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The Routledge Handbook of Language Learning and Technology - Fiona Farr 2016-02-26

The exponential growth and development of modern technologies in all sectors has made it increasingly difficult for students, teachers and teacher educators to know which technologies to employ and how best to take advantage of them. The Routledge Handbook of Language Learning and Technology brings together experts in a number of key areas of development and change, and opens the field of language learning by exploring the pedagogical importance of technological innovation. The handbook is structured around six themes: historical and conceptual contexts core issues interactive and collaborative technologies for language learning corpora and data driven learning gaming and language learning purpose designed language learning resources. Led by fundamental concepts, theories and frameworks from language learning and teaching research rather than by specific technologies, this handbook is the essential reference for all students, teachers and researchers of Language Learning and TESOL. Those working in the areas of Applied Linguistics, Education and Media Studies will also find this a valuable book.

Teaching and Researching English Accents in Native and Non-native Speakers - Ewa Waniek-Klimczak 2012-12-14

Second language phonology is approached in this book from the perspective of data-based studies into the English sound system as used by native and non-native speakers of the language. The book offers a unique combination of psycholinguistic, sociolinguistic and pedagogical approaches, with individual contributions investigating the effect of selected conditioning factors on the pronunciation of English. With all the richness of approaches, it is a strong phonetic background that unifies individual contributions to the volume. Thus, the book contains a large body of original, primary research which will be of interest to experienced scientist, practitioners and lecturers as well as graduate students planning to embark on empirical methods of investigating the nature of the sound system

Usage-inspired L2 Instruction - Andrea E. Tyler 2018-02-15

This book presents a set of compelling essays collectively making a persuasive case for why a usage-based perspective on language is fast becoming a leading theoretical framework for investigating second language (L2) learning and the foundation for effective, innovative, engaging pedagogy. Drawing on 20 years of research in psychology, psycholinguistics, cognitive science, and linguistic theory, including discourse analytic approaches, the combined contributions paint a picture of theoretically-informed L2 pedagogy which emphasizes all facets of language as meaningful, embodied, and socially situated. The introduction and conclusion offer an outline of five foundational tenets essential to a usage-inspired pedagogy and a heuristic for developing usage-inspired L2 research and pedagogy. Each essay provides a unique vantage on usage-inspired L2 instruction and a demonstration of the efficacy of usage-based pedagogy. This volume will be invaluable for SLA researchers, graduate students, and classroom teachers interested in exploring usage-inspired L2 pedagogy.

Technology in Interlanguage Pragmatics Research and Teaching - Naoko Taguchi 2013-06-20

Technology-informed approaches to L2 research and teaching have prompted great interest by both researchers and practitioners alike. This book highlights the relationship between digitally-mediated technologies and second language pragmatics by presenting exemplary applications of technology for both research and pedagogy. Part I presents technology-informed research practices that range from measuring response times when processing conversational implicature to studies examining systematic pragmatic learning via online activities and multiuser virtual environments, as well as analyzing features of pragmatic language use in social networking and longitudinal learner corpora. Part II surveys a variety of technology-assisted tools for teaching pragmatics, including:

place-based mobile games, blogging, web-based testing, and automated text analysis software. The volume will be of interest for those interested in technological tools to expand the scope of traditional methods of data collection, analysis, and teaching and critically examining how technology can best be leveraged as a solution to existing barriers to pragmatics research and instruction.

Reflections on Task-Based Language Teaching - Rod Ellis 2018-06-18

Task-based language teaching is now a well-established pedagogic approach but problematic issues remain, such as whether it is appropriate for all learners and in all instructional contexts. This book draws on the author's experience of working with teachers, together with his knowledge of relevant research and theory, to examine the key issues. It proposes flexible ways in which tasks can be designed and implemented in the language classroom to address the problems that teachers often face with task-based language teaching. It will appeal to researchers and teachers who are interested in task-based language teaching and the practical and theoretical issues involved. It will also be of interest to students and researchers working in the areas of applied linguistics, TESOL and second language acquisition.

