# FORM-FOCUSED INSTRUCTION AND SECOND LANGUAGE PROFICIENCY

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# Introduction

Recent second language pedagogical approaches emphasize natural communication without teaching grammar. Although it is not impossible to acquire an L2 without learning grammar, it is important to note that learners who receive form-focused instruction as part of their language learning achieve higher levels of L2 knowledge.

Concerning form-focused instruction, there are a number of positions. However, there are at least three models of the relation between implicit and explicit (subconsciously acquired and consciously learned) knowledge. (1) The non-interface position (e.g., Krashen, 1982) claims that formal instruction has little effect on SLA because explicit knowledge for the accumulation of metalinguistic knowledge cannot be converted into implicit knowledge. (2) The strong interface position (e.g., Sharwood-Smith, 1981) says that explicit knowledge becomes implicit knowledge by practice. Negative evidence is necessary for distinguishing the different properties between L1 and L2 structures. (3) The weak interface position (e.g., Ellis, 1990) affirms that in some cases, depending on the nature of the target structure, instruction can work directly in natural communication, but in other cases instruction contributes to explicit declarative knowledge rather than implicit procedural knowledge.

The claims of the ineffectiveness of instruction and the universality of acquisition order of the non-interface position are based on only the study of morphemes. I argue in this paper that the acquisition order of morphemes is not innate but is based on the interaction with perception to a situation, cognitive strategies, experience, and frequency of input. It appears that there is some universal acquisition order to the extent of cognitive development, but the acquisition order is not necessarily related to accurate acquisition. Thus, it is necessary to study the acquisition of not only morphemes but also syntax. The strong-interface position focuses on consciousness-raising (C-R). C-R

**Olga Trendak** 

Form-focused Instruction and the Development of Second Language Development Sible Johannes Andringa, 2005 Exploring the Role of Strategic Intervention in Form-focused Instruction Olga Trendak, 2014-11-11 The monograph is devoted to the notion of strategic intervention and its application in the foreign language classroom in particular with reference to teaching grammar structures The first four chapters which are theoretical in nature address such concepts as form focused instruction language learning strategies and strategies based instruction The last chapter provides insight into the results of a study investigating the grammar learning strategies employed by advanced learners of English Additionally the chapter presents the views of foreign language teachers on the idea of introducing strategy training in the foreign language classroom The book closes with the discussion concerning the implementation of strategy training and its value in teaching target language grammar The Routledge Handbook of Second Language Acquisition and Speaking Tracey M. Derwing, Murray J. Munro, Ron I. Thomson, 2022-03-10 This Handbook is a comprehensive volume outlining the foremost issues regarding research and teaching of second language speaking examining such diverse topics as cognitive processing articulation knowledge of pragmatics instruction in sub components of speaking e g grammar pronunciation and vocabulary and the attrition of the first language Outstanding academics have contributed chapters to provide an integrated and inclusive perspective on oral language skills Specialized contexts for speaking are also explored e g English as a Lingua Franca workplace and interpreting The Routledge Handbook of Second Language Acquisition and Speaking will be an indispensable resource for students and scholars in applied linguistics cognitive psychology linguistics and education Technology Implementation in Second Language Teaching and Translation Studies María Luisa Carrió-Pastor, 2016-05-03 This monograph mainly focuses on the idea that language teaching in higher education involves making use of new approaches and technology It identifies the key determinants of the materials needed to improve language teaching on the basis of the actual experimental research included in the respective contributions Thanks to its unique perspective the book offers a distinctive approach to addressing empirical research on second language teaching translator training and technology As universities are some of the best arenas for analyzing teaching techniques for various subjects higher education teachers can use this book to thoroughly prepare for the application of pilot studies and learn more about students responses to new teaching and translation techniques An enlightening guide for scholars and students with an academic interest in acquiring the basic principles of language teaching and translation this book mainly provides actual cases in which the implementation of technology was useful to second language teachers and translation trainers As the authors are experienced scholars readers will not only come to understand how to use new teaching strategies but also discover that the proposals described in each chapter can be useful to any level of second language training for teachers and translators The Routledge Handbook of Instructed Second Language Acquisition Shawn Loewen, Masatoshi

