

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

Grammar Practice Activities Paperback with CD-ROM Teaching Grammar in Context Input Processing and Grammar Instruction in Second Language Acquisition Handbook of Research in Second Language Teaching and Learning The Role of Grammar in Language Teaching The Routledge Handbook of Instructed Second Language Acquisition Techniques and Resources in Teaching Grammar Production-oriented and Comprehension-based Grammar Teaching in the Foreign Language Classroom Keys to Teaching Grammar to English Language Learners Grammar, Meaning, and Concepts Teaching Grammar Creatively with CD-ROM New Perspectives on Grammar Teaching in Second Language Classrooms Construction Grammar in Second Language Teaching Explaining English Grammar Twelve Lectures on Second Language Acquisition Teaching English Grammar to Speakers of Other Languages Teaching Grammar in Second Language Classrooms Teaching Academic ESL Writing How to Teach Grammar Applied Construction Grammar Teaching Young Children a Second Language The Grammar Dimension in Instructed Second Language Learning Grammar Fundamentals for Teaching English as a Foreign Language: A Teacher's Reference The Teacher's Grammar of English with Answers Teaching and Learning English Grammar English Transitivity Alternation in Second Language Acquisition: an Attentional Approach Functional English Grammar The Development of the Grammatical System in Early Second Language Acquisition Issues in Second Language Teaching Grammar for English Language Teachers Teaching Grammar Through Literature Second Language Learning and Language Teaching Universal Grammar and the Second Language Classroom Teaching English as a Second Language Grammar Second Language Grammar Language Diversity, School Learning, and Closing Achievement Gaps Teaching Grammar, Revised Teaching Chinese as a Second Language Second Language Grammar

### **Grammar Practice Activities Paperback with CD-ROM**

The last two decades have yielded some important research on how first and second generation immigrant children live and study in the United States. In particular, there are some significant findings that concern young children's second language development. This book provides an overview of recent linguistic and methodological research and examines the ways in which new theoretical findings can inform classroom practice. Gordon is particularly concerned with ways of rendering instruction intellectually challenging and exciting in the primary level ESL classroom.

### **Teaching Grammar in Context**

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.

## **Input Processing and Grammar Instruction in Second Language Acquisition**

Grammar, Meaning, and Concepts: A Discourse-Based Approach to English Grammar is a book for language teachers and learners that focuses on the meanings of grammatical constructions within discourse, rather than on language as structure governed by rigid rules. This text emphasizes the ways in which users of language construct meaning, express viewpoints, and depict imageries using the conceptual, meaning-filled categories that underlie all of grammar. Written by a team of authors with years of experience teaching grammar to future teachers of English, this book puts grammar in the context of real language and illustrates grammar in use through an abundance of authentic data examples. Each chapter also provides a variety of activities that focus on grammar, genre, discourse, and meaning, which can be used as they are or can be adapted for classroom practice. The activities are also designed to raise awareness about discourse, grammar, and meaning in all facets of everyday life, and can be used as springboards for upper high school, undergraduate, and graduate level research projects and inquiry-based grammatical analysis. Grammar, Meaning, and Concepts is an ideal textbook for those in the areas of teacher education, discourse analysis, applied linguistics, second language teaching, ESL, EFL, and communications who are looking to teach and learn grammar from a dynamic perspective.

## **Handbook of Research in Second Language Teaching and Learning**

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 Role of Grammar in Language Teaching**

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 revolutionise teaching and enrich students' understanding of literature and the grammatical theory within.

## **The Routledge Handbook of Instructed Second Language Acquisition**

Shortlisted for the Christopher Brumfit Award in Applied Linguistics. The Development of the Grammatical System in Early Second Language Acquisition focuses on the acquisition process of early L2 learners. It is based on the following key hypothesis: the initial mental grammatical system of L2 learners is constrained semantically, syntactically and mnemonically. This hypothesis is formalised as the Multiple Constraints Hypothesis. The empirical test of the Multiple Constraints Hypothesis is based on a large database including cross-sectional and longitudinal data from square-one ESL beginners. The study demonstrates that the postulated constraints are relaxed successively as learning progresses. The book is intended for postgraduate students as well as SLA researchers.