Introduction to Instructed Second Language Acquisition - Shawn Loewen 2014-07-21

Introduction to Instructed Second Language Acquisition is the first book to present a cohesive view of the different theoretical and pedagogical perspectives that comprise instructed second language acquisition (ISLA), defined as any type of learning that occurs as a result of the manipulating the process and conditions of second language acquisition. The book begins by considering the effectiveness of ISLA and the differences between ISLA and naturalistic L2 learning. It then goes on to discuss the theoretical, empirical, and pedagogical aspects of such key issues in ISLA as grammar learning; interaction in the classroom; focus on form, function and meaning; vocabulary learning; pronunciation learning; pragmatics learning; learning contexts; and individual differences. This timely and important volume is ideally suited for the graduate level ISLA course, and provides valuable insights for any SLA scholar interested in the processes involved in second language learning in classroom settings.

The Handbook of Language Teaching - Michael H. Long 2011-08-15

Bringing together an international and interdisciplinary team of contributors, this Handbook is a wide-ranging and invaluable reference guide to language teaching. A comprehensive reference work on language teaching, which combines the latest research findings, coverage of core topics, and examples of teaching experience from a variety of languages and settings Provides a unique breadth of coverage, including: the psycholinguistic underpinnings of language learning; social, political, and educational contexts; program design; materials writing and course design; teaching and testing; teacher education; and assessment and evaluation Offers a balanced evaluation of the major positions and approaches, including examining the increasingly important social and political context of language teaching Written by an international and interdisciplinary group of authors from a dozen different countries; English is only one of the many languages used as examples throughout the volume

Exploring the Interface Between Individual Difference Variables and the Knowledge of Second Language Grammar - Mirosław 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.

The Routledge Handbook of English Language Teaching - Graham Hall 2016-05-12

The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics, ELT/TESOL, and Language Teacher Education, and for ELT professionals engaged in in-service teacher development and/or undertaking academic study. Progressing from 'broader' contextual issues to a 'narrower' focus on classrooms and classroom discourse, the volume's inter-related themes focus on: ELT in the world: contexts and goals planning and organising ELT: curriculum, resources and settings methods and methodology: perspectives and practices second language learning and learners teaching language: knowledge, skills and pedagogy understanding the language classroom. The Handbook's 39 chapters are written by leading figures in ELT from around the world. Mindful of the diverse pedagogical, institutional and social contexts for ELT, they convincingly present the key issues, areas of debate and dispute, and likely future developments in ELT from an applied linguistics perspective. Throughout the volume, readers are encouraged to develop their own thinking and practice in contextually appropriate ways, assisted by discussion questions and suggestions for further reading that accompany every chapter. Advisory board: Guy Cook, Diane Larsen-Freeman, Amy Tsui, and Steve Walsh

Aspects of Culture in Second Language Acquisition and Foreign Language Learning - Janusz Arabski 2011-08-27

In recent years language learning has been increasingly viewed by some SLA researchers as an essentially social-psychological process in which the role of a wider sociocultural context should not be marginalized. This volume offers a valuable contribution to this growing body of research by providing theoretical considerations and empirical research data on themes such as the development of intercultural communicative competence, the role of English as a lingua franca in intercultural communication, and the place of cultural factors in SLA theorizing, research, second/foreign language teaching and teacher training. The volume also contains contributions which share the linguistic interest in the culture-related concepts and constructs such as time, modesty, politeness, and respect, discussing the culture-dependent differences in conceptualization and their reflection in particular language forms and linguistic devices.

Handbook of Research in Second Language Teaching and Learning - Eli Hinkel 2005-03-23

This landmark volume provides a broad-based, state-of-the-art overview of current knowledge and research into second language teaching and learning. Fifty-seven chapters are organized in eight thematic sections: *social contexts of second language learning; *research methodologies in second-language learning, acquisition, and teaching; *contributions of applied linguistics to the teaching and learning of second language skills; *second language processes and development; *teaching methods and curricula; *issues in second or foreign language testing and assessment; *identity, culture, and critical pedagogy in second language teaching and learning; and *important considerations in language planning and policies. The Handbook of Research in Second Language Teaching and Learning is intended for researchers, practitioners, graduate students, and faculty in teacher education and applied linguistics programs; teachers; teacher trainers; teacher trainees; curriculum and material developers; and all other professionals in the field of second language teaching and learning.