Sato, 2017-02-17 The Routledge Handbook of Instructed Second Language Acquisition is the first collection of state of the art papers pertaining to Instructed Second Language Acquisition ISLA Written by 45 world renowned experts the entries are full length articles detailing pertinent issues with up to date references Each chapter serves three purposes 1 provide a review of current literature and discussions of cutting edge issues 2 share the authors understanding of and approaches to the issues and 3 provide direct links between research and practice In short based on the chapters in this handbook ISLA has attained a level of theoretical and methodological maturity that provides a solid foundation for future empirical and pedagogical discovery This handbook is the ideal resource for researchers graduate students upper level undergraduate students teachers and teacher educators who are interested in second language learning and teaching The Routledge Handbook of Language Awareness Peter Garrett, Josep M. Cots, 2017-11-06 The Routledge Handbook of Language Awareness is a comprehensive and informative overview of the broad field of language awareness It contains a collection of state of the art reviews of both established themes and new directions authored and edited by experts in the field The handbook is divided into three sections and reflects the engaging diversity of language awareness perspectives on language teaching and teachers language learning and learners and extending to additional areas of importance that are less directly concerned with language instruction In their introductory chapter the editors provide valuable background to the language awareness field along with their summary of the chapters and issues covered A helpful section giving further reading suggestions for each of the chapters is included at the end of the book This volume is essential reading for graduate students and researchers working in the sphere of language awareness within applied linguistics sociolinguistics and across the wider spectrum of language and communication Form-Focused Instruction and Teacher Education Sandra Fotos, Hossein Nassaji, 2013-12-02 An overview of form focused instruction as an option for second language grammar teaching It combines theoretical concerns classroom practices and teacher education **English as a Foreign or Second Language** Mohammed S. Assiri, 2015-09-01 This book offers a brief review of the theoretical perspectives and empirical findings that have shaped our understanding of salient facets of English language teaching learning and testing It also communicates my personal views in regard to certain issues in these three domains The book is divided into five chapters that range in their foci from theory to practice Chapter one presents the most influential theoretical perspectives that have sought to account for the processes involved in second language acquisition and the roles of the so many variables that affect how a learner acquires a second language The second chapter discusses several methods and practices commonly used in EL2 English as a foreign second language teaching Chapter three highlights the differences between Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency or BICS vs CALP as well as the various categories of language learning and use strategies In the fourth chapter the presentation centers on EL2 testing and assessment Chapter five is wholly devoted to my personal views including my philosophy of language education critiques of some scholarly views and practical

recommendations Such views have had their inspiration and support from my experiences both as a learner and as a teacher <a href="Production-oriented">Production-oriented</a> and Comprehension-based Grammar Teaching in the Foreign Language Classroom Anna <a href="Mystkowska-Wiertelak,Mirosław Pawlak,2012-03-02">Mystkowska-Wiertelak,Mirosław Pawlak,2012-03-02</a> 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.

Pathways to Multilingualism Tara Williams Fortune, Diane J. Tedick, 2008 Aimed at facilitating cross context dialogue knowledge exchange this volume brings together an international roster of scholars to offer theoretical perspectices research reviews empirical studies on teaching learning language development in immersion education The Routledge Handbook of Second Language Acquisition and Pragmatics Naoko Taguchi, 2019-01-30 The Routledge Handbook of Second Language Acquisition and Pragmatics is a comprehensive critical survey of the field of L2 pragmatics collecting a number of chapters that highlight the key theories methods pedagogies and research findings throughout its development over the last four decades Demonstrating the ways in which pragmatics has long served as a lens through which to examine patterns of L2 development the volume is divided into six parts which reflect the field s structure and evolution Constructs and units of analysis Theoretical approaches Methodological approaches Pedagogical approaches Contexts and individual considerations L2 pragmatics in the global era The handbook has a particular focus on covering not only traditional topics in the field such as constructs of pragmatic competence e g speech acts implicature teaching and assessment and pragmatics learning in a study abroad program but also emerging areas of study including interactional pragmatics intercultural pragmatics usage based approaches corpus linguistics and psycholinguistic experimentation Each chapter introduces the topic and follows with a description of its theoretical underpinnings an overview of existing literature appraisal of current practice concluding with a discussion of future directions for research and key readings The Routledge Handbook of Second Language Acquisition and Pragmatics is an essential resource for those with an interest in second language acquisition pragmatics and language **Systemization in Foreign Language Teaching** Wilfried Decoo, 2011-06-23 Foreign language learning is a teaching progressive endeavor Whatever the method the learner should advance from one point to another constantly improving Growing proficiency entails growing language content Content is complex displaying many dimensions Syllabus designers textbook authors and teachers often struggle with the monitoring of content Computer assisted systemization helps to handle it in a manageable framework Besides inventorying content it ensures more balanced selections calculated progression and controlled reiteration of previously learned material It gauges the usability of authentic material in relation to the level

attained During the teaching process it allows the instant selection of items needed for a communicative situation focus on forms or particular exercises This book first describes the theoretical background for systemization including a historical overview with special attention to the Common European Framework and the new Profiles and Referentials Next the practical steps for computer assisted implementation with examples taken from French and English but applicable to any **Second Language Acquisition** Christine Savvidou, 2020-07-29 This volume presents a collection of current research on pedagogies practices and perspectives in the field of second language acquisition It brings together different aspects of learning teaching and researching a second language with chapters covering a range of topics from emotional communication pragmatic competence transformative pedagogy inclusion reflective teaching and innovative research methodologies The authors address a global audience to offer insights into contemporary theories research policies and practices in second language acquisition This collection of work is aimed at students teachers and researchers wishing to reflect on current developments and identify potential research directions Teaching Academic ESL Writing Eli Hinkel, 2003-10-17 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 Introducing Second Language Acquisition Kirsten M. Hummel, 2021-02-24 An up to date overview of second language acquisition designed to engage 21st century learners Introducing Second Language Acquisition Perspectives and Practices provides a clear and comprehensive introduction to the main concepts issues and debates in