## **Techniques and Resources in Teaching Grammar**

Issues in Second Language Teaching is a text-book written in order to help trainee teachers and more experienced teachers reflect on certain topics related to second language learning and language teaching. It provides readers with a better understanding of the interface between second language learning theory and research, and language teaching practices. The main objective of the textbook is to develop and enhance readers' theoretical and practical understanding of how teachers should approach the way they teach languages in the classroom. Readers will be asked to reflect on the implications of second language learning research and theory on language teaching by providing an analysis of how the principles derived from research can be applied in the language classroom when it comes to issues such as teaching grammar, correct errors, provide 'good' input, develop output activities or encourage interaction between learners. The textbook does not support a particular methodology for language teaching but focuses on specific themes in relation to language teaching. Reviews: It is a very nice contribution to the field because of its theoretical/conceptual and innovative presentation of the topics. A valuable resource for researchers, graduate students and anyone interested in language teaching and language acquisition with a particular reference to input and processing. Pedro Guijarro-Fuentes, Associate Professor in Spanish, University of Plymouth

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

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.

## **Keys to Teaching Grammar to English Language Learners**

### **Grammar, Meaning, and Concepts**

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 Creatively with CD-ROM**

The Workshop on the Role of Language in School Learning: Implications for Closing the Achievement Gap was held to explore three questions: What is known about the conditions that affect language development? What are the effects of early language development on school achievement? What instructional approaches help students meet school demands

for language and reading comprehension? Of particular interest was the degree to which group differences in school achievement might be attributed to language differences, and whether language-related instruction might help to close gaps in achievement by helping students cope with language-intensive subject matter especially after the 3rd grade. The workshop provided a forum for researchers and practitioners to review and discuss relevant research findings from varied perspectives. The disciplines and professions represented included: language development, child development, cognitive psychology, linguistics, reading, educationally disadvantaged student populations, literacy in content areas (math, science, social studies), and teacher education. The aim of the meeting was not to reach consensus or provide recommendations, but rather to offer expert insight into the issues that surround the study of language, academic learning, and achievement gaps, and to gather varied viewpoints on what available research findings might imply for future research and practice. This book summarizes and synthesizes two days of workshop presentations and discussion.

## **New Perspectives on Grammar Teaching in Second Language Classrooms**

### **Construction Grammar in Second Language Teaching**

"In addition, the book comes with a CD-ROM which contains: - All the classroom material from the book in A4 size, ready to be printed out and photocopied ; - All the artwork from the book in color for you to print out or display on-screen for your class." -- Back cover.

### **Explaining English Grammar**

Grounded in analysis of Chinese and international educational concepts and classroom techniques currently used to teach Chinese as a Second Language, and a thorough review of recent research in the field, this volume identifies the learning challenges of the language for native English speakers. Orton and Scrimgeour assess the gap in knowledge and skills between learners' initial and future proficiency levels as L2 Chinese speakers, map their needs as learners towards achieving a high language proficiency, and set out an informed, integrated teaching orientation and practice for the Chinese classroom that responds to those needs. Chapters in the volume address curriculum design, teaching diverse learners and levels, the learning challenges of Chinese oral and literacy skills, grammar and vocabulary, discourse development, cultural understanding, and the affordances of a visit to China. Filled with original and engaging teaching and learning tools and techniques, this book is an essential and rich content resource for primary and secondary teachers, and teacher candidates and educators in Chinese as a Second Language education.

## **Twelve Lectures on Second Language Acquisition**

Studienarbeit aus dem Jahr 2016 im Fachbereich Anglistik - Linguistik, Note: 1,3, Friedrich-Schiller-Universität Jena (Institut für Anglistik/Amerikanistik), Veranstaltung: Cognitive Linguistics: Construction Grammar, Sprache: Deutsch, Abstract: For more than 20 years now, the concept of constructions has been playing a more and more important role in theories of language acquisition and language use. In the 1980s Fillmore, Kay and O'Conner were the first linguists interested in constructionist approaches; and with her two books *Constructions: A Construction Grammar Approach to Argument Structure* and *Construction at Work: The Nature of Generalization in Language* Goldberg eventually paved the way for this alternative view on grammar. By now, Construction Grammar has become a wellaccepted descriptive and processing model that is based on a substantial body of scientific publications. However, the big interest of Construction Grammar research in first language acquisition and native speakers' language use contrasts the little interest in the branch of second language acquisition. It is only recently that linguists have approached the question whether second language learners' linguistic competence relies on constructions as well. Hence, it is no surprise that there has been only little interest in application of Construction Grammar in second language teaching as well. In my opinion, this is a wasted opportunity. If Construction Grammar is widely accepted in the field of first language acquisition, it is also necessary to transfer this concept to second language acquisition and teaching in order to create suitable teaching materials and methods. Thus, this paper is supposed to advocate an applied Construction Grammar in second language teaching.

