2 Explicit Grammar And Implicit Grammar Teaching For

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.

Now in its second edition, Introduction to Instructed Second Language Acquisition continues to present a cohesive view of the different theoretical and pedagogical perspectives that comprise instructed second language acquisition (ISLA). Loewen provides comprehensive discussions of the theoretical, empirical, and pedagogical aspects of a range of key issues in ISLA, and has added to this edition a comprehensive exploration of the relationship between ISLA research and second language pedagogy. Also new is the addition of supporting features including end-of-chapter activities, points for reflection, and discussion questions, as well as thoroughly revised content to reflect the most recent research in ISLA. This is an essential resource for students new to ISLA, or working in Second Language Acquisition more generally.

Literacy? That's someone else's job, isn't it? This is a book for all teachers on how to make explicit to students those things we can do implicitly. In the Teachers' Standards it states that all teachers must demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher's specialist subject. In The Secret of Literacy, David Didau inspires teachers to embrace the challenge of improving students' life chances through improving their literacy.

Teaching Korean as a Foreign Language: Theories and Practices is designed for prospective or in-service Korean as a Foreign Language (KFL) teachers. With contributions from leading experts in the field, readers will gain an understanding of the theoretical framework and practical applications of KFL education in the context of Second Language Acquisition (SLA). The eight chapters explore the history of and current issues in language education, the practicalities of being a classroom teacher, and teaching and evaluation techniques for developing language and cultural proficiency. This comprehensive volume also includes an annotated bibliography which lists over 500 of the most recent and pertinent research articles and doctoral dissertations in the area. This bibliography will be of great service to students, teachers, and any researchers in applied linguistics and second language acquisition interested in Korean language education.

Implicit versus explicit knowledge in foreign language learning
An Introduction for Second Language Teachers
The Cambridge Handbook of Corrective Feedback in Second Language Learning and Teaching
The Routledge Handbook of Instructed Second Language Acquisition
In Honor of Barry J. Blake
Developing Language Skills for All Learners

This study investigated the potential effectiveness of two different types of explicit teaching techniques in foreign language instruction in the context of recent research into the cognitive processes of second language acquisition (SLA). Students in their second year of

high school Spanish were given a treatment of either traditional grammar instruction of task-based (but grammar-focused) instruction. ... The relationship between task-based instruction and its possibilities for negotiation of meaning and conversational modification was the basis for its selection for this experiment, although it was not found to increase scores on the GJT's [Grammatically judgement tests].

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

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. 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 Findings and Future Directions

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

Principles from Practice

Effective and Efficient Teaching

Psychology of Science

The Role of Explicit and Implicit Grammar Instruction in the Taiwanese University EFL Context

Provides a unique and timely re-examination of key issues such as strategies in context, strategy instruction, and strategy research methods by numerous experts in the field. Offers an invaluable overview of what is known from empirical research about listening, reading, speaking, writing, vocabulary, and grammar strategies. Proposes a clear and focused research agenda for the next decades. Research into language learner strategies has the fundamental goal of improving the teaching and learning of second languages. This book explores the notion that the reason some learners of second languages excel and others struggle lies in what the learners themselves do-the strategies they bring to language learning and to language use. Symposium held at Purdue Univ. in June 4-5, 2010. Corrective feedback is a vital pedagogical tool in language learning. This is the first volume to provide an in-depth analysis and

discussion of the role of corrective feedback in second and foreign language learning and teaching. Written by leading scholars, it assembles cutting-edge research and state-of-the-art articles that address recent developments in core areas of corrective feedback including oral, written, computer-mediated, nonverbal, and peer feedback. The chapters are a combination of both theme-based and original empirical studies carried out in diverse second and foreign language contexts. Each chapter provides a concise review of its own topic, discusses theoretical and empirical issues not adequately addressed before, and identifies their implications for classroom instruction and future research. It will be an essential resource for all those interested in the role of corrective feedback in second and foreign language learning and how they can be used to enhance classroom teaching.

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.

