TACKLES ISSUES WHICH CONSTITUTE THE BACKBONE TO THE UNDERSTANDING OF THE PROCESSES INVOLVED IN LANGUAGE DEVELOPMENT, LEARNING AND TEACHING AND THUS CONTRIBUTE TO APPLIED RESEARCH. THE EMPIRICAL ARTICLES IN PARTS TWO AND THREE OF THE VOLUME REPORT ON STUDIES FOCUSING ON SUCH IMPORTANT ISSUES AS VARIOUS DIMENSIONS OF AWARENESS (LANGUAGE, CROSS-CULTURAL COMPETENCE OR AFFECTIVITY) AND SPECIFIC METHODOLOGIES IMPLEMENTED IN DIFFERENT EDUCATIONAL SETTINGS (SUCH AS, FOR INSTANCE, DYSLEXIC LEARNERS) OR IN TEACHER TRAINING PROGRAMMES.

PRODUCTION-ORIENTED AND COMPREHENSION-BASED GRAMMAR TEACHING IN THE FOREIGN LANGUAGE CLASSROOM - ANNA MYSTKOWSKA-WIERTELAK 2012-03-02

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

EXPLORING THE INTERFACE BETWEEN INDIVIDUAL DIFFERENCE VARIABLES AND THE KNOWLEDGE OF SECOND LANGUAGE GRAMMAR - MIROS² AW PAWLAK 2021-08-24

THE LAST FEW DECADES HAVE SEEN EXTENSIVE RESEARCH FOCUSING OF THE RELATIVE EFFECTIVENESS OF DIFFERENT INSTRUCTIONAL OPTIONS THAT CAN BE EMPLOYED IN TEACHING GRAMMAR STRUCTURES (E.G., DEDUCTION AND INDUCTION, DIFFERENT TYPES OF CORRECTIVE FEEDBACK, INPUT-BASED VS. OUTPUT-BASED PRACTICE). HOWEVER, THE CONTRIBUTION OF SUCH PEDAGOGICAL INTERVENTION AND THE RESULTING KNOWLEDGE OF TARGET LANGUAGE GRAMMAR ARE MEDIATED BY A NUMBER OF FACTORS RELATED TO A SPECIFIC CONTEXT, THE PROPERTIES OF THE FEATURES BEING TAUGHT AND, MOST IMPORTANTLY, INDIVIDUAL LEARNER PROFILES. NONETHELESS, RESEARCH INTO THE MODERATING ROLE OF INDIVIDUAL DIFFERENCE VARIABLES HAS BEEN SCANT, LIMITED TO ONLY SEVERAL FACTORS, AND SELDOM TAKING INTO ACCOUNT COMPLEX INTERACTIONS BETWEEN VARIABLES. THE BOOK SEEKS TO FILL THIS EVIDENT GAP BY INVESTIGATING THE MEDIATING EFFECT OF SELECTED COGNITIVE AND AFFECTIVE FACTORS ON EXPLICIT AND IMPLICIT (OR HIGHLY AUTOMATIZED) KNOWLEDGE OF THE ENGLISH PASSIVE VOICE. IN DOING SO, THE STUDY SHEDS THE SO-MUCH-NEEDED LIGHT ON THE PREDICTORS OF SECOND LANGUAGE GRAMMAR KNOWLEDGE BUT ALSO, TO SOME EXTENT, ON THE USEFULNESS OF INSTRUCTIONAL TECHNIQUES USED TO DEVELOP IT.

SLA RESEARCH AND MATERIALS DEVELOPMENT FOR LANGUAGE LEARNING - BRIAN TOMLINSON 2016-05-20

SLA RESEARCH AND MATERIALS DEVELOPMENT FOR LANGUAGE LEARNING IS THE ONLY BOOK AVAILABLE TO FOCUS ON THE INTERACTION BETWEEN SECOND LANGUAGE ACQUISITION THEORY AND MATERIALS DEVELOPMENT FOR LANGUAGE LEARNING. IT CONSISTS OF CONTRIBUTIONS WRITTEN BY EXPERTS IN SLA, EXPERTS IN MATERIALS DEVELOPMENT, RESEARCHERS WHO HAVE EXPERTISE IN BOTH FIELDS, AND INTRODUCTIONS AND CONCLUSIONS BY THE EDITOR. THE BOOK IS ORGANIZED INTO FOUR MAJOR SECTIONS – POSITION

STATEMENTS; MATERIALS DRIVEN BY SLA THEORY; EVALUATIONS OF MATERIALS IN RELATION TO SLA THEORY; AND PROPOSALS FOR ACTION – THAT OFFER A DIVERSE RANGE OF PERSPECTIVES WHILE MAINTAINING A COHESIVE AND COMPREHENSIVE OVERVIEW ON THE SUBJECT. THIS BOOK IS IDEAL FOR POST-GRADUATE COURSES IN APPLIED LINGUISTICS AND SECOND LANGUAGE ACQUISITION AND FOR RESEARCHERS INTERESTED IN THE RELATIONSHIP BETWEEN SLA AND MATERIALS DEVELOPMENT.

