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

Hossein Nassaji, Sandra S. Fotos

Teaching Grammar in Second Language Classrooms Hossein Nassaji, Sandra S. Fotos, 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.

New Perspectives on Grammar Teaching in Second Language Classrooms Eli Hinkel, Sandra Fotos, 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.
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.

**Language Teacher Education for a Global Society** B. Kumaravadivelu, 2012-05-22
This book introduces a state-of-the-art model for second/foreign language language teacher education – Knowing, Analyzing, Recognizing, Doing, and Seeing (KARDS). Its goal is to develop prospective and practicing teachers into strategic thinkers, exploratory researchers, and transformative teachers.

**Intelligibility in World Englishes** Cecil L. Nelson, 2012-01-27
Intelligibility is the term most generally used to address the complex of criteria that describe, broadly, how useful someone’s English is when talking or writing to someone else. Set within the paradigm of world Englishes – which posits that the Englishes of the world may be seen as flexibly categorized into three Circles (Inner, Outer, Expanding) in terms of their historical developments – this text provides a comprehensive overview of the definitions and scopes of intelligibility, comprehensibility and interpretability, and addresses key topics within this paradigm: Who - if anyone - provides the models and norms for a given population of English users? Hybridity and creativity in world Englishes Evaluating paradigms: misinformation and disinformation Practicalities of dealing with the widening variety of Englishes Is English falling apart? The much-debated issue of intelligibility touches not only sociolinguistic theory but all aspects of English language teaching, second language acquisition, language curriculum planning, and regional or national language planning. Designed for students, teacher educators, and scholars internationally, each chapter includes ‘Topics for Discussion and Assignments’ and ‘Suggestions for Further Reading’.

**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.

**Conversation Analysis and Second Language Pedagogy** Jean Wong, Hansun Zhang Waring, 2020-08-03
Now in its second edition, this volume offers a strong synthesis of classic and current work in conversation analysis (CA), usefully
encapsulated in a model of interactional practices that comprise interactional competence. Through this synthesis, Wong and Waring demonstrate how CA findings can help to increase language teachers’ awareness of the spoken language and suggest ways of applying that knowledge to teaching second language interaction skills. The Second Edition features: Substantial updates that include new findings on interactional practices Reconceptualized, reorganized, and revised content for greater accuracy, clarity, and readability Expanded key concepts glossary at the end of each chapter New tasks with more transcripts of actual talk New authors’ stories The book is geared towards current and prospective second or foreign language teachers, material developers, and other language professionals, and assumes neither background knowledge of conversation analysis nor its connection to second language teaching. It also serves as a handy reference for those interested in key CA findings on social interaction.

What English Language Teachers Need to Know Volume III MaryAnn Christison, Denise E. Murray, 2014-03-05

What English Teachers Need to Know, a set of companion texts designed for pre-service teachers and teachers new to the field of ELT, addresses the key question: What do English language teachers need to know and be able to do in order for their students to learn English? These texts work for teachers across different contexts (countries where English is the dominant language, one of the official languages, or taught as a foreign language); different levels (elementary/primary, secondary, college or university, or adult education); and different learning purposes (general English, workplace English, English for academic purposes, or English for specific purposes). Volume I, on understanding learning, provides the background information that teachers need to know and be able to use in their classroom. Volume II, on facilitating learning, covers the three main facets of teaching: planning, instructing, and assessing. Volume III, on designing curriculum, covers the contexts for, processes in, and types of ELT curricula—linguistic based, content-based, learner-centered, and learning-centered. Throughout the three volumes, the focus is on outcomes, that is, student learning. Features • Situated in current research in the field of English language teaching and other disciplines that inform it • Sample data, including classroom vignettes • Three kinds of activities/tasks: Reflect, Explore, and Expand

The Pedagogy and Practice of Western-trained Chinese English Language Teachers Pu Hong, Faridah Pawan, 2015-06-19