Focus on Content-Based Language Teaching - Oxford Key Concepts for the Language Classroom - Patsy M. Lightbown 2014-04-10

Examines the challenges of learning both language and content in the same class, and reviews classroom-based research on instructional practices that can meet those challenges in primary and secondary schools.

L2 Pragmatics in Action - Alicia Martínez-Flor 2023-04-15

This is the first edited volume dedicated to both teachers and learners of second/foreign language (L2) pragmatics. It comprises a collection of

studies that explore how teachers background and practices, and individual learners differences contribute to the teaching and learning of L2 pragmatics. Also included are chapters that present pedagogical approaches that bring teachers and learners together in action in the classroom setting. Written by an international team of experts, the volume examines the most relevant topics on instructional pragmatics in a variety of language contexts, including Brazil, China, Germany, Japan, Spain, the United States, and Vietnam. This global perspective represents a key contribution in the current increasingly multilingual and multicultural society. Taken together, the findings presented have diverse research and pedagogical implications, and provide new directions to explore L2 pragmatic competence. This innovative book will be a valuable resource for researchers and graduate students, as well as for language teachers and course developers.

The Concise Encyclopedia of Applied Linguistics - Carol A. Chapelle 2020-01-09

Offers a wide-ranging overview of the issues and research approaches in the diverse field of applied linguistics Applied linguistics is an interdisciplinary field that identifies, examines, and seeks solutions to real-life language-related issues. Such issues often occur in situations of language contact and technological innovation, where language problems can range from explaining misunderstandings in face-to-face oral conversation to designing automated speech recognition systems for business. The Concise Encyclopedia of Applied Linguistics includes entries on the fundamentals of the discipline, introducing readers to the concepts, research, and methods used by applied linguists working in the field. This succinct, reader-friendly volume offers a collection of entries on a range of language problems and the analytic approaches used to address them. This abridged reference work has been compiled from the most-accessed entries from The Encyclopedia of Applied Linguistics (www.encyclopediaofappliedlinguistics.com), the more extensive volume which is available in print and digital format in 1000 libraries spanning 50 countries worldwide. Alphabetically-organized and updated entries help readers gain an understanding of the essentials of the field with entries on topics such as multilingualism, language policy and planning, language assessment and testing, translation and interpreting, and many others. Accessible for readers who are new to applied linguistics, The Concise Encyclopedia of Applied Linguistics: Includes entries written by experts in a broad range of areas within applied linguistics Explains the theory and research approaches used in the field for analysis of language, language use, and contexts of language use Demonstrates the connections among theory, research, and practice in the study of language issues Provides a perfect starting point for pursuing essential topics in applied linguistics Designed to offer readers an introduction to the range of topics and approaches within the field, The Concise Encyclopedia of Applied Linguistics is ideal for new students of applied linguistics and for researchers in the field.

Exploring the Role of Strategic Intervention in Form-focused Instruction - Olga Trendak 2014-11-11

The monograph is devoted to the notion of strategic intervention and its application in the foreign language classroom, in particular with reference to teaching grammar structures. The first four chapters, which are theoretical in nature, address such concepts as form-focused instruction, language learning strategies and strategies-based instruction. The last chapter provides insight into the results of a study investigating the grammar learning strategies employed by advanced learners of English. Additionally, the chapter presents the views of foreign language teachers on the idea of introducing strategy training in the foreign language classroom. The book closes with the discussion concerning the implementation of strategy training and its value in teaching target language grammar.