The Routledge Handbook of Chinese Second Language Acquisition
Teaching Korean as a Foreign Language
Teacher Cognition and Language Education
Explicit Instruction
Second Language Research
Conditions, Processes, and Knowledge in SLA and Bilingualism

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.
Bachelor Thesis from the year 2009 in the subject English - Pedagogy, Didactics, Literature Studies, grade: gut, University of Poznan

(Institute of English), course: Teaching methods, language: English, abstract: The differentiation between explicit and implicit knowledge has been a key issue discussed by researchers involved in second language acquisition throughout the last several decades. Some follow the ideas of Stephen Krashen, the trail blazer of studies concerning implicit knowledge and focus on meaning. Other, believe that explicit knowledge is more important. The core of this BA thesis is an empirical study measuring implicit and explicit knowledge of a group secondary school students. The study is preceded by two chapters discussing relevant issues about implicit and explicit knowledge as well as various tests that measure the knowledge of a subject. The first chapter describes the similarities and differences between explicit and implicit knowledge. It provides general information that is developed later on, or that needs to be mentioned in order to supply sufficient details that form the background of the empirical research that is presented in the third chapter. The main aim of the first chapter is to present seven dimensions which help to distinguish implicit knowledge from explicit knowledge. This chapter also touches upon the issue of learning difficulty of certain grammatical features. The second chapter is a description of various criteria on the basis of which implicit and explicit knowledge is measured. What is more, there are different tests that measure implicit and explicit knowledge included in this section, together with the ways in which they are formed, and the importance they have in measuring a given type of knowledge. The aforementioned tests encompass the imitation test, timed as well as the untimed version of the grammar judgement test (GJT), oral narrative test, and finally the metalinguistic knowledge test. The third chapter is an empirical study prepared by the author. It is divided into two parts, and measures both implicit and explicit knowledge of the participants. The study itself was inspired by three other experiments, but it also possesses its original and unique ideas. Apart from measuring implicit and explicit knowledge, it also explores metalinguistic knowledge and the issue of systematicity. The research analyses several key questions, the most important concerning which type of knowledge learners from a typical secondary school in Poland make use of more efficiently.

Although many studies have suggested positive effects for speaking or output practice on L2 grammar development, the question of how speaking affects L2 grammar remains. This study specifically examines how output affects the explicit and implicit knowledge of Spanish indirect object pronouns (IOPs). It also investigates levels of L2 grammar development for participants with low, mid and high levels of background knowledge of Spanish subject-verb agreement. Eight participants were given explicit grammar instruction on the target structure followed by six paired output-focus activities. These included two information-gap tasks, a matching task, a partner interview, original sentence creation, and a dictogloss task. In each task participants were required to orally produce IOPs whether they were reading a prepared IOP or producing one originally based on a prompt. In order to capture qualitative data on the effectiveness of

output, all paired interaction was transcribed and coded for language related episodes (LREs). In this study three types of LREs were identified: self-correction, other-correction and metatalk. Learners were also tested on IOPs immediately before instruction, immediately following and three weeks afterward. Quantitative data consisted of these results of pre, post, and delayed posttests, the number of IOPs produced during all instructional activities, and the percentage of correct IOPs produced compared to those omitted or produced incorrectly. Development of explicit knowledge was assessed by an untimed written picture description task, whereas implicit knowledge was assessed on the tests by a timed grammaticality judgment task. The results of the picture description task showed more consistent gains in development of explicit knowledge. The results of the grammaticality judgment task were more irregular and suggested less consistent gains in development of implicit knowledge. Together, quantitative and qualitative results suggest that explicit instruction followed by output practice was most effective for learners in this study with greater knowledge of subject-verb agreement. A comparison of qualitative results and test scores revealed that learners who showed more focus on the lexicon during instructional tasks and did not produce IOPs as often, and also had lower scores on both tests. Stronger learning outcomes were observed for learners who produced more IOPs, had a higher percentage of correct IOPs and were involved in LREs.

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/ implicit 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.