TECHNOLOGY IMPLEMENTATION IN SECOND LANGUAGE TEACHING AND TRANSLATION STUDIES - MAR² A LUISA CARRI² -PASTOR 2016-05-03

THIS MONOGRAPH MAINLY FOCUSES ON THE IDEA THAT LANGUAGE TEACHING IN HIGHER EDUCATION INVOLVES MAKING USE OF NEW APPROACHES AND TECHNOLOGY. IT IDENTIFIES THE KEY DETERMINANTS OF THE MATERIALS NEEDED TO IMPROVE LANGUAGE TEACHING ON THE BASIS OF THE ACTUAL EXPERIMENTAL RESEARCH INCLUDED IN THE RESPECTIVE CONTRIBUTIONS. THANKS TO ITS UNIQUE PERSPECTIVE, THE BOOK OFFERS A DISTINCTIVE APPROACH TO ADDRESSING EMPIRICAL RESEARCH ON SECOND LANGUAGE TEACHING, TRANSLATOR TRAINING AND TECHNOLOGY. AS UNIVERSITIES ARE SOME OF THE BEST ARENAS FOR ANALYZING TEACHING TECHNIQUES FOR VARIOUS SUBJECTS, HIGHER EDUCATION TEACHERS CAN USE THIS BOOK TO THOROUGHLY PREPARE FOR THE APPLICATION OF PILOT STUDIES AND LEARN MORE ABOUT STUDENTS’ RESPONSES TO NEW TEACHING AND TRANSLATION TECHNIQUES. AN ENLIGHTENING GUIDE FOR SCHOLARS AND STUDENTS WITH AN ACADEMIC INTEREST IN ACQUIRING THE BASIC PRINCIPLES OF LANGUAGE TEACHING AND TRANSLATION, THIS BOOK MAINLY PROVIDES ACTUAL CASES IN WHICH THE IMPLEMENTATION OF TECHNOLOGY WAS USEFUL TO SECOND LANGUAGE TEACHERS AND TRANSLATION TRAINERS. AS THE AUTHORS ARE EXPERIENCED SCHOLARS, READERS WILL NOT ONLY COME TO UNDERSTAND HOW TO USE NEW TEACHING STRATEGIES, BUT ALSO DISCOVER THAT THE PROPOSALS DESCRIBED IN EACH CHAPTER CAN BE USEFUL TO ANY LEVEL OF SECOND LANGUAGE TRAINING FOR TEACHERS AND TRANSLATORS.

TEACHING ENGLISH GRAMMAR TO SPEAKERS OF OTHER LANGUAGES - ELI HINKEL 2016-01-29

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-TE SOL PROGRAMS AND AS A RESOURCE FOR PRACTICING ESL/EFL TEACHERS, TEACHER EDUCATORS, AND TEACHING FACULTY.

FACING DIVERSITY IN CHILD FOREIGN LANGUAGE EDUCATION - JOANNA ROKITA-JA² KOW 2021-04-29

THIS EDITED BOOK USES THE CONCEPT OF DIVERSITY IN CHILD FOREIGN LANGUAGE EDUCATION AS A MAJOR ORGANIZING PRINCIPLE. SINCE A FOREIGN LANGUAGE, MOST TYPICALLY ENGLISH, IS TAUGHT GLOBALLY TO AN INCREASING NUMBER OF CHILDREN, THE VARIABILITY IN THE PROCESS AND VARIED LEARNING OUTCOMES ARE INESCAPABLE PHENOMENA. THIS BOOK HAS BEEN CONSTRUCTED ON THE PREMISE THAT HETEROGENEITY, FIRST, CONCERNS YOUNG LANGUAGE LEARNERS, WHO DUE TO THE DISPARITY IN THE PACE OF DEVELOPMENT NEED APPROPRIATELY TAILORED EDUCATIONAL SOLUTIONS, AND, SECOND, IT REFERS TO A DIVERSITY OF CONTEXTS IN WHICH LEARNING TAKES PLACE. THE CONTEXTS CAN BE DEFINED ON A MACROSCALE (E.G. DIFFERENT COUNTRIES), MESOSCALE (E.G. DIFFERENT INSTITUTIONS), AND MICROSCALE (E.G. SPECIFIC LEARNER GROUPS). THE BOOK CONSISTS OF FOUR THEMATIC STRANDS. IN PART ONE THE LEARNER-INTERNAL CAUSES OF HETEROGENEITY OF YOUNG LANGUAGE LEARNERS ARE CLARIFIED. PART TWO PRESENTS A SAMPLE OF CLASSROOM STUDIES IN WHICH LEARNER VARIABLES, SUCH AS GENDER, LEARNER PREFERENCES, AND SPECIAL NEEDS ARE TAKEN INTO ACCOUNT. PART THREE LOOKS AT TEACHING MATERIALS AND HOW THEY MEET LEARNERS’ NEEDS. FINALLY, PART FOUR HIGHLIGHTS DIVERSITY ISSUES THAT TEACHERS SHOULD BE PREPARED TO FACE.

