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

Seminar paper from the year 2020 in the subject Didactics - English - Grammar, Style, Working Technique, grade: 1,5, , language: English, abstract: This paper aims to answer the questions, to which English grammar varieties students are exposed to, and to which extent they should be addressed in the classroom. Moreover, it aims to shed light on how useful explicit grammar teaching is, compared to implicit methods. The present paper rests on the hypothesis that non-standard English grammar should be part of grammar teaching in EFL (English as a Foreign Language)classrooms as they are beneficial for students' language comprehension. Furthermore, explicit grammar instructions may only be useful for mastering specific target structures; however, languages and their underlying grammar systems may only be acquired implicitly, not by learning grammar rules.

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

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

This practical and research-based introduction to current and effective

English grammar instruction gives pre-service and in-service teachers and teacher educators a strong foundation for teaching second language grammar and helps them develop their professional knowledge and skills. Written in a highly readable style for an international audience, it provides a thorough and rounded overview of the principles, strategies, techniques, and applications currently dominant in teaching L2 grammar in a range of instructional settings around the world. Chapter authors are world-class authorities in grammar and grammar teaching and learning. All chapters are based on theoretical frameworks and/or research foundations with a strong emphasis on practical applications and implications for classroom teaching, and highlight teaching methods, key concepts, and terminology associated with grammar instruction. Illuminating the options and choices in grammar teaching from a contemporary perspective, Teaching English Grammar to Speakers of Other Languages is ideal as key text for students in undergraduate and graduate MA-TESOL programs and as a resource for practicing ESL/EFL teachers, teacher educators, and teaching faculty.
Teaching Grammar Through Literature
Giving New Learners an Everyday Grammar
How to Teach Grammar? The Landscape of Explicit and Implicit Grammar Teaching
An Introduction for Second Language Teachers
The Teacher's Grammar Book
Exploring theory and practice for post-16 English Language teachers
How do we learn a second language? Is it necessary to study grammar or is it enough just to be exposed to and use the language we want to learn? Is the learning of a second language similar to or fundamentally different from first language learning? These questions are dealt with in Grammar and the Advanced Learner. The purpose of the book is to find out whether the old question of the usefulness of grammar study can be answered by current theories and research results in the field of second language acquisition. A study of a group of Swedish university students of English forms the basis of the discussion. Most research concerns earlier stages of learning and it is therefore interesting to consider the problems of advanced learners to whom some of the generally accepted theories may not be applicable. Not only the learning process but also teaching methods have received the attention of theorists and researchers. Some of their research on methods and their proposals for teaching grammar are presented and discussed. Can linguists supply answers to the questions that teachers are confronted with in their classrooms? Grammar and the Advanced Learner places the advanced learner in focus but it also deals with second language acquisition theories and research from a general perspective. It should therefore be of interest

not only to teachers of advanced learners but also to those who teach at earlier stages, and to adult learners of foreign languages who are curious about their own learning process.

This text explores ways in which English grammar enables speakers and writers to represent the world, to interact with one another, and to create coherent messages. The hardback edition provides second language teachers with a functional description of English grammar, in which grammar is viewed not as a set of rules but as a communicative resource. It explores ways in which English grammar enables speakers and writers to represent their experience of the world, to interact with one another, and to create coherent messages. Each chapter includes a focus on areas of difficulty for second language learners, numerous authentic examples, tasks that allow the reader to apply the concepts introduced, and discussion questions. A final chapter covers issues in the learning and teaching of grammar, and reviews methodological options for the second or foreign language classroom. Assuming no previous study of linguistics or English grammar, Functional English Grammar is suitable for self-study or as a textbook in teacher education programs.

This is a unique book that covers innovative grammar teaching approaches and techniques for a modern generation of EFL/ESL students. It juxtaposes traditional grammar teaching methods with newer ones, and reveals the advantages and disadvantages of each. Moreover, it provides free and controlled grammar activities which offer instructors an ample variety of tasks that facilitate EFL/ESL teachers' work to practice certain grammatical patterns.

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
Keys to Teaching Grammar to English Language Learners

The Grammar Dimension in Instructed Second Language Learning
Issues in Second Language Teaching
Techniques and Resources in Teaching Grammar
A Course Book and Reference Guide

