

The Grammar Dimension in Instructed Second Language Learning

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The Grammar Dimension In Instructed Second Language Learning

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García Mayo**



The Grammar Dimension In Instructed Second Language Learning:

The Grammar Dimension in Instructed Second Language Learning Alessandro G Benati,Cecile Laval,Maria J Arche,2014 **The Grammar Dimension in Instructed Second Language Learning** Alessandro G. Benati,Cécile Laval,María Arche,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 The Developmental Dimension in Instructed Second Language Learning Paul Malovrh,James F. Lee,2013-05-09 Identifies the developmental stages that characterize the acquisition of direct pronouns in Spanish and the effect of formal instruction on language development **The Metalinguistic Dimension in Instructed Second Language Learning** Karen Roehr,Gabriela Adela Ganem-Gutierrez,2013-07-04 The metalinguistic dimension refers to the way in which learners bring to bear knowledge about language into their learning of a second language the L2 This book brings together new research on the metalinguistic dimension given its increasing importance in the study of L2 acquisition In applied linguistics it is widely accepted that L2 learners develop and use knowledge about language when engaging with the challenging task of acquiring a new language this applies to both children and adults It is definitions of the metalinguistic dimension that vary and findings regarding its role in L2 learning are not necessarily homogenous or compatible The scope exists for further empirical detailed research This book explores the nature development and role of the metalinguistic dimension and will be essential reading for all SLA scholars and those working in language and education **The Interactional Feedback Dimension in Instructed Second Language Learning** 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 **Task Sequencing and Instructed Second Language Learning** Melissa Baralt,Roger Gilabert,Peter Robinson,2014-07-31 Task Sequencing

and Instructed Second Language Learning provides theoretical rationales for and empirical studies of the effects of sequencing language learning tasks to maximize second language learning. Examples of task sequences and both laboratory and classroom based research into them are presented. This is the first collection of so far under researched studies on the effects of task sequencing framed within the Cognition Hypothesis of Task based Language Teaching (TBLT) and the SSARC model for task sequencing. Perspectives include laboratory based and classroom based research designs, implications for teacher training, laboratory and classroom research methods, conversational interaction, task sequencing and Task Based Language Teaching syllabus design.

Teaching Pragmatics and Instructed Second Language Learning Nicola Halenko, 2020-12-10. This book explores second language pragmatic development with a specific focus on two areas: classroom based pragmatic instruction in the study abroad context and using technology for developing and assessing pragmatic competence. *Teaching Pragmatics and Instructed Second Language Learning* directly compares the effects of technology platforms and traditional paper based tasks within the second language environment for developing pragmatic competence. These analyses are based on empirical research of how undergraduate Chinese learners of English receive explicit instruction in classrooms using different training materials. The book makes an original and innovative contribution to collecting oral speech act data in the form of computer animated production tasks CAPT designed to enhance learner engagement and performance. Using this tool it explores the beneficial role of technology in teaching and learning offering practitioners and researchers practical ways to maximise second language pragmatic development in the classroom.

First Exposure to a Second Language ZhaoHong Han, Rebekah Rast, 2014-09-29. This collection of original studies examines the cognitive processes and the fundamental mechanisms underlying adult second language acquisition.

Task-Based Approaches to Teaching and Assessing Pragmatics Naoko Taguchi, YouJin Kim, 2018-08-15. This volume is the first book length attempt to bring together the fields of task based language teaching (TBLT) and second language pragmatics by exploring how the teaching and assessment of pragmatics can be integrated into TBLT. The TBLT pragmatics connection is illustrated in a variety of constructs e.g. speech acts, honorifics, genres, interactional features, methods e.g. quantitative, quasi experimental, conversation analysis and topics e.g. instructed SLA, heritage language learning, technology enhanced teaching, assessment and discursive pragmatics. Chapters in this volume collectively demonstrate how the two fields can together advance the current practice of teaching language for socially situated real world communicative needs.