Providing an East-West flow of language teaching knowledge and know-how to balance prevailing Western-centric perspectives, this book is an in-depth investigation of the impact of Western-based language teacher education on the pedagogy and practice of Chinese English language teachers who received their training in Western institutions or those that emphasize Western-based teaching approaches. A significant and growing number of these teachers will influence millions of language learners in China over the next decades. The Pedagogy and Practice of Western-trained Chinese English Language Teachers: Forefronts Chinese teachers’ voices and experiences in the context of their workplaces and classrooms Connects and balances theory and practice using a sociocultural lens Discusses the Chinese government’s policies on the training of
teachers and analyzes them in terms of their impact on both American and Chinese higher education institutions. This is a must-read book for anyone interested in learning theory adopted from a Western perspective and applied within an Asian setting.

**Pragmatics for Language Educators** Virginia LoCastro, 2013-03
Making pragmatics accessible to a wide range of students and instructors without dumbing down the content of the field, this text for language professionals: raises awareness and increases knowledge and understanding of how human beings use language in real situations to engage in social action; fosters the ability to think critically about language data and use helps readers develop the ability to do pragmatics. The book features careful explanations of topics and concepts that are often difficult for uninitiated readers, a wealth of examples, mostly of natural speech from collected data sources, and attention to the needs of readers who are non-native speakers of English, with non-Western perspectives offered when possible. Suggested Readings, Tasks, Discussion Questions, and Data Analysis sections involve readers in extending and applying what they are reading. The exercises push readers to recall and synthesize the content, elicit relevant personal experiences and other sources of information, and engage in changing their own interactional strategies. The activities go beyond a predictable framework to invite readers to carry out real life observations and experiment to make doing pragmatics a nonjudgmental everyday practice.

**Teaching and Learning English Grammar** MaryAnn Christison, Donna Christian, Patricia A. Duff, Nina Spada, 2015-03-02
An important contribution to the emerging body of research-based knowledge about English grammar, this volume presents empirical studies along with syntheses 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.

**Sociocultural Theory and the Pedagogical Imperative in L2 Education** James P. Lantolf, Matthew E. Poehner, 2014-03-05
Explicating clearly and concisely the full implication of a praxis-oriented language pedagogy, this book argues for an approach to language teaching grounded in a significant scientific theory of human learning—a stance that...
rejects the consumer approach to theory and the dichotomy between theory and practice that dominates SLA and language teaching. This approach is based on Vygotsky’s sociocultural theory, according to which the two activities are inherently connected so that each is necessarily rooted in the other; practice is the research laboratory where the theory is tested. From the perspective of language education, this is what is meant by the ‘pedagogical imperative.’ Sociocultural Theory and the Pedagogical Imperative in L2 Education • Elaborates a new approach to dealing with the relationship between theory and practice—an approach grounded in praxis—the dialectical unity of theory and practice • Presents an analysis of empirical research illustrating praxis-based principles in real language classrooms • Brings together cognitive linguistics and sociocultural theory – the former provides the theoretical knowledge of language required of praxis and the latter furnishes the theoretical principles of learning and development also called for in a praxis approach • Offers recommendations for redesigning teacher education programs Its timely focus on the theory-practice gap in language education and its original approach to bridging it put this book at the cutting edge of thinking about Vygotskian sociocultural theory in applied linguistics and SLA.


Focus on Form in Classroom Second Language Acquisition Catherine Doughty,Jessica Williams,1998-02-28 This volume examines theoretical foundations, empirical research, and pedagogical implementations of focus on form. Traditional language teaching can result in limited fluency, whereas communicative approaches tend to produce fluency with less accuracy. This book presents a potential solution to this dilemma. The hardback edition respects students' internal linguistic syllabus by drawing their attention to problematic linguistic features during communicative activities, thus providing an alternative to methodologies that treat accuracy and fluency separately. This volume examines theoretical foundations, empirical research, and a range of possible pedagogical implementations.