English Grammar Instruction That Works!

Making the implicit explicit

Defining Pragmatics

The Explicit and the Implicit in Language and Speech

Functional English Grammar

The Semantics and Pragmatics of Intersubjectivity

The Routledge Handbook of Chinese Second Language Acquisition is the first reference work of its kind. The handbook contains twenty contributions from leading experts in the field of Chinese SLA, covering a wide range of topics such as social contexts, linguistic perspectives, skill learning, individual differences and learning settings and testing. Each

chapter covers historical perspectives, core issues and key findings, research approaches, pedagogical implications, future research direction and additional references. The Routledge Handbook of Chinese Second Language Acquisition is an essential reference for Chinese language teachers and researchers in Chinese applied linguistics and second language acquisition.

Over the past thirty years, the field of language learning strategies has generated a massive amount of interest and research in applied linguistics. Teaching and Researching Language Learning Strategies redraws the landscape of language learning strategies at just the right time. In this book Rebecca Oxford charts the field systematically and coherently for the benefit of language learning practitioners, students, and researchers. Offering practical, innovative suggestions for assessing, teaching, and researching language learning strategies, she provides examples of strategies and tactics from all levels, from beginners to distinguished-level learners, as well as a new taxonomy of strategies for language learning. In demonstrating why self-regulated learning strategies are necessary for language proficiency, Oxford integrates socio-cultural, cognitive, and affective dimensions, and argues convincingly for the need for conceptual cross-fertilization. Providing clear and concise explanations of the advantages and limitations of the different approaches, this book is full of practical value and theoretical insights. The book is designed to guide the reader with the use of a range of features, including: - key quotes and concept boxes - preview questions and chapter overviews - glossary and end-of-chapter further readings - sources and resources section

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 present volume is a collection of fifteen original articles that include descriptive, typological and/or theoretical studies of a number of morphosyntactic phenomena, such as case, transitivity, grammaticalization, valency alternations, etc., in a variety of languages or language groups, and discussions concerning theoretical issues in specific grammatical frameworks. The collection, written in honor of the Australian linguist Barry J. Blake on his 60th birthday, thematically reflects the field

that Professor Blake has worked in over the past three decades. The
volume will be of special interest to researchers in morphosyntax, and
linguistic typology. In addition, scholars in discourse grammar, historical
linguistics, theoretical syntax, semantics, language acquisition, and
language contact will find articles of interest in the book.
Theories and Practices
How Output Affects Explicit and Implicit Knowledge of Spanish Indirect
Object Pronouns
Methodology and Design
Research and Practice
Second Language Acquisition in Action
How to Teach Grammar? The Landscape of Explicit and Implicit Grammar
Teaching

This book forms an invaluable reference work for all teachers of second languages and
researchers in the field of L2 acquisition. It discusses the contribution that modern re
into L2 acquisition makes to the curriculum development process. It also provides the
with arguments for and against the various approaches to teaching.

Combining theory from cognitive semantics and pragmatics, this book offers both a ne
model and a new usage-based method for the understanding of intersubjectivity, and l
social cognition is expressed linguistically at different levels of complexity. Bringing tog
ideas from linguistics and theory of mind, Tantucci demonstrates the way in which sp
constantly monitor and project their interlocutor's reactions to what is being said, and
three distinct categories of social cognition in first language acquisition and language
change. He also shows how this model can be applied in different settings and include
range of examples from languages across the globe, to demonstrate the cross-linguist
universality of the model. Additionally the book offers insights into the gradient dimens
intersubjectivity in language evolution and across the autistic spectrum. Original and
innovative, it will be invaluable for researchers in cognitive linguistics, pragmatics, hist
linguistics, applied linguistics and cognitive psychology.