LANGUAGE LEARNING, DISCOURSE AND COMMUNICATION - WERONIKA SZUBKO-SITAREK 2013-10-29

THIS VOLUME BRINGS TOGETHER PAPERS ON A WIDE SPECTRUM OF TOPICS WITHIN THE BROAD AREA OF LANGUAGE ACQUISITION, STRESSING THE INTERCONNECTIONS BETWEEN APPLIED AND THEORETICAL LINGUISTICS, AS WELL AS LANGUAGE RESEARCH METHODOLOGY. THESE CONTRIBUTIONS IN HONOR OF PROFESSOR JAN MAJER HAVE BEEN GROUPED IN TWO SECTIONS: LANGUAGE LEARNING, AND DISCOURSE AND COMMUNICATION. THE FORMER DISCUSSES ISSUES VARYING FROM ASPECTS OF FIRST, SECOND, AND THIRD LANGUAGE ACQUISITION, INDIVIDUAL LEARNER DIFFERENCES (I.E. GENDER, ATTITUDES, LEARNING STRATEGIES), AND SECOND LANGUAGE RESEARCH METHODOLOGY TO THE ANALYSIS OF FEATURES OF LEARNER SPOKEN LANGUAGE, THE ROLE OF FEEDBACK IN FOREIGN LANGUAGE INSTRUCTION, AND THE POSITION OF CULTURE IN EFL TEXTBOOKS. THE SECOND PART OF THE VOLUME OFFERS A THEORETICAL COUNTERBALANCE TO THE APPLIED NATURE OF THE FIRST ONE. HERE, THE CONTRIBUTIONS TOUCH UPON SPOKEN AND WRITTEN LANGUAGE ANALYSIS, LANGUAGE AWARENESS, AND ASPECTS OF THE ENGLISH LANGUAGE; ALSO, SELECTED ISSUES OF LANGUAGE PHILOSOPHY ARE DISCUSSED. THE WIDE RANGE OF TOPICS COVERED IN THE PUBLICATION, AUTHORED BY SPECIALISTS IN THEIR RESPECTIVE AREAS, REFLECTS PROFESSOR MAJER’S ACADEMIC INTERESTS AND CORRESPONDS TO THE COMPLEX NATURE OF THE GENERAL FIELD THE VOLUME AIMS TO PORTRAY.

TEACHING GRAMMAR IN SECOND LANGUAGE CLASSROOMS - HOSSEIN NASSAJI 2011-03-17

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.

THE ROUTLEDGE HANDBOOK OF INSTRUCTED SECOND LANGUAGE ACQUISITION - SHAWN LOEWEN 2017-02-17

THE ROUTLEDGE HANDBOOK OF INSTRUCTED SECOND LANGUAGE ACQUISITION IS THE FIRST COLLECTION OF STATE-OF-THE-ART PAPERS PERTAINING TO INSTRUCTED SECOND LANGUAGE ACQUISITION (ISLA). WRITTEN BY 45 WORLD-RENOWNED EXPERTS, THE ENTRIES ARE FULL-LENGTH ARTICLES DETAILING PERTINENT ISSUES WITH UP-TO-DATE REFERENCES. EACH CHAPTER SERVES THREE PURPOSES: (1) PROVIDE A REVIEW OF CURRENT LITERATURE AND DISCUSSIONS OF CUTTING EDGE ISSUES; (2) SHARE THE AUTHORS' UNDERSTANDING OF, AND APPROACHES TO, THE ISSUES; AND (3) PROVIDE DIRECT LINKS BETWEEN RESEARCH AND PRACTICE. IN SHORT, BASED ON THE CHAPTERS IN THIS HANDBOOK, ISLA HAS ATTAINED A LEVEL OF THEORETICAL AND METHODOLOGICAL MATURITY THAT PROVIDES A SOLID FOUNDATION FOR FUTURE EMPIRICAL AND PEDAGOGICAL DISCOVERY. THIS HANDBOOK IS THE IDEAL RESOURCE FOR RESEARCHERS, GRADUATE STUDENTS, UPPER-LEVEL UNDERGRADUATE STUDENTS, TEACHERS, AND TEACHER-EDUCATORS WHO ARE INTERESTED IN SECOND LANGUAGE LEARNING AND TEACHING. .

