

English Grammar Pedagogy

A Global Perspective

Barbara M. Birch

ESL & APPLIED LINGUISTICS PROFESSIONAL SERIES

English Grammar Pedagogy A Global Perspective Esl Applied Linguistics Professional Series

Jean L. Turner



English Grammar Pedagogy A Global Perspective Esl Applied Linguistics Professional Series:

English Grammar Pedagogy Barbara M. Birch, 2014 Designed for ESL and ELT pedagogy courses around the world this text describes English grammar from a World Englishes perspective It is distinguished by its focus on the social setting for English as a global language the latest thinking about grammatical theory and new theories of how first and second languages are learned and taught The fundamental premise is that teaching and learning grammar cannot be isolated from the local regional and global sociocultural contexts in which the teaching and learning take place Part I presents different attitudes toward English as a global language and some challenges that learners of English share no matter where they are in the world Part II is about the features of English that educated speakers consider the most likely and probable in Academic English Part III describes the flexible and fluid features of English that might be susceptible to change or modification over time Each chapter includes engaging Study Discussion and Essay Questions and Activities English Grammar Pedagogy

Barbara M. Birch, 2013-10-23 Designed for ESL and ELT pedagogy courses around the world this text describes English grammar from a World Englishes perspective It is distinguished by its focus on the social setting for English as a global language the latest thinking about grammatical theory and new theories of how first and second languages are learned and taught The fundamental premise is that teaching and learning grammar cannot be isolated from the local regional and global sociocultural contexts in which the teaching and learning take place Part I presents different attitudes toward English as a global language and some challenges that learners of English share no matter where they are in the world Part II is about the features of English that educated speakers consider the most likely and probable in Academic English Part III describes the flexible and fluid features of English that might be susceptible to change or modification over time Each chapter includes engaging Study Discussion and Essay Questions and Activities **Teaching English Grammar to Speakers of Other**

Languages Eli Hinkel, 2016-01-29 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 **Describing and Explaining Grammar and Vocabulary in ELT** Dilin

Liu, 2013-08-15 Language description plays an important role in language learning teaching because it often determines what specific language forms features and usages are taught and how. A good understanding of language description is vital for language teachers and material writers and should constitute an important part of their knowledge. This book provides a balanced treatment of both theory and practice. It focuses on some of the most important and challenging grammar and vocabulary usage questions. Using these questions as examples it shows how theory can inform practice and how grammar and vocabulary description and explanation can be made more effective and engaging. Part I describes and evaluates the key linguistic theories on language description and teaching. Part II discusses and gives specific examples of how challenging grammar and vocabulary issues can be more effectively described and explained. Each chapter focuses on one or more specific grammar and vocabulary. An annotated list of useful free online resources, online corpora and websites for grammar and vocabulary learning and teaching and a glossary provide helpful information.

What English Language Teachers Need to Know Volume III MaryAnn Christison, Denise E. Murray, 2014-03-05 What English Teachers Need to Know a set of companion texts designed for pre service teachers and teachers new to the field of ELT addresses the key question What do English language teachers need to know and be able to do in order for their students to learn English. These texts work for teachers across different contexts countries where English is the dominant language one of the official languages or taught as a foreign language different levels elementary primary secondary college or university or adult education and different learning purposes general English workplace English English for academic purposes or English for specific purposes. Volume I on understanding learning provides the background information that teachers need to know and be able to use in their classroom. Volume II on facilitating learning covers the three main facets of teaching planning instructing and assessing. Volume III on designing curriculum covers the contexts for processes in and types of ELT curricula linguistic based content based learner centered and learning centered. Throughout the three volumes the focus is on outcomes that is student learning. Features Situated in current research in the field of English language teaching and other disciplines that inform it. Sample data including classroom vignettes. Three kinds of activities tasks Reflect Explore and Expand.

Motivational Currents in Language Learning Zoltán Dörnyei, Alastair Henry, Christine Muir, 2015-08-20 Building on Zoltán Dörnyei's authoritative work in the field of learner motivation this book introduces a new conceptualization Directed Motivational Currents DMCs and sets out the defining aspects of what they are what they are not and how they are related to language learning motivation. Going beyond focused behavior in a single activity DMCs concern intensive long term motivation. The distinctive feature of the theory is that it views motivation not simply as a springboard for action but also as a uniquely self renewing and sustainable process. It is this energizing capacity which distinguishes DMCs from almost every other motivational construct described in the research literature. *Motivational Currents in Language Learning* offers new insights valuable both to motivation researchers and classroom practitioners. The accessible style along with plentiful illustrations and

practical suggestions for promoting sustained learning invite readers to think about motivation in a different way Highly relevant for language teachers teachers in training teacher educators and researchers in TESOL and applied linguistics the book explains how the DMC construct can be integrated into course structures and teaching methodologies and encourages teachers to try out novel methods for harnessing motivational power in classroom settings