second language acquisition studies This introductory textbook is aimed specifically at students encountering the topic for the first time Each chapter offers a modern layout with engaging pedagogical features such as self assessment and discussion questions project ideas and further reading and viewing suggestions. The second edition of Introducing Second Language Acquisition Perspectives and Practices has been fully updated to reflect the most recent scholarship in the field It introduces a new structure featuring separate chapters on theoretical perspectives which cover past and present approaches as well as cognitive approaches New content also includes sections on skill acquisition theory translanguaging second language literacy development and multilingualism Written in accessible language and with a focus on practical applications this go to textbook is a clear and concise introduction to second language acquisition studies offering lessons drawn from the latest leading research It is an ideal resource for students in applied linguistics and second language education This key text offers Comprehensive coverage of the latest research in second language acquisition studies Improved organizational structure to promote greater student comprehension Engaging introduction to the theoretical underpinnings of second language acquisition with chapters on first language acquisition and bilingualism and multilingualism Coverage of key topics including acquisition contexts theoretical perspectives language teaching methods and individual differences Pedagogical tools to aid student learning including language learning in practice textboxes bolded terms defined in the margins and an end of book glossary With a strong focus on the fundamentals this second edition of Introducing Second Language Acquisition stands as an innovative guide This book is ideal for today s undergraduate students offering a practical focus and appealing format that will aid in learning and provide a solid foundation for further study The Routledge Handbook of English Language Teacher Education Steve Walsh, Steve Mann, 2019-07-03 The Routledge Handbook of English Language Teacher Education provides an accessible authoritative comprehensive and up to date resource of English language teacher education With an overview of historical issues theoretical frameworks and current debates this handbook provides unique insights into a range of teacher education contexts focusing on key issues relating to teacher and learner priorities language and communication current practices reflective practice and research Key features include a cross section of current theories practices and issues providing readers with a resource which can be used in a variety of contexts the use of data transcripts and tasks to highlight and illustrate a range of practices including examples of best practice snapshots of ELTE from a number of contexts taken from all around the world and examples of current technological advances contemporary thinking on reflective practice and insights gained from recent research This wide ranging and international collection of chapters has been written by leading experts in the field The Routledge Handbook of English Language Teacher Education is sure to be core reading for students researchers and educators in applied linguistics TESOL and language education Teaching and **Learning English Grammar** MaryAnn Christison, Donna Christian, Patricia A. Duff, Nina Spada, 2015-03-02 An important contribution to the emerging body of research based knowledge about English grammar this volume presents empirical

studies along with syntheses and overviews of previous and ongoing work on the teaching and learning of grammar for learners of English as a second foreign language It explores a variety of approaches including form focused instruction content and language integration corpus based lexicogrammatical approaches and social perspectives on grammar instruction Nine chapter authors are Priority Research Grant or Doctoral Dissertation Grant awardees from The International Research Foundation for English Language Education TIRF and four overview chapters are written by well known experts in English language education Each research chapter addresses issues that motivated the research the context of the research data collection and analysis findings and discussion and implications for practice policy and future research The TIRF sponsored research was made possible by a generous gift from Betty Azar This book honors her contributions to the field and recognizes her generosity in collaborating with TIRF to support research on English grammar Teaching and Learning English Grammar is the second volume in the Global Research on Teaching and Learning English Series co published by Routledge **Useful Assessment and Evaluation in Language Education** John McE. Davis, John M. Norris, Margaret E. Malone, Todd H. McKay, 2018 This volume derived from papers presented at the 2016 GURT conference seeks to explore research and examples of practice of assessment and evaluation in language education. The specific and varied ways in which assessment and evaluation are able to impact learning and teaching have become an important language education research concern particularly as educators are increasingly called upon to implement these processes for improvement accountability or curricular development purposes This volume is divided into three parts each exploring a different element of the conversation around assessment Connecting assessment learners and learning Innovating framing and exploring assessment in language education and Validity evaluation **Learning and Teaching Languages Through Content Roy** Lyster, 2007-03-14 Based on a synthesis of classroom SLA research that has helped to shape evolving perspectives of content based instruction since the introduction of immersion programs in Montreal more than 40 years ago this book presents an updated perspective on integrating language and content in ways that engage second language learners with language across the curriculum A range of instructional practices observed in immersion and content based classrooms is highlighted to set the stage for justifying a counterbalanced approach that integrates both content based and form focused instructional options as complementary ways of intervening to develop a learner s interlanguage system A counterbalanced approach is outlined as an array of opportunities for learners to process language through content by means of comprehension awareness and production mechanisms and to negotiate language through content by means of interactional strategies involving teacher scaffolding and feedback **Teaching Grammar in Second Language Classrooms** Hossein Nassaji, Sandra S. Fotos, 2011-03-17 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

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