The book addresses one of the key controversies in teaching foreign language gramma
which is the utility of production-oriented instruction, as exemplified in the PPP seque
and comprehension-based teaching, as implemented in interpretation tasks and proces
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 finding
four studies which sought to compare their effects with instruction based on differer
output practice. The findings serve as a basis for guidelines on how the two options c
successfully combined in the classroom

An important contribution to the emerging body of research-based knowledge about E
grammar, this volume presents empirical studies along with syntheses and overviews c
previous and ongoing work on the teaching and learning of grammar for learners of En
as a second/foreign language. It explores a variety of approaches, including form-focus
instruction, content and language integration, corpus-based lexicogrammatical approac
and social perspectives on grammar instruction. Nine chapter authors are Priority Rese
Grant or Doctoral Dissertation Grant awardees from The International Research Found
for English Language Education (TIRF), and four overview chapters are written by well-
known experts in English language education. Each research chapter addresses issues

motivated the research, the context of the research, data collection and analysis, findi
discussion, and implications for practice, policy, and future research. The TIRF-sponsor
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 s
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.
A Thesis Presented to the Division of Graduate and Continuing Education Worcester St
College in Partial Fulfillment of the Requirements for the Degree of Master of Educatio
Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching
Handbook of Grammatical Evolution
Frontiers of Language and Teaching, Vol.2: Proceedings of the 2011 International Onlin
Language Conference (IOLC 2011)
Historical Discourse Analysis
New Perspectives on Grammar Teaching in Second Language Classrooms
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.
This groundbreaking book challenges the prominent definitions of pragmatics and the

assumption that specific topics belong on the pragmatics turf.

Despite the key role played by second language acquisition (SLA) courses in linguistics, teacher education and language teaching degrees, participants often struggle to bridge the gap between SLA theories and their many applications in the classroom. In order to overcome the 'transfer' problem from theory to practice, Andrea Nava and Luciana Pedrazzini present SLA principles through the actions and words of teachers and learners. Second Language Acquisition in Action identifies eight important SLA principles and involves readers in an 'experiential' approach which enables them to explore these principles 'in action'. Each chapter is structured around three stages: experience and reflection; conceptualisation; and restructuring and planning. Discussion questions and tasks represent the core of the book. These help readers in the process of 'experiencing' SLA research and provide them with opportunities to try their hands at different areas of language teachers' professional expertise. Aimed at those on applied linguistics MA courses, TESOL/EFL trainees and in-service teachers, Second Language Acquisition in Action features: · Key Questions at the start of each chapter · Data-based tasks to foster reflection and to help bridge the gap between theory and practice · Audiovisual extracts of lessons on an accompanying website · Further Reading suggestions at the end of each chapter

Bachelor Thesis from the year 2021 in the subject Didactics - English - Pedagogy, Literature Studies, grade: 2, University of Linz (Department for Languages and Intercultural Communication, Johannes Kepler Universität), course: Seminar in English Studies (FD): Language Awareness, language: English, abstract: Second Language Acquisition (SLA) research has been analysing the effectiveness of different language acquisition processes. Whereas some findings suggest benefits through implicit acquisition processes, others believe explicit acquisition to be superior. The paper aims to identify current positions in the literature regarding the efficacy of implicit versus explicit language instruction, learning and knowledge, as well as learning difficulties for specific grammatical features when presented implicitly or explicitly and what the findings imply for the English as a Second Language (ESL) classroom. In order to do so, a general literature review was used to analyse the most relevant findings in the field to answer the first question as well as a specific literature review of The Marsden Project by Elder, Ellis (Ed.), Erlam, Loewen, Philp & Reinders (2009) to answer the second research question. Findings include support for both implicit and explicit acquisition processes, although significantly more evidence of learning difficulties were found for the former, indicating that explicit knowledge seems to be acquired more easily. However, SLA-research and successful classroom practices do not always align perfectly, as the curriculum indicates that a shift towards a more communicative approach is favoured and teachers should only include explicit instruction where necessary. It was particularly interesting that some grammatical items seem to be similar in learning difficulty for both processes, suggesting that a wider variety of teaching methods can be implemented into the ESL-classroom. Also, the subjective and objective difficulty of the grammatical items do not always overlap completely, which entails that successful acquisition, regardless of its nature, also depends on the teacher-learner relationship.