English Grammar Pedagogy Barbara M. Birch,2013-10-23 Designed for ESL and ELT pedagogy courses around the world, this text describes English grammar from a World Englishes perspective. It is distinguished by its focus on the social setting for English as a global language, the latest thinking about grammatical theory, and new theories of how first and second languages are learned and taught. The fundamental premise is that teaching and learning grammar cannot be isolated from the local, regional, and global sociocultural contexts in which the teaching and learning take place. Part I presents different attitudes toward English as a global language and some challenges that learners of English share no matter where they are in the world. Part II is about the features of English that educated speakers consider the most likely and probable in Academic English. Part III describes the flexible and fluid features of English that might be susceptible to change or
modification over time. Each chapter includes engaging Study, Discussion, and Essay Questions and Activities.

**Principles and Practices for Teaching English as an International Language** Lubna Alsagoff, Sandra Lee Mckay, Guangwei Hu, Willy A. Renandya, 2012-04-23 What general principles should inform a socioculturally sensitive pedagogy for teaching English as an International Language and what practices would be consistent with these principles? This text explores the pedagogical implications of the continuing spread of English and its role as an international language, highlighting the importance of socially sensitive pedagogy in contexts outside inner circle English-speaking countries. It provides comprehensive coverage of topics traditionally included in second language methodology courses (such as the teaching of oral skills and grammar), as well as newer fields (such as corpora in language teaching and multimodality); features balanced treatment of theory and practice; and encourages teachers to apply the pedagogical practices to their own classrooms and to reflect on the effects of such practices. Designed for pre-service and in-service teachers of English around the world, Principles and Practices for Teaching English as an International Language fills a critical need in the field.

**Language Learning Beyond the Classroom** David Nunan, Jack C. Richards, 2015-01-30 This volume presents case studies of language learning beyond the classroom. The studies draw on a wide range of contexts, from North and South America to Europe and the Asia-Pacific region. Each provides principled links between theory, research and practice. While out-of-class learning will not replace the classroom, ultimately all successful learners take control of their own learning. This book shows how teachers can help learners bridge the gap between formal instruction and autonomous language learning. Although English is the primary focus of most chapters, there are studies on a range of other languages including Spanish and Japanese.

**Handbook of Research in Second Language Teaching and Learning** Eli Hinkel, 2011-01-25 This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook’s international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

**Pronunciation and Phonetics** Adam Brown, 2014-03-26 This engaging, succinct text is an introduction to both
phonetics and phonology as applied to the teaching of pronunciation to English language learners. Section 1 selectively covers the main areas of phonetics and phonology, without going into any area in more depth than the average English language teacher requires or that the average English language teacher trainee can handle. Section 2 focuses on practical issues related to learners and how they learn languages, and what represents good practice in terms of classroom activities for pronunciation—including aspects such as targets, motivation and priorities. The chapters end with activities to help the reader understand concepts. Section 3 provides innovative sample activities which put into practice the theoretical points covered in the first two sections, answers to the various exercises, recommended further reading (both print and non-print), a glossary of technical phonetic terms, and a bibliography of works on pronunciation teaching. The text is accompanied by a Companion Website with audio recordings of model pronunciations and audio material relating to the activities.

**The Routledge Handbook of Instructed Second Language Acquisition** Shawn Loewen, Masatoshi Sato, 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.

Fuel your quest for knowledge with this thought-provoking masterpiece, Dive into the World of **Teaching Grammar In Second Language Classrooms Integrating Form Focused Instruction In Communicative Context Esl Applied Linguistics Professional Series**. This educational ebook, conveniently sized in PDF (Download in PDF: *), is a gateway to personal growth and intellectual stimulation. Immerse yourself in the enriching content curated to cater to every eager mind. Download now and embark on a learning journey that promises to expand your horizons.

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For a brief period in the early 1960s a group of choreographers, visual artists, composers, and filmmakers made use of Judson Memorial Church, a socially engaged Protestant congregation in New York’s Greenwich Village, to organize a series of open workshops from which its participants developed.

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Web: "The Work Is Never Done" traces the history of Judson Dance Theater both in and outside the church from the workshops that took place there to other spaces around downtown New York.

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