LEARNING STRATEGY INSTRUCTION IN THE LANGUAGE CLASSROOM - ANNA UHL CHAMOT 2019-05-10

THIS COMPREHENSIVE COLLECTION, COMPRISING BOTH THEORETICAL AND PRACTICAL CONTRIBUTIONS, IS UNIQUE IN ITS FOCUS ON LANGUAGE LEARNING STRATEGY INSTRUCTION (LLSI). THE CHAPTERS, WRITTEN BY LEADING INTERNATIONAL EXPERTS, EMBRACE BOTH SOCIOLINGUISTIC AND PSYCHOLINGUISTIC PERSPECTIVES. THE ISSUES PRESENTED INCLUDE DIFFERENT MODELS OF STRATEGY INSTRUCTION AND HOW THEY CAN BE TAILORED ACCORDING TO CONTEXT AND THE LEARNERS' AGE AND ATTAINMENT LEVEL. THE COLLECTION WILL BE AN IMPORTANT RESOURCE FOR RESEARCHERS IN THE FIELD, BOTH FOR ITS CRITICAL PERSPECTIVES AND ITS GUIDANCE ON COLLABORATING WITH TEACHERS TO DESIGN INTERVENTIONS TO IMPLEMENT STRATEGY INSTRUCTION. IT ALSO IDENTIFIES KEY AREAS FOR RESEARCH, INCLUDING THE TEACHING OF LESS STUDIED GROUPS OF STRATEGIES SUCH AS GRAMMAR AND AFFECTIVE STRATEGIES. THE BOOK WILL PROVE EQUALLY VALUABLE TO LANGUAGE TEACHERS THROUGH THE PROVISION OF DETAILED TEACHING MATERIALS AND TASKS. THOSE ENGAGED IN PROFESSIONAL DEVELOPMENT, WHETHER PRE- OR IN-SERVICE TEACHER EDUCATION, WILL FIND A WEALTH OF CONCRETE IDEAS FOR SESSIONS, COURSES AND ASSIGNMENTS.

SUBLATING SECOND LANGUAGE RESEARCH AND PRACTICES - MANFRED MAN-FAT WU 2023-07-31

WU'S BOOK PROVIDES AN INNOVATIVE PERSPECTIVE ON, AND RECOMMENDATIONS FOR, THE MAJOR ASPECTS OF SECOND LANGUAGE (L2) TEACHING FROM A HEGELIAN ANTHRO-PHILOSOPHICAL PERSPECTIVE. LANGUAGE IS SOCIAL IN NATURE AND IS RELATED TO THE LARGER SOCIAL MILIEU. HEGELIAN PHILOSOPHY OF LANGUAGE COMPLEMENTS EXISTING RESEARCH AND THEORIES ON L2 LEARNING BY NOT ONLY EQUIPPING THEM WITH A SYSTEMATIC FRAMEWORK BUT ALSO BROADENING THEIR SCOPE. IN HEGELIAN PHILOSOPHY, LANGUAGE NOT ONLY HAS ITS INDIVIDUAL AND INTERPERSONAL DIMENSIONS BUT IS ALSO RELATED TO THE COMMUNITY, SOCIETY, AND MORALITY. THE HEGELIAN PERSPECTIVE ALSO SUGGESTS A NUMBER OF FUNCTIONS OF L2 WHICH HAVE EITHER BEEN NEGLECTED OR REJECTED BY L2 RESEARCHERS. THIS BOOK HIGHLIGHTS THESE NEGLECTED ELEMENTS SUCH AS INTERSUBJECTIVITY, MUTUAL RECOGNITION, UNIVERSALIZATION AND OBJECTIVIZATION OF INNER SUBJECTIVITY OF INDIVIDUALS, AS WELL AS MORAL ENHANCEMENT. THESE CONCEPTS GENERATE INSIGHTS ON THE TEACHING AND LEARNING OF L2. WU'S VOLUME ALSO COVERS HOW THE HEGELIAN ANTHRO-PHILOSOPHICAL PERSPECTIVE CAN HELP TO RE-INTERPRET RESEARCH RESULTS ON L2 LEARNER CHARACTERISTICS THAT ARE RELATED TO L2 LEARNING TO

