2 Explicit Grammar And Implicit Grammar Teaching For Wander Lowie, Marije Michel, Audrey Rousse-Malpat, Merel Keijzer, Rasmus Steinkrauss

How to teach grammar in EFL classes. Explicit versus implicit and deductive versus inductive teaching Philipp Jacobs, 2020-04-03 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.

How to Teach Grammar? The Landscape of Explicit and Implicit Grammar Teaching Sven Frueh, 2021-04-08 Seminar paper from the year 2020 in the subject Didactics for the subject English - Grammar, Style, Working Technique, grade: 1,5,
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.

**Design Principles for Teaching Effective Writing** Raquel Fidalgo Redondo, Karen Harris, Martine Braaksma, 2017-11-20 This volume aims to analyze validated intervention programs focused on: the teaching and learning of writing as a skill and the use of writing as a learning activity in various school subjects/skills.

**Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching** Rod Ellis, Shawn Loewen, Catherine Elder, Hayo Reinders, Rosemary Erlam, Jenefer Philp, 2009-06-19 The implicit/explicit distinction is central to our understanding of the nature of L2 acquisition. This book begins with an account of how this distinction applies to L2 learning, knowledge and instruction. It then reports a series of studies describing the development of a battery of tests providing relatively discrete measurements of L2 explicit/explicit knowledge. These tests were then utilized to examine a number of key issues in SLA - the learning difficulty of different grammatical structures, the role of L2 implicit/explicit knowledge in language proficiency, the relationship between learning experiences and learners’ language knowledge profiles, the metalinguistic knowledge of teacher trainees and the effects of different types of form-focused instruction on L2 acquisition. The book concludes with a consideration of how the tests can be further developed and applied in the study of L2 acquisition.

**Implicit and Explicit Learning of Languages** Patrick Rebuschat, 2015-09-15 Implicit learning is a fundamental feature of human cognition. Many essential skills, including language comprehension and production, intuitive decision making, and social interaction, are largely dependent on implicit (unconscious) knowledge. Given its relevance, it is not surprising that the study of implicit learning plays a central role in the cognitive sciences. The present volume brings together eminent researchers from a variety of fields (e.g., cognitive psychology, linguistics, education, cognitive neuroscience, developmental psychology) in order to assess the progress made in the study of implicit and explicit learning, to critically evaluate key concepts and methodologies, and to determine future directions to take in this interdisciplinary enterprise. The eighteen chapters in this volume are written in an accessible and engaging fashion; together, they provide the reader with a comprehensive snapshot of the exciting current work on the implicit and explicit learning of languages.

**Research in Written Composition** Richard Reed Braddock, Richard Lloyd-Jones, Lowell A Schoer, 2012-03-01
Usage-Based Dynamics in Second Language Development Wander Lowie, Marije Michel, Audrey Rousse-Malpat, Merel Keijzer, Rasmus Steinkrauss, 2020-07-14 This book honours the contribution of Marjolijn Verspoor to the development and implementation of dynamic usage-based (DUB) approaches in second language (L2) research and pedagogy. With chapters written by renowned experts in the field, the book addresses the dynamics of language, language learning and language teaching from a usage-based perspective. The book contains both theory and empirical work: the initial theoretical chapters present cutting-edge thinking in relation to both the scope of DUB theory and its applications, providing conceptual perspectives from cognitive grammar and linguistics, thinking-for-speaking (TFS), and Complex Dynamic Systems Theory (CDST) approaches, united by their shared underpinnings of language as a dynamic system of conventionalized routines. The second half of the volume showcases state-of-the-art methodologies to study dynamic trajectories of language learning, empirical investigations into the above-mentioned theoretical concepts, and innovative classroom implementations of DUB language pedagogy.

Teaching Grammar to a Grammar-Free Generation Tamilla Mammadova, 2019-01-08 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.

The Handbook of Second Language Acquisition Catherine J. Doughty, Michael H. Long, 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.