Key Questions in Language Teaching Alessandro G. Benati, 2020-02-20. Innovative and evidence based, this introduction to the main concepts and issues in language teaching uses a key questions structure enabling the reader to understand how these questions have been addressed by researchers previously and how the findings inform language teaching practices. Grounded in research theory and empirical evidence, the textbook provides students, practitioners and teachers with a complete introductory course in language teaching. Written in a clear and user friendly style and avoiding use of jargon, the book draws

upon real life teaching experiences and scenarios to provide practical advice A glossary of key terms questions for discussion and further reading suggestions are included The book is perfectly suited to language teaching modules on English language TESOL and applied linguistics courses

Recent Perspectives on Task-Based Language Learning and Teaching

Mohammad Ahmadian, María del Pilar García Mayo, 2017-12-04 The last three decades have witnessed a growth of interest in research on tasks from various perspectives and numerous books and collections of articles have been published focusing on the notion of task and its utility in different contexts Nevertheless what is lacking is a multi faceted examination of tasks from different important perspectives This edited volume with four sections of three chapters each views tasks and Task based Language Teaching TBLT from four distinct but complementary vantage points In the first section all chapters view tasks from a cognitive interactionist angle with each addressing one key facet of either cognition or interaction or both in different contexts CALL and EFL ESL Section two hinges on the idea that language teaching and learning is perhaps best conceptualized understood and investigated within a complexity theory framework which accounts for the dynamicity and interrelatedness of the variables involved Viewing TBLT from a sociocultural lens is what connects the chapters included in the third section Finally the fourth section views TBLT from pedagogical and curricular vantage points

Facing Diversity in Child Foreign Language Education Joanna Rokita-Jaśkow, Agata Wolanin, 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

English in Elementary Schools Anja Steinlen, 2021-01-11 An increasing number of multilingual students often with a migration background are attending elementary schools in Germany these days Also on the rise is the number of schools offering a bilingual program where content subjects such as science and mathematics are taught in a foreign language This book explores minority and majority language students German and English reading and writing skills in elementary schools which offer either regular English as subject lessons or bilingual programs with varying degrees of English intensity The focus is on effects of foreign language input intensity with respect to students language background gender cognitive abilities and socio economic background This book also provides

recommendations for English reading and writing activities in the elementary school classroom **Collocations and**

Action Research Joshua Brook Antle, 2018-02-22 Collocations and Action Research is a thorough investigation of both the theory and practice behind improving second language learners vocabulary and fluency through the teaching of multi word units of language Taking these collocations as its focus this book provides a clear and in depth description of the cognitive processing language learners go through when producing speech in relation to them Using the findings of a two year action research study into improving learners spoken fluency Joshua Brook Antle also explores the practical sides of collocations explaining how the research study was constructed and conducted Orientating the findings within the larger field of second language acquisition especially within the L2 classroom the practical applications of the findings are then presented through a series of pedagogical tasks all focusing on collocations and productive fluency Providing a template for how to conduct an action research study using both qualitative and quantitative research techniques Collocations and Action Research will appeal to researchers interested in vocabulary and spoken fluency as well as language instructors wanting to better understand the nature of vocabulary and spoken discourse **Language Learning and Forced Migration** Marte

Monsen, Guri Bordal Steien, 2022-09-12 This pioneering piece of research on the situated study of language issues in the context of forced migration provides interdisciplinary insights into language as learned used and lived by 12 Congolese refugees in Norway It offers an innovative contribution to the field of SLA by bringing together structural cognitive social and critical approaches to data collected among the same individuals these individuals being underrepresented within the field of SLA research as both refugees and learners whose experiences with language stem from the Global South Their histories of mobility and their learning contexts are rarely reflected in theories and concepts from the Global North and this book thus makes a much needed contribution to the field Working Memory and Language in the Modular Mind John