Second Language Learning and Language Teaching provides an introduction to the application of second language acquisition research to language teaching. Assuming no previous background in second language acquisition or language teaching methods, this text starts by introducing readers to the basic issues of second language acquisition research. It then examines how people learn particular aspects of the second language, such as grammar, vocabulary, pronunciation and the writing system, and at the strategies they adopt in their learning and the differences between individuals. Final chapters look at second language learning in a broader context – the goals of language teaching and how teaching methods relate to SLA research. This newly updated fifth edition builds on the comprehensive scope of earlier editions while also addressing more recent developments in the field, particularly multilingual approaches to language teaching.
Teaching Grammar, Structure and Meaning introduces teachers to some basic ideas from the increasingly popular field of cognitive linguistics as a way of explaining and teaching key grammatical concepts. Particularly suitable for those teaching post-16 English Language, this book offers a methodology for teaching key aspects of linguistic form and an extensive set of learning activities. Written by an experienced linguist and teacher, this book contains: · an evaluation of current approaches to the teaching of grammar and linguistic form · a revised pedagogy based on principles from cognitive science and cognitive linguistics · a comprehensive set of activities and resources to support the teaching of key linguistic topics and text types · a detailed set of suggestions for further reading and a guide to available resources Arguing for the use of drama, role play, gesture, energy dynamics, and visual and spatial representations as ways of enabling students to understand grammatical features, this book explores and analyses language use in a range of text types, genres and contexts. This innovative approach to teaching aspects of grammar is aimed at English teachers, student teachers and teacher trainers. 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 an 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

Seminar paper from the year 2007 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,3, Friedrich-Alexander University Erlangen-Nuremberg (Institut für Anglistik/Amerikanistik), course: Proseminar Linguistics and Language Teaching, 9 entries in the bibliography, language: English, abstract: This text begins with the important question if grammar teaching is actually necessary. After describing some approaches and methods in more detail and presenting briefly other important aspects in this regard, the author will demonstrate her own model of grammar teaching. The author's intention is to give a short overview over important issues concerning grammar teaching.

Second Language Learning and Language Teaching
New Perspectives on Grammar Teaching in Second Language Classrooms
Universal Grammar and the Initial State of Second Language Learning
Fifth Edition
Learning and Teaching
A Practical Handbook

Brings together various approaches to the contextualized teaching of grammar & communica as integrated components of second-language instruction. Purpose of the text is to show tha teaching can be productive & useful in ESL classroom

For students at all levels of proficiency, these 85 learner-centered, cooperative, communicativ activities will attend to your students' communicative needs; place grammatical structures in realistic contexts; make creative use of various sorts of everyday objects, visual aids, and spe purpose graphics; incorporate humor or other highly motivating content; provide challenge an through gamelike features; and promote choice, independence, creativity, realism, and feedbac pair and small-group work. --From publisher's description.

One of the key issues in second language learning and teaching concerns the role and practic grammar instruction. Does it make a difference? How do we teach grammar in the language c Is there an effective technique to teach grammar that is better than others? While some ling these questions to develop a better understanding of how people acquire a grammar, languag acquisition scholars are in search of the most effective way to approach the teaching of gran language classroom. The individual chapters in this volume will explore a variety of approaches 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 tea proposes that the key issue is not whether or not we should teach grammar but how we inc teaching grammar component in our communicative language teaching practices.

Taking a broadly chronological approach, this volume of original essays traces the origins of t concept of 'grammar'. In doing so, it charts the social, moral and cultural factors that have sh development of grammar from antiquity, via the Middle Ages, Renaissance and Modern Europe current education systems and language learning pedagogy. The chapters examine key turning the history of language teaching epistemology, focusing on grammar for 'foreign' language tea across different European cultural contexts. Bringing together leading scholars of classical an

languages education, this book offers the first single-source reference on the evolving concept of grammar across cultural and linguistic borders in Western language education. It therefore represents a valuable resource for teachers, teacher-educators and course designers, as well as students and scholars of historical linguistics, and of second and foreign language education.

The role of grammar in language teaching

Teaching English Grammar to Speakers of Other Languages

Applying Cognitive Grammar in the Foreign Language Classroom

Bringing Language to Life in the Secondary Classroom

Teaching Grammar, Structure and Meaning

Grammar and the Advanced Learner

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

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

Teaching Grammar Creatively is a practical new resource book that offers a variety of lessons and activities for everyday use in English language classes. It aims to stimulate students' imagination, humour and creativity and increase the effectiveness of grammar practice. The book offers more than 50 complete lessons covering a wide range of grammar structures, learner levels, and age groups. Each lesson is divided into two main sections: Language Awareness Activities and Creative Grammar Practice. The Language Awareness Activities are designed to introduce and provide initial practice of items that may still be unfamiliar to students. The Creative Grammar Practice section provides ideas for a deeper and more personalised familiarisation with these items, always with an element of individual creativity. Each lesson ends with the creation of a learner text - a permanent and original record of the grammar, in the form of a story or a poem for example.