Case, Typology, and Grammar

Language and Social Minds

The Secret of Literacy
Modelling and Assessing Second Language Acquisition
Production-oriented and Comprehension-based Grammar Teaching in the Foreign Language Classroom
Implicit and Explicit Processes

Explicit instruction is systematic, direct, engaging, and success oriented--and has been shown to promote achievement for all students. This highly practical and accessible resource gives special and general education teachers the tools to implement explicit instruction in any grade level or content area. The authors are leading experts who provide clear guidelines for identifying key concepts, skills, and routines to teach; designing and delivering effective lessons; and giving students opportunities to practice and master new material. Sample lesson plans, lively examples, and reproducible checklists and teacher worksheets enhance the utility of the volume. Purchasers can also download and print the reproducible materials for repeated use. Video clips demonstrating the approach in real classrooms are available at the authors' website: www.explicitinstruction.org. See also related DVDs from Anita Archer: Golden Principles of Explicit Instruction; Active Participation: Getting Them All Engaged, Elementary Level; and Active Participation: Getting Them All Engaged, Secondary Level

Implicit/ explicit knowledge constitutes a key distinction in the study of second language acquisition. This book reports a project that investigated ways of measuring implicit/explicit L2 knowledge, the relationship between the two types of knowledge and language proficiency, and the effect that different types of form-focused instruction had on their acquisition.

Our ability to acquire a language – one of the most complex semiotic systems – is stunning. However, to describe and explain even a small fraction of this system and of this ability is a great challenge. This book brings together modified papers of seventeen university scholars from Belarus, Germany, Russia and Lithuania originally presented at an international conference held in Minsk, Belarus, in 2017, on different hidden and implicit aspects of language and the ways of disclosing and explicating them. Language is understood by them differently as a cognitive ability, a specific semiotic structure interwoven with culture, and a discourse. This book will be of great interest to a wide range of linguist-theoreticians, specialists in applied linguistics, and the general reader with an interest in understanding what exactly language is.

This handbook offers a comprehensive treatise on Grammatical Evolution (GE), a grammar-based Evolutionary Algorithm that employs a function to map binary strings into higher-level structures such as programs. GE's simplicity and modular nature make it a very flexible tool. Since its introduction almost twenty years ago, researchers have applied it to a vast range of problem domains, including financial modelling, parallel programming and genetics. Similarly, much work has been conducted to exploit and understand the nature of its mapping scheme, triggering additional research on everything from different grammars to alternative mappers to initialization. The book first introduces GE to the novice, providing a thorough description of GE along with historical key advances. Two sections follow, each composed of chapters from international leading researchers in the

field. The first section concentrates on analysis of GE and its operation, giving valuable insight into set up and deployment. The second section consists of seven chapters describing radically different applications of GE. The contributions in this volume are beneficial to both novices and experts alike, as they detail the results and researcher experiences of applying GE to large scale and difficult problems. Topics include: • Grammar design • Bias in GE • Mapping in GE • Theory of disruption in GE · Structured GE · Geometric semantic GE · GE and semantics · Multi- and Many-core heterogeneous parallel GE · Comparing methods to creating constants in GE · Financial modelling with GE · Synthesis of parallel programs on multi-cores · Design, architecture and engineering with GE · Computational creativity and GE · GE in the prediction of glucose for diabetes · GE approaches to bioinformatics and system genomics · GE with coevolutionary algorithms in cybersecurity · Evolving behaviour trees with GE for platform games · Business analytics and GE for the prediction of patient recruitment in multicentre clinical trials

Language Learner Strategies - Oxford Applied Linguistics

Grammatical Subject in Japanese

Can learners acquire grammatical features as implicit knowledge?