Speaking and Instructed Foreign Language Acquisition - Mirosław Pawlak 2011-07-04

Developing the ability to speak in a foreign language is an arduous task. This is because it involves the mastery of different language subsystems, simultaneous focus on comprehension and production, and the impact of a range of social factors. This challenge is further compounded in situations in which learners have limited access to the target language. Thus, there is a need to explore issues related to teaching, learning and testing speaking with a view to translating the guidelines based on theoretical positions and research findings into feasible and context-specific pedagogical recommendations. This is the rationale behind this book, which considers speaking from leading theoretical perspectives, investigates individual variables which affect its development, and reports the results of studies focusing on different aspects of its

instructed acquisition.

Practice in a Second Language - Robert DeKeyser 2007-03-12

This volume focuses on 'practice' from a theoretical perspective and includes implications for the classroom.

Beyond Sounds and Words / Poza dźwięki i słowa - Anna Nizęgorodcew

The present volume is a token of gratitude for our colleague, Janina Aniela Ozga, a senior lecturer at the Institute of English Philology of the Jagiellonian University. The book is a collection of papers on a wide spectrum of topics, ranging from Hamlet to Zoolander, which reflect diverse academic interests of the authors: literary theory, linguistics, translation studies, philosophy of language, history and language teaching. The common thread running through all the papers is the desire of the authors - all of them humanists involved in academic pursuits - to place in a theoretical perspective of their discipline and shed new light on an interesting research problem in literature, art, language use or language teaching that they have identified.

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.

Psycholinguistic and Sociolinguistic Perspectives on Second Language Learning and Teaching - Krystyna Drozdziel-Szelest 2014-07-08

The volume provides a state-of-the-art overview of key issues in second language learning and teaching, adopting as a point of reference both psycholinguistic and sociolinguistic perspectives. The papers included in the collection, which have been contributed by leading specialists in the field from Poland and abroad, touch upon important theoretical issues, report latest research findings and offer guidelines for classroom practice. The range of topics covered and the inclusion of concrete pedagogic proposals ensures that the book will be of interest to a wide audience, not only SLA specialists, but also methodologists, material designers, undergraduate and graduate students, and practitioners

Contacts and Contrasts in Educational Contexts and Translation - Barbara Lewandowska-Tomaszczyk 2019-01-05

This volume covers descriptions and interpretations of social and cognitive phenomena and processes which emerge at the interface of languages and cultures in educational and translation contexts. It contains eleven papers, divided into two parts, which focus respectively on the issues of language and culture acquisition and a variety of translation practices (general language, literature, music translation) from socio-cultural and cognitive perspectives.

Practice and Automatization in Second Language Research - Yuichi Suzuki 2023-08-28

Practice is a recurring and popular theme in language education. However, the concepts of practice and automatization have recently received renewed theoretical and practical interest and are increasingly being explored from the skill acquisition theory and cognitive psychology perspectives. In this volume, leading scholars discuss the optimal types, amounts, and schedules of practice for specific language structures and skills, as well as for various types of learners and learning contexts, to facilitate second language development. They illuminate how practice is instantiated for specific groups of teachers and learners in diverse institutionalized contexts, such as foreign language curriculum development, intelligent computer-assisted language learning systems, task-based language teaching, and study abroad. Furthermore, original methodological syntheses of extant research on practice and automatization are presented, along with guides for conducting empirical research on these topics. *Practice and Automatization in Second Language Research: Perspectives from Skill Acquisition Theory and Cognitive Psychology* is a valuable resource and reference for graduate students and researchers in the field of SLA and applied linguistics.

The Handbook of Educational Linguistics - Bernard Spolsky 2010-02-01

The Handbook of Educational Linguistics is a dynamic, scientifically grounded overview revealing the complexity of this growing field while remaining accessible for students, researchers, language educators, curriculum developers, and educational policy makers. A single volume overview of educational linguistics, written by leading specialists in its many relevant fields. Takes into account the diverse theoretical foundations, core themes, major findings, and practical applications of

educational linguistics. Highlights the multidisciplinary reach of educational linguistics. Reflects the complexity of this growing field, whilst remaining accessible to a wide audience.

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.

Fossilization in Adult Second Language Acquisition - Zhaohong Han 2004

This book is a systematic attempt to address the issue of fossilization in relation to a fundamental question in second language acquisition research, which is: why are learners, adults in particular, unable to develop the level of competence they have aspired to in spite of continuous and sustained exposure to the target language, adequate motivation to learn, and sufficient opportunity to practice?