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

Applying Second Language Research to Classroom Teaching

Functional English Grammar

Workbook for Keys to Teaching Grammar to English Language Learners

The Handbook of Technology and Second Language Teaching and Learning

Studies and Global Perspectives of Second Language Teaching and Learning

Teaching grammar: approaches and methods

Master's Thesis from the year 2017 in the subject Didactics - English - Grammar, Style, Working Technique, grade: 1,3, University of Hildesheim (Englische Sprache und Literatur), language: English, abstract: The aim of this work is to examine the areas of explicit versus implicit teaching and deductive and inductive teaching, with a focus on teaching grammar in EFL classes. Over the past 20 years and more, a great deal of interest has been paid to grammar teaching in EFL (English as a Foreign Language) and ESL (English as a Second Language) classes. Much of the research has been into which methods and approaches offer the learners the greatest opportunities to

*learn the target language. However, according to Motha,
"[O]pinions on the right approach to learning a language differ
as widely as the languages themselves". This helps to describe
the discussion that this work covers. In Section 1, the
dichotomy between explicit and implicit teaching is analyzed by
investigating the effectiveness of either approach. Section 2
covers an existing interface between explicit and implicit
knowledge and presents the three dominant concepts. Section 3
continues with a comparison between grammar teaching approaches
that includes a "focus on form" and a "focus on meaning" with
the overall aim of connecting these two distinct terms in order
to discuss the theory and related practice for language teachers
to refer to while planning their lessons. Section 4 presents
empirical evidence from two meta-studies by Norris and Ortega
and Spada and Tomita, arguing in favor of explicit over implicit
instruction. When considering how grammar is to be taught both
efficiently and effectively, the underlying target structure and
its theoretical characteristics need to be taken into account in
determining whether or not this specific structure is a suitable
to be either explicitly or implicitly taught. Section 5
discusses several aspects that are related to the target
structure. Grammar can be taught, for example, through deductive
or inductive teaching methods. Therefore, these two concepts are
introduced in Section 6 and 7 as is the PPP- model as an example
of deductive teaching (and which is further discussed in Section
9). Section 8 analyzes empirical data of several studies which
have investigated the effectiveness of deductive and inductive
grammar teaching. The results, as is demonstrated, are
contradictory because of differences in terms of measurement,
underlying target structure and/or the participants.
The thrust of the book is not so much upon the formation of
grammatical constructs but rather upon the shape of the
grammatical system and its relation to semantics, discourse and
pragmatics.
The Teacher's Grammar Book, Second Edition introduces the
various grammars that inform writing instruction in our schools,
and examines methods, strategies, and techniques that constitute
best classroom practices for teaching grammar and writing.
Designed for students who are preparing to become English or
language arts teachers, as well as for credentialed teachers who
want an easy-to-use guide to questions of methods, grammar, and
teaching, this overview of basic English grammar includes the
following major topics: a brief history of grammar, teaching
grammar, grammar and writing, traditional grammar,
transformational-generative grammar, cognitive grammar,
dialects, black English, and Chicano English. New in the*

*reorganized and fully updated Second Edition: *new chapter giving a brief history of grammar and grammar instruction; *new chapter on best practices--strategies and techniques that actually work; *expanded chapter on cognitive grammar--a topic not found in other texts of this nature; *expanded chapter on dialects; *summary and evaluation of the minimalist program (Noam Chomsky's most recent revision of transformational-generative grammar)--a topic unique among texts of this kind; and *reduced discussion of transformational grammar. Providing a much-needed critical synthesis of research on teaching vocabulary and grammar to students of a second or foreign language, this book puts the research into perspective in order to distil recommendations for language teaching. Boers evaluates a comprehensive range of both well-established and lesser-known research strands and classroom practices to draw out the most effective instructional approaches to teaching words, multiword expressions and grammar patterns. Chapters discuss learning as a by-product of communicative activities, language-focused instruction, diverse types of exercises, mnemonic techniques and more, with a view to building bridges between the available research on such instructional approaches and how they are commonly implemented in actual language courses and textbooks. This book helps teachers make research-informed decisions regarding their instructional approaches to words, phrases and patterns, and direct researchers to specific areas in need of further inquiry. Boers not only demonstrates how research findings can inform effective teaching, but also calls for a deeper appreciation on the part of researchers of the realities of the teaching profession, making this a worthwhile text for preservice teachers, teacher educators, graduate students and scholars.*

A Synthesis of the Research on Teaching Words, Phrases, and Patterns
Evidence of Chinese Multidialectal Children's Acquisition of English at the Syntax-Semantics Interface
Evaluating Second Language Vocabulary and Grammar Instruction
The History of Grammar in Foreign Language Teaching
Teaching Grammar Creatively with CD-ROM/Audio CD
Teaching English Tense and Aspect

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. 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.

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

Key Issues in Second-Language Teaching highlights the central considerations that face any teacher or trainee teacher when teaching languages in the classroom. It shows how to put the ideas of second-language learning theory into teaching practice, focusing on how to best teach grammar, correct errors, provide input and encourage interaction between learners. The book eschews espousing any particular methodology for language teaching but instead focuses on specific themes in relation to language teaching.