Teaching Grammar to a Grammar-Free Generation

The Routledge Handbook of Second Language Acquisition and Individual Differences

Implicit and Explicit Language Learning

The Routledge Handbook of Second Language Acquisition and Individual Differenc provides a thorough, in-depth discussion of the theory, research, and pedagogy pertaining to the role individual difference (ID) factors play in second language acquisition (SLA). It goes beyond the traditional repertoire and includes 32 chapt covering a full spectrum of topics on learners' cognitive, conative, affective, and demographic/sociocultural variation. The volume examines IDs from two perspec one is how each ID variable is associated with learning behaviors, processes, and outcomes; the other is how each domain of SLA, such as vocabulary or reading, affected by clusters of ID variables. The volume also includes a section on the co methods used in ID research, including data elicitation instruments such as surv interviews, and psychometric testing, as well as methods of data analysis such structural equation modeling. The book is a must-read for any second language researcher or applied linguist interested in investigating the effects of IDs on la learning, and for any educator interested in taking account of learners' individua differences to maximize the effects of second language instruction.

This study emerges from an interest in the shortcomings in the production of grammatically accurate sentences by university students of English as a Foreign Language in Taiwan. Informed by second language acquisition theory, it is a quas experimental investigation of the effects of explicit grammatical instruction on u students ' EFL learning. Following the application of a pre-test the experimental experienced explicit form-focused instruction in a communicative language teach classroom for two semesters, receiving enhanced written input and undertaking consciousness-raising task, while the control group received no explicit gramma

instruction. Data were collected from recognition and written production tasks students were interviewed on their linguistic performance to provide methodolo triangulation. The statistical tools of Paired and Independent T-test, Chi-square, Pearson's Correlation were used to determine whether there were significant in intra-group differences based on the different classroom experience. The major of this study were that explicit grammatical instruction raised students' level of awareness of targeted forms significantly as they processed linguistic input and subsequently their accurate production of these forms was enhanced. Difference significance levels were discussed in the light of current debate on Second Lang Acquisition with particular reference to the accessibility of Universal Grammar al iv Minimalist framework. The results of this research indicate that a combination on form and meaning is to be recommended within the content-based curriculum Taiwanese university classrooms and the thesis ends with pedagogical implicatio the application of explicit form-focused instruction in EFL learning.

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. I purpose is to show from both theoretical and practical perspectives that gramm teaching can be made productive and useful in ESL and EFL classrooms. In this t *First-rate scholars approach the teaching of grammar from multiple compleme perspectives, providing an original, comprehensive treatment of the topic. *Disc analysis and research data are used to address such pedagogical areas as gramm and lexical development in speaking, listening, reading, and writing. *The communicative perspective on ESL and EFL instruction that is presented provide for learners to enhance their production skills, whereas the meaning-based gram instruction can supplement and strengthen current methodology with a commur focus. This volume is intended as a foundational text for second language gramm pedagogy courses at the advanced undergraduate and master's levels.

Second Language Research: Methodology and Design is a clear, comprehensive overview of core issues in L2 research. Authored by well-known scholars in SLA supported by a wealth of examples from actual studies and extensive pedagogic resources, this book first introduces students to the key topics and debates in It then guides readers step by step through the research process—from basic p and collection methods through study design and reporting—to the point of bei conduct their own research from beginning to end. This book is an essential tex students and novice researchers of SLA, applied linguistics, and second and forei language teaching. Key Features A wealth of graphics, visuals, and exercises in e chapter. "Time to Think" and "Time to Do" boxes within chapters Helpful glossary subject index New to This Edition Substantially reorganized chapters Significantly expanded chapters on qualitative and mixed methods Substantive revised materi computer/technology-based research Spotlights a variety of new software pack databases, including video-mediated technology and games Discusses the Open S Movement Expanded coverage of corpora, processing, and psycholinguistics-base

research Updated references throughout
How to Teach Grammar
The Effects of Explicit Task-based Grammar Instruction on Second-language Lear
Implicit and Explicit Grammar Knowledge

Introduction to Instructed Second Language Acquisition
The necessity of grammatical language awareness (GLA)
Teaching and Learning 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. 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.

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.

Implicit and Explicit Learning of Languages
Teaching & Researching: Language Learning Strategies