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.

**English Grammar Instruction That Works!** Evelyn Rothstein, Andrew S. Rothstein, 2008-11-11 Offering a fun, engaging approach to grammar instruction, this guide includes clear explanations of grammatical terms and practical activities for all students, including English language learners.

**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.

**Second Language Acquisition Theory and Pedagogy** Fred R. Eckman, Jean Mileham, Rita Rutkowski Weber, Diane Highland, Peter W. Lee, 2013-10-08 A volume on second-language acquisition theory and pedagogy is, at the same time, a mark of progress and a bit of an anomaly. The progress is shown by the fact that the two disciplines have established themselves as areas of study not only distinct from each other, but also different from linguistic theory. This was not always the case, at least not in the United States. The anomaly results from the fact that this book deals with the relationship between L2 theory and pedagogy despite the conclusion that there is currently no widely-accepted theory of SLA. Grouped into five sections, the papers in this volume: * consider questions about L2 theory and pedagogy at the macro-level, from the standpoint of the L2 setting; * consider input in terms of factors which are internal to the learner; * examine the question of external factors affecting the input, such as the issue of whether points of grammar can be explicitly taught; * deal with questions of certain complex, linguistic behaviors and the various external and social variables that influence learners; and * discuss issues surrounding the teaching of pronunciation factors that affect a non-native accent.

**Teacher Learning in Language Teaching** Donald Freeman, Jack C. Richards, 1996-02-23 This book introduces a new field of educational research called teacher learning, as it applies to the teaching of languages. Up until recently, the study of second language teacher education has focused mainly on the knowledge base and specific skills needed for effective teaching. This book invites us to look at teacher education from a fresh point of view, through an exploration of the thinking
and learning processes of individuals as they learn to teach. Seventeen original articles, based on studies done in North America, Europe, Asia, and Australia, provide examples of pioneering research into the ways that individuals learn to teach languages, and the roles that previous experience, social context, and professional training play in the process. The collection thus helps establish a research base for this newly developing field.

*Teacher Cognition and Language Education* Simon Borg, 2015-03-12 The study of teacher cognition - what teachers think, know and believe - and of its relationship to teachers' classroom practices has become a key theme in the field of language teaching and teacher education. This new in paperback volume provides a timely discussion of the research which now exists on language teacher cognition. The first part of the book considers what is known about the cognitions of pre-service and practicing teachers, and focuses specifically on teachers' cognitions in teaching grammar, reader and writing. The second part of the book evaluates a range of research methods which have been used in the study of language teacher cognition and provides a framework for continuing research in this fascinating field. This comprehensive yet accessible account will be relevant to researchers, teacher educators and curriculum managers working in language education contexts.

*How to Teach Grammar* Scott Thornbury, 2008

*Implicit and Explicit Language Learning* Cristina Sanz, Ronald P. Leow, 2011-03-11 Over the last several decades, neuroscientists, cognitive psychologists, and psycholinguists have investigated the implicit and explicit continuum in language development and use from theoretical, empirical, and methodological perspectives. This book addresses these perspectives in an effort to build connections among them and to draw pedagogical implications when possible. The volume includes an examination of the psychological and neurological processes of implicit and explicit learning, what aspects of language learning can be affected by explicit learning, and the effects of bilingualism on the mental processing of language. Rigorous empirical research investigations probe specific aspects of acquiring morphosyntax and phonology, including early input, production, feedback, age, and study abroad. A final section explores the rich insights provided into language processing by bilingualism, including such major areas as aging, third language acquisition, and language separation.


*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.

Implicit and Explicit Learning of Languages Nick C. Ellis, 1994 It is generally agreed that there are three quite different types of human learning: implicit learning (a non-conscious, automatic abstraction of structure); explicit learning (where, as in problem solving, the learner searches for information and builds and tests hypotheses), and learning as a result of explicit instruction. But how do these processes result in language acquisition? The motivation for this book is that no one discipline can answer this question.

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