Teaching English as a Second Language

Integrating Form-Focused Instruction in Communicative Context

Universal Grammar and the Second Language Classroom

How to teach grammar in EFL classes. Explicit versus implicit and deductive versus inductive teaching

Teaching Grammar in Second Language Classrooms

Production-oriented and Comprehension-based Grammar Teaching in the Foreign Language Classroom

This book explores theories and pedagogies in the L2 classroom that have led to an understanding of how non-native languages are taught and learned. Featuring a diverse set of perspectives from researchers and language educators from around the globe, this book highlights important theoretical and practical underpinnings of the L2 classroom—discussions on what has worked and why. Some examples of these topics include: online and nonverbal communication, peace literacy, learning behaviors, high-impact practices, pragmatic awareness, study abroad, implicit and explicit teaching, motivation, and more. One mission of this book is to appreciate a diverse array of L2 teaching practices with sound theoretical underpinnings and universal implications for L2

classrooms. The chapter contributions are the result of an open call for studies that highlight practical innovative approaches in L2 teaching and learning and expand the avenues of exploration available within their theoretical frameworks. More specifically, the call for proposals sought to gather a diverse set of perspectives from researchers and language educators from various parts of the world in order to provide practical and thought-provoking insight on innovative approaches to L2 teaching. As such, the studies in this book all share a common goal that demonstrates the applicability of L2 teaching practices across languages, cultures, and regions. The book is intended to act as a valuable reference for language educators, practitioners, specialists, and anyone studying or wishing to gain an overview of successful teaching practices and learning nuances in the L2 classroom that cross all languages, cultures, and regions.

Teaching Grammar in Second Language ClassroomsIntegrating Form-Focused Instruction in Communicative ContextRoutledge

This book is an original study of the nature and place of pedagogic grammar in the teaching and learning of languages.

The Handbook of Technology and Second Language Teaching and Learning presents a comprehensive exploration of the impact of technology on the field of second language learning. The rapidly evolving language-technology interface has propelled dramatic changes in, and increased opportunities for, second language teaching and learning. Its influence has been felt no less keenly in the approaches and methods of assessing learners' language and researching language teaching and learning. Contributions from a team of international scholars make up the Handbook consisting of four parts: language teaching and learning through technology; the technology-pedagogy interface; technology for L2 assessment; and research and development of technology for language learning. It considers how technology assists in all areas of language development, the emergence of pedagogy at the intersection of language and technology, technology in language assessment, and major research issues in research and development of technologies for language learning. It covers all aspects of language including grammar, vocabulary, reading, writing, listening, speaking, pragmatics, and intercultural learning, as well as new pedagogical and assessment approaches, and new ways of conceiving and conducting research and development. The Handbook of Technology and Second Language Teaching and Learning demonstrates the extensive, multifaceted implications of technology for language teachers, learners, materials-developers, and researchers.

On Learning and Teaching a Second Language

The Teacher's Grammar of English with Answers

Teaching Grammar to a Grammar-Free Generation

Integrating Form-focused Instruction in Communicative Context

New Ways in Teaching Grammar

How to Teach Grammar

This volume was conceived as a first book in SLA for advanced undergraduate or introductory master's courses that include education majors, foreign language education majors, and English majors. It's also an excellent resource for practicing teachers. Both the research and pedagogy in this book are based on the newest research in the field of second language acquisition. It is not the goal of this book to address every SLA theory or teach research methodology. It does however address the myths and questions that non-specialist teacher candidates have about language learning. Steven Brown is the co-author of the introductory applied linguistics textbook Understanding Language Structure, Interaction, and Variation textbook (and workbook). The myths challenged in this book are: § Children learn languages quickly

and easily while adults are ineffective in comparison. § A true bilingual is someone who speaks two languages perfectly. § You can acquire a language simply through listening or reading. § Practice makes perfect. § Language students learn (and retain) what they are taught. § Language learners always benefit from correction. § Individual differences are a major, perhaps the major, factor in SLA. § Language acquisition is the individual acquisition of grammar.

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

Under the Universal Grammar (UG) framework, this book discusses the latest research on the role of L1 bidialectism in L2 acquisition, with a particular focus on early Chinese(L1)-English(L2) learners. Responding to the long-standing concern of whether L2 learners have access to UG in the target language, it provides evidence of the positive role of L1 multidialectism in L2 learning and confirms the role of UG in L2 acquisition. This book is essential reading for postgraduates and researchers in language education, linguistics, applied linguistics, speech-language pathology and psychology. The clarification of Chinese as L1 is also of interest to language educators in multilingual contexts.

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

Second Language Grammar

Input Processing and Grammar Instruction in Second Language Acquisition

Second Language Acquisition Myths

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.