Truscott, 2022-06-16 The book explores two fundamental aspects of the human mind and their relation to one another The first is the way that information is put to use in the mind When we are doing a mental arithmetic problem for example how do we bring the relevant bits of information to mind and hold them there while carrying out the series of calculations This is working memory the subject of an enormous research literature in psychology neuroscience and a great many other disciplines Characterizing the working memory process is now a major part of efforts to understand the human mind How we characterize this process depends of course on how we characterize the human mind as a whole In particular is the mind made up of a number of distinct units each carrying out a specialized function There is considerable reason to say that it is and this modular view of the mind has become prominent in a great deal of academic work notably in cognitive neuroscience with important implications for our understanding of how working memory works But these implications have received surprisingly little consideration to this point The aim of the book is to explore this relation between working memory and modularity first in general terms and then using a specific modular view of the mind the Modular Cognition Framework The

ideas are illustrated and further developed through an application to language and especially second language acquisition and use Interlanguage ZhaoHong Han, Elaine Tarone, 2014-04-15 Few works in the field of second language acquisition SLA can endure multiple reads but Selinker's 1972 *Interlanguage* is a clear exception Written at the inception of the field this paper delineates a disciplinary scope asks penetrating questions advances daring hypotheses and proposes a first ever conceptual and empirical framework that continues to stimulate SLA research Sparked by a heightened interest in this founding text on its 40th anniversary 10 leaders in their respective fields of SLA research collectively examine extrapolations of the seminal text for the past the present and the future of SLA research This book offers a rare resource for novices and experts alike in and beyond the field of SLA **The Instruction and Acquisition of the BA Construction by Students of**

Chinese as a Foreign Language Hongying Xu, 2023-11-03 *The Instruction and Acquisition of the BA Construction by Students of Chinese as a Foreign Language* tackles the linguistically unique and notoriously difficult BA construction in Chinese covering its linguistic properties and acquisition by learners of Chinese as a foreign language alongside teaching recommendations Adopting the Interface Hypothesis and the Processing Instruction approach Hongying Xu argues that not all linguistic properties of the BA construction are equally difficult to acquire and that properties that call for knowledge from interfaces including semantics pragmatics and syntax are more difficult to master than those that involve pure syntactic knowledge Xu argues that instructors should provide manipulated input to help learners notice and process these properties before they are required to produce any grammatical and appropriate sentences using the BA construction English Pronunciation Instruction Anastazija Kirkova-Naskova, Alice Henderson, Jonás Fouz-González, 2021-10-13 *English Pronunciation Instruction Research based insights* presents recent research on L2 English pronunciation including pedagogical implications and applications and seeks to bridge the gulf between pronunciation research and teaching practice The volume's 15 chapters cover a range of aspects that are central to pronunciation teaching including the teaching of different segmental and suprasegmental features teachers and learners views and practices types and sources of learners errors feedback and assessment tools and strategies for pronunciation instruction reactions towards accented speech as well as the connection between research and teaching Chapters offer a fully developed section on pedagogical implications with insightful suggestions for classroom instruction This format and the variety of topics will be informative for researchers language teachers and students interested in English pronunciation as it explores the diverse challenges learners of different L1 backgrounds face and also provides research informed techniques and recommendations on how to cope with them

The Routledge Handbook of Second Language Acquisition and Individual Differences Shaofeng Li, Phil Hiver, Mostafa Papi, 2022-05-30 *The Routledge Handbook of Second Language Acquisition and Individual Differences* provides a thorough in depth discussion of the theory research and pedagogy pertaining to the role individual difference ID factors play in second language acquisition SLA It goes beyond the traditional repertoire and includes 32 chapters covering a

full spectrum of topics on learners cognitive conative affective and demographic sociocultural variation The volume examines IDs from two perspectives one is how each ID variable is associated with learning behaviors processes and outcomes the other is how each domain of SLA such as vocabulary or reading is affected by clusters of ID variables The volume also includes a section on the common methods used in ID research including data elicitation instruments such as surveys interviews and psychometric testing as well as methods of data analysis such as structural equation modeling The book is a must read for any second language researcher or applied linguist interested in investigating the effects of IDs on language learning and for any educator interested in taking account of learners individual differences to maximize the effects of second language instruction

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