LANGUAGE LEARNING WITH TECHNOLOGY

THE GRAMMAR DIMENSION IN INSTRUCTED SECOND LANGUAGE LEARNING

AUTONOMY IN SECOND LANGUAGE LEARNING: MANAGING THE RESOURCES

DATE SUCH AS L2 IDENTITY AND AUTONOMY. THE BOOK OFFERS AN ALTERNATIVE RESEARCH PARADIGM, TEACHING PHILOSOPHY, PEDAGOGICAL IMPLICATIONS, AND SUGGESTIONS FOR SCHOLARS, PRACTITIONERS, AND STUDENTS IN THE PROFESSIONAL FIELD OF L2 TEACHING.

THE INTERACTIONAL FEEDBACK DIMENSION IN CLASSROOMS OF SECOND LANGUAGE LEARNING

"... CONTAINS OVER 130 PRACTICAL CLASSROOM ACTIVITIES SUITABLE FOR BEGINNERS TO MORE ADVANCED LEARNERS, INCORPORATING A WIDE RANGE OF UP-TO-DATE TOOLS, SUCH AS MOBILE TECHNOLOGIES AND SOCIAL NETWORKING"--PAGE 4 OF COVER.

- ALESSANDRO G. BENATI 2013-12-19

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.

- MIROSŁAW PAWLAK 2016-12-28

THE PRESENT VOLUME BRINGS TOGETHER PAPERS DEVOTED TO THE ROLE OF LEARNER AND TEACHER AUTONOMY IN THE PROCESS OF SECOND AND FOREIGN LANGUAGE LEARNING, WHICH HAVE BEEN CONTRIBUTED BY SCHOLARS FROM POLAND AND ABROAD. THE BOOK HAS BEEN DIVIDED INTO THREE PARTS IN ACCORDANCE WITH THE TOPICS THAT THE INDIVIDUAL CONTRIBUTIONS TOUCH UPON. THE FIRST PART INCLUDES PAPERS DEALING WITH DIFFERENT WAYS IN WHICH LEARNER AUTONOMY CAN BE FOSTERED AND EVALUATED. THE PAPERS CONTAINED IN PART TWO ARE CONNECTED WITH THE ROLE OF LANGUAGE LEARNING STRATEGIES IN THE DEVELOPMENT OF LEARNER INDEPENDENCE. FINALLY, CHAPTER THREE FOCUSES ON DEVELOPING TEACHER AUTONOMY, WHICH, IN THE OPINION OF MANY SPECIALISTS, IS INDISPENSABLE IF LEARNER AUTONOMY IS TO BE PROMOTED. THANKS TO ITS WIDE-RANGING FOCUS, THIS EDITED COLLECTION WILL BE OF INTEREST NOT ONLY TO SECOND LANGUAGE LEARNING SPECIALISTS INTERESTED IN THE ROLE OF LEARNER AUTONOMY, BUT ALSO TO UNDERGRADUATE, GRADUATE AND POSTGRADUATE STUDENTS WORKING ON THEIR BA, MA AND PHD THESES, AS WELL AS PRACTITIONERS WISHING TO PROMOTE LEARNER INDEPENDENCE IN THEIR CLASSROOMS.

- Hossein Nassaji 2015-03-12

THIS BOOK EXAMINES CURRENT ADVANCES IN THE ROLE OF INTERACTIONAL FEEDBACK IN SECOND LANGUAGE (L2) TEACHING AND LEARNING. DRAWING ON RECENT THEORY AND RESEARCH IN BOTH CLASSROOM AND LABORATORY CONTEXTS, THE BOOK EXPLORES A WIDE RANGE OF ISSUES REGARDING INTERACTIONAL FEEDBACK AND THEIR RELEVANCE FOR BOTH THEORY AND PRACTICE, INCLUDING HOW INTERACTIONAL FEEDBACK IS USED, PROCESSED, AND CONTRIBUTES TO L2 ACQUISITION. THIS BOOK WILL PROVIDE A USEFUL RESOURCE FOR APPLIED LINGUISTICS STUDENTS AND ACADEMICS AS WELL AS LANGUAGE TEACHERS AND TEACHER EDUCATORS WHO WOULD LIKE TO GAIN INSIGHT INTO THE ROLE OF INTERACTIONAL FEEDBACK AND HOW IT CAN BE USED AS A MEANS OF INTEGRATING FORM AND MEANING IN CLASSROOM CONTEXTS.