## **Teaching English Grammar to Speakers of Other Languages**

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.

## **Teaching Grammar in Second Language Classrooms**

Which components of grammar teaching?accuracy, meaningfulness, and appropriateness?are you the least comfortable

including in your classroom activities? This Reflective Question and many others await your discussion and analysis in this revised edition of TESOL Press's best-selling Teaching Grammar, which explores different approaches to teaching grammar in second language classrooms. This volume contains a new chapter on designing writing assignments, as well as updated references and research. Detailed guidelines for teaching grammar with sample activities are also included.

## **Teaching Academic ESL Writing**

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.

## **How to Teach Grammar**

Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar fills an important gap in teacher professional preparation by focusing on the grammatical and lexical features that are essential for all ESL writing teachers and student-writers to know. The fundamental assumption is that before students of English for academic purposes can begin to successfully produce academic writing, they must have the foundations of language in place--the language tools (grammar and vocabulary) they need to build a text. This text offers a compendium of techniques for teaching writing, grammar, and lexis to second-language learners that will help teachers effectively target specific problem areas of students' writing. Based on the findings of current research, including a large-scale study of close to 1,500 non-native speakers' essays, this book works with several sets of simple rules that collectively can make a noticeable and important difference in the quality of ESL students' writing. The teaching strategies and techniques are based on a highly practical principle for efficiently and successfully maximizing learners' language gains. Part I provides the background for the text and a sample of course curriculum guidelines to meet the learning needs of second-language teachers of writing and second-language writers. Parts II and III include the key elements of classroom teaching: what to teach and why, possible ways to teach the material in the classroom, common errors found in student prose and ways to teach students to avoid them, teaching activities and suggestions, and questions for discussion in a teacher-training course. Appendices to chapters provide supplementary word and phrase lists, collocations, sentence chunks, and diagrams that teachers can use as needed. The book is designed as a text for courses that prepare teachers to work with post-secondary EAP students and as

a professional resource for teachers of students in EAP courses.

## **Applied Construction Grammar**

Volume III of the Handbook of Research in Second Language Teaching and Learning, like Volumes I and II, is a comprehensive, state-of-the-art overview of current research into social contexts of second language (L2)/foreign language (FL) teaching and learning; language policy; curriculum; types of instruction; incremental language skills such as listening, speaking, reading, writing, vocabulary, and grammar; international communication; pragmatics; assessment and testing. It differs from earlier volumes in its main purpose—to provide a more in-depth discussion and detailed focus on the development of the essential language skills required for any type of communication: speaking, listening, reading, vocabulary, grammar, and writing. Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2/FL teaching and learning and applied linguistics, but rather than offering a historical review of disciplinary traditions, it explores innovations and new directions of research, acknowledges the enormous complexity of teaching and learning the essential language abilities, and offers a diversity of perspectives. Chapter authors are all leading authorities in their disciplinary areas. What's new in Volume III? Updates the prominent areas of research, including the sub-disciplines addressed in Volumes I and II, and represents the disciplinary mainstays. Considers and discusses perspectives held by different schools of thought on the what, the how, and the why of teaching foundational language skills, including theories, pedagogical principles, and their implementation in practice. Captures new and ongoing developments and trends in the key areas of L2/FL teaching and learning, and innovative research topics that have gained substantial recognition in current publications, including the role of corpora, technology, and digital literacy in L2/FL teaching and learning. Examines new trends in language pedagogy and research, such as an increased societal emphasis on teaching academic language for schooling, somewhat contradictory definitions of literacy, and the growing needs for instruction in intercultural communication.

## **Teaching Young Children a Second Language**

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. .

## **The Grammar Dimension in Instructed Second Language Learning**

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.

## **Grammar Fundamentals for Teaching English as a Foreign Language: A Teacher's Reference**

"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 teaching difficult structures, it is both a complete grammar course and an essential reference text."--Back cover.

## **The Teacher's Grammar of English with Answers**

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.