Language Teaching Research and Language Pedagogy - Rod Ellis 2012-01-17

This book examines current research centered on the second language classroom and the implications of this research for both the teaching and learning of foreign languages. It offers illuminating insights into the important relationship between research and teaching, and the inherent complexities of the teaching and learning of foreign languages in classroom settings. Offers an accessible overview of a range of research on instruction and learning in the L2 classroom. Bridges the relationship between research, teachers, and learners. Helps evolve the practice of dedicated current language teachers with research findings that suggest best practices for language teaching.

Instructed Second Language Acquisition of Arabic - Mahmoud Azaz 2023-07-26

Instructed Second Language Acquisition of Arabic examines the acquisition of agreement asymmetries in the grammatical system of Arabic as a second/foreign language through the lens of instructed second language acquisition. The book explores how to improve the processes of L2 learning of Arabic using evidence-based classroom research. Before it does this, it characterizes the variable challenges that English L2 learners of Arabic face when they acquire four structural cases in Arabic grammar that entail agreement asymmetries. Using the pretest-posttest design, it examines the effects of four classroom interventions using quantitative and qualitative measures. In these interventions, form-based and meaning-based measures were used to reveal to what degree learners have developed explicit and implicit knowledge of these aspects of asymmetry. In the concluding chapter, the book provides focused and specific implications based on the results of the four studies. It provides theoretical implications that enrich the discussions of instructed second language Acquisition in Arabic and other languages more broadly. It also provides implications for teachers, curriculum designers, and textbook writers of Arabic. This book will be informative for Arabic applied linguists, researchers of Arabic SLA, Arabic instructors (at the K-12 and the college level), and Arabic program directors and coordinators. The book will also appeal to all SLA and ISLA researchers.

Foreign Language Writing Instruction - Tony Cimasko 2011-06-23

Fourteen chapters researched and authored by scholars working in nine different countries and regions explore the contexts of foreign language writing pedagogy, the diversity of national and regional approaches, the role of universities, departments, and programs in pedagogy, and the cognitive and classroom dimensions of teaching and learning.

Understanding Second Language Process - ZhaoHong Han 2007-11-09

This book assembles 11 analytical and empirical studies on the process of second language acquisition, probing a wide array of issues, from transfer appropriate processing to L2 default processing strategies, among hearing or deaf learners of a variety of target languages including English, Japanese, Chinese, Korean, French, Spanish, and American Sign Language. Although instruction per se is not the focus of this volume, the chapters are written with instructed learners in mind, and hence offer valuable insights for both second and foreign language researchers and

practitioners.

Contemporary Approaches to Second Language Acquisition - María del Pilar García Mayo 2013

Second language acquisition (SLA) is a field of inquiry that has increased in importance since the 1960s. Currently, researchers adopt multiple perspectives in the analysis of learner language, all of them providing different but complementary answers to the understanding of oral and written data produced by young and older learners in different settings. The main goal of this volume is to provide the reader with updated reviews of the major contemporary approaches to SLA, the research carried out within them and, wherever appropriate, the implications and/or applications for theory, research and pedagogy that might derive from the available empirical evidence. The book is intended for SLA researchers as well as for graduate (MA, Ph.D.) students in SLA research, applied linguistics and linguistics, as the different chapters will be a guide in their research within the approaches presented. The volume will also be of interest to professionals from other fields interested in the SLA process and the different explanations that have been put forward to account for it.

Error Correction in the Foreign Language Classroom - Mirosław 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.

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

Language Learning Strategies in Independent Settings - Stella Hurd 2008-10-03

Language learning strategies have been a topic of research for roughly three decades. Broadly speaking, that research has focused on classroom tuition, predominantly at secondary level. Increasingly, however, language learning occurs in independent settings, whether at distance, on Institution-Wide Language Programmes (IWLPs), or in virtual environments. Success in independent language learning is achieved by autonomous individuals with a capacity for self-regulation. Yet we still know relatively little about the specific means they use to learn effectively, whether in terms of the affective strategies they employ to sustain motivation, the metacognitive strategies required for planning, monitoring and evaluating their learning, or the specific cognitive strategies applied to difficult learning tasks. These are all discussed and evaluated in *Language Learning Strategies in Independent Settings*. *Form-Focused Instruction and Teacher Education* - Oxford Applied Linguistics - Sandra Fotos 2013-12-02

An overview of form-focused instruction as an option for second language grammar teaching. It combines theoretical concerns, classroom practices, and teacher education.

The Handbook of Second Language Acquisition - Catherine J. Doughty 2008-04-15

The Handbook of Second Language Acquisition presents an integrated discussion of key, and sometimes controversial, issues in second language acquisition research. Discusses the biological and cognitive

underpinnings of SLA, mechanisms, processes, and constraints on SLA, the level of ultimate attainment, research methods, and the status of SLA as a cognitive science. Includes contributions from twenty-seven of the world's leading scholars. Provides an invaluable resource for all students and scholars of human cognition, including those in linguistics, psychology, applied linguistics, ESL, foreign languages, and cognitive science.

A Dictionary of Language Acquisition: A Comprehensive Overview of Key Terms in First and Second Language Acquisition - Hossein Tavakoli 2013-01-01

The function of "A dictionary of language acquisition: A comprehensive overview of key terms in first and second language acquisition" is to collect and synthesize the knowledge base that is already well accepted and that has been well researched. Thus, it is a reference guide which offers an authoritative and encyclopedic survey of key terms and concepts in the areas of language acquisition and development. The volume is intended as a resource to elucidate various concepts, issues, approaches, models, and theories of language acquisition in an efficient and accessible style. This book makes use of approximately 1000 alphabetical entries with cross references where necessary. This volume is designed to appeal to undergraduate and graduate students, teachers, lecturers, practitioners, researchers, consultants, and consumers of information across the field of both first and second language acquisition.

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-TESOL programs and as a resource for practicing ESL/EFL teachers, teacher educators, and teaching faculty.

Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching - 2009

Implicit/ explicit knowledge constitutes a key distinction in the study of second language acquisition. This book reports a project that investigated ways of measuring implicit/explicit L2 knowledge, the relationship between the two types of knowledge and language proficiency, and the effect that different types of form-focused instruction had on their acquisition.

Form-Function Mapping in Content-Based Language Teaching - Magdalena Walenta 2019-01-22

This book presents a form-function mapping (FFM) model for balancing language and content gains within content-based language teaching (CBLT). It includes a theoretical part, which outlines the FFM model and, drawing on the analysis of eclectic teaching methods and interlanguage restructuring, proposes pedagogical tools for its implementation. These tools, which encourage mapping of language forms onto content knowledge, are hypothesized to facilitate interlanguage restructuring, thus helping CBLT learners in their struggle with L2 morpho-syntax. The empirical section presents the results of a quantitative-qualitative study conducted among adult L1 Polish learners of English in a CBLT context. It then goes on to translate the findings, which reveal that the FFM model has a positive and significant influence on interlanguage restructuring as well as a favorable reception among CBLT learners, into a set of pedagogical guidelines for practitioners.

The Routledge Handbook of Language Awareness - Peter Garrett 2017-11-06

The Routledge Handbook of Language Awareness is a comprehensive and informative overview of the broad field of language awareness. It contains a collection of state-of-the-art reviews of both established themes and new directions, authored and edited by experts in the field. The handbook is divided into three sections and reflects the engaging

diversity of language awareness perspectives on language teaching and teachers, language learning and learners, and extending to additional areas of importance that are less directly concerned with language instruction. In their introductory chapter, the editors provide valuable background to the language awareness field along with their summary of the chapters and issues covered. A helpful section giving further reading

suggestions for each of the chapters is included at the end of the book. This volume is essential reading for graduate students and researchers working in the sphere of language awareness within applied linguistics, sociolinguistics and across the wider spectrum of language and communication.