## **Teaching and Learning English 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.

## **English Transitivity Alternation in Second Language Acquisition: an Attentional Approach**

The correct use of English verb argument structure is crucial for foreign learners of the English language. Based on an experimental study recruiting 162 Chinese English learners at different proficiency levels, this book suggests that the acquisition of English transitivity alternation follows as a consequence of the cognitive processing of language input, which is induced by the nature of task requirements in different learning conditions and influenced by individual differences in language learning aptitude and proficiency level. Readers of this book will have a deeper understanding of all these variables involved and will learn that pedagogical issues should be considered in a more thorough, comprehensive manner to explore better solutions for English learning and teaching.

## **Functional English Grammar**

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. This book provides second language teachers with a functional description of English grammar, in which grammar is viewed as a communicative resource. 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, this book is suitable for self-study or as a textbook in teacher education programs.

## **The Development of the Grammatical System in Early Second Language Acquisition**

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.

## **Issues in Second Language Teaching**

A systematic and well-researched textbook with a multidisciplinary approach to understand the methods and techniques of teaching English as a second language. This book provides an easy-to-understand and easy-to-apply discussion on language structure, pronunciation, intonation, grammar, and vocabulary through numerous tasks and exercises. The section on “instructional practices” deals with various language skills and their applications in real-world classrooms. With actual classroom-tested techniques, *Teaching English as a Second Language: Theory and Praxis* would be an ideal companion for BEd students who are in the process of becoming teachers. It would also help practicing teachers who can modify and adapt these techniques and tasks to aid students develop language skills required to face the challenges of the twenty-first century. Key Features • Provides a comprehensive introduction to second language teaching with reference to the recent trends and developments in the area • Enables teachers to adopt a problem-solving approach to teaching English • Uses communicative language teaching (CLT) and task-based teaching methodology, helping learners to develop communication of meaning along with accuracy of form • Dedicated sections on classroom evaluation techniques and use of audiovisual aids and other resources for language teaching

## **Grammar for English Language Teachers**

Weaver extends her philosophy by offering teachers a rationale and practical ideas for teaching grammar not in isolation but in the context of writing.

## **Teaching Grammar Through Literature**

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

## **Second Language Learning and Language Teaching**

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.

## **Universal Grammar and the Second Language Classroom**

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.

## **Teaching English as a Second Language**

Current research within the framework of Construction Grammar (CxG) has mainly adopted a theoretical or descriptive approach, neglecting the more applied perspective and especially the question of how language acquisition and pedagogy can benefit from a CxG-based approach. The present volume explores various aspects of “Applied Construction Grammar” through a collection of studies that apply CxG and CxG-inspired approaches to relevant issues in L2 acquisition and teaching. Relying on empirical data and covering a wide range of constructions and languages, the chapters show how the cross-fertilization of CxG and L2 acquisition/teaching can improve the description of learners’ use of constructions, provide theoretical insights into the processes underlying their acquisition (e.g. with reference to inheritance links or transfer from the L1), or lead to novel teaching practices and resources aimed to help learners make the generalizations that native speakers make naturally from the input they receive.

## **Grammar**

Grammar Fundamentals for Teaching English as a Foreign Language: A Teacher's Reference aims to improve your knowledge of and confidence with the English language, including the terminology, form, and meaning of basic grammatical structures. The structures are presented within short vignettes about teaching abroad, including content that should be of interest for anyone in the field of TEFL. The book is designed to serve as a self-study grammar reference for the novice teacher of English grammar, but it can also serve as a review or to provide samples for more advanced grammarians.

## **Second Language Grammar**

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.

## **Language Diversity, School Learning, and Closing Achievement Gaps**

An invaluable resource helping teachers at all levels of experience to develop their understanding of English grammar. Grammar for English Language Teachers is designed to help practising and trainee teachers to develop their knowledge of English grammar systems. It encourages teachers to appreciate factors that affect grammatical choices, and evaluates the 'rules of thumb' presented to learners in course materials. Consolidation exercises provide an opportunity for teachers to test these rules against real language use and to evaluate classroom and reference materials.

## **Teaching Grammar, Revised**

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

## **Teaching Chinese as a Second Language**

Includes a sequence of tasks designed to help teachers apply to their own classroom practice the information in the text.

## **Second Language Grammar**

The aim of this book is to provide teachers with a fresh approach to thinking about English grammar. Each chapter focuses on a problematic area, for example "Articles", "Conditionals", and "Direct and indirect speech". First the basic grammatical form is described, and then the meaning distinctions conveyed by particular forms. The final section of each chapter shows how meaning can be shaped by context and communicative purpose. The book includes exercises, teaching ideas, and a glossary.

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