The Pedagogy and Practice of Western-trained Chinese English Language Teachers Pu Hong, Faridah Pawan, 2015-06-19 Providing an East West flow of language teaching knowledge and know how to balance prevailing Western centric perspectives this book is an in depth investigation of the impact of Western based language teacher education on the pedagogy and practice of Chinese English language teachers who received their training in Western institutions or those that emphasize Western based teaching approaches A significant and growing number of these teachers will influence millions of language learners in China over the next decades The Pedagogy and Practice of Western trained Chinese English Language Teachers Forefronts Chinese teachers voices and experiences in the context of their workplaces and classrooms Connects and balances theory and practice using a sociocultural lens Discusses the Chinese government s policies on the training of teachers and analyzes them in terms of their impact on both American and Chinese higher education institutions This is a must read book for anyone interested in learning theory adopted from a Western perspective and applied within an Asian setting

Sociocultural Theory and the Pedagogical Imperative in L2 Education James P. Lantolf, Matthew E. Poehner, 2014-03-05 Explicating clearly and concisely the full implication of a praxis oriented language pedagogy this book argues for an approach to language teaching grounded in a significant scientific theory of human learning a stance that rejects the consumer approach to theory and the dichotomy between theory and practice that dominates SLA and language teaching This approach is based on Vygotsky s sociocultural theory according to which the two activities are inherently connected so that each is necessarily rooted in the other practice is the research laboratory where the theory is tested From the perspective of language education this is what is meant by the pedagogical imperative Sociocultural Theory and the Pedagogical Imperative in L2 Education Elaborates a new approach to dealing with the relationship between theory and practice an approach grounded in praxis the dialectical unity of theory and practice Presents an analysis of empirical research illustrating praxis based principles in real language classrooms Brings together cognitive linguistics and sociocultural theory the former provides the theoretical knowledge of language required of praxis and the latter furnishes the theoretical principles of learning and development also called for in a praxis approach Offers recommendations for redesigning teacher education programs Its timely focus on the theory practice gap in language education and its original approach to bridging it put this book at the cutting edge of thinking about Vygotskian sociocultural theory in applied linguistics and SLA

Linguistically Diverse Immigrant and Resident Writers Christina Ortmeier-Hooper, Todd Ruecker, 2016-07-15 Spotlighting the challenges and realities faced by linguistically diverse immigrant and resident students in U S secondary schools and in their transitions from high school to

community colleges and universities this book looks at programs interventions and other factors that help or hinder them as they make this move Chapters from teachers and scholars working in a variety of contexts build rich understandings of how high school literacy contexts policies such as the proposed DREAM Act and the Common Core State Standards bridge programs like Upward Bound and curricula redesign in first year college composition courses designed to recognize increasing linguistic diversity of student populations affect the success of this growing population of students as they move from high school into higher education Mindful L2 Teacher Education Karen E. Johnson, Paula R. Golombek, 2016-02-05

Taking a Vygotskian sociocultural stance this book demonstrates the meaningful role that L2 teacher educators and L2 teacher education play in the professional development of L2 teachers through systematic intentional goal directed theorized L2 teacher education pedagogy The message is resoundingly clear Teacher education matters It empirically documents the ways in which engagement in the practices of L2 teacher education shape how teachers come to think about and enact their teaching within the sociocultural contexts of their learning to teach experiences Providing an insider s look at L2 teacher education pedagogy it offers a close up look at teacher educators who are skilled at moving L2 teachers toward more theoretically and pedagogically sound instructional practices and greater levels of professional expertise First the theoretical foundation and educational rationale for exploring what happens inside the practices of L2 teacher education are established These theoretical concepts are then used to conduct microgenetic analyses of the moment to moment asynchronous and at a distance dialogic interactions that take place in five distinct but sometimes overlapping practices that the authors have designed repeatedly implemented and subsequently collected data on in their own L2 teacher education programs Responsive mediation is positioned as the nexus of mindful L2 teacher education and proposed as a psychological tool for teacher educators to both examine and inform the ways in which they design enact and assess the consequences of their own L2 teacher education pedagogy **Creativity in Language Teaching** Rodney H. Jones, Jack C. Richards, 2015-08-27

Current comprehensive and authoritative this text gives language teachers and researchers both a set of conceptual tools with which to think and talk about creativity in language teaching and a wealth of practical advice about principles and practices that can be applied to making their lessons more creative Providing an overview of the nature of creativity and its role in second language education it brings together twenty prominent language teachers and researchers with expertise in different aspects of creativity and teaching contexts to present a range of theories on both creative processes and how these processes lead to creative practices in language teaching Unique in the field the book takes a broader and more critical look at the notion of creativity in language learning exploring its linguistic cognitive sociocultural and pedagogic dimensions Structured in four sections theoretical perspectives creativity in the classroom creativity in the curriculum and creativity in teacher development each chapter is supplemented by Questions for Discussion and Suggestions for Further Research Its accessible style makes the book relevant as both a course text and a resource for practicing teachers Family Language

Policies in a Multilingual World John Macalister, Seyed Hadi Mirvahedi, 2016-12-19 Through case studies from around the world this book illustrates the opportunities and challenges facing families negotiating the issues of language maintenance and language learning in the home Every family living in a bi multilingual environment faces the question of what language s to speak with their children and must make a decision consciously or otherwise about these issues Exploring links between language policy in the home and wider society in a range of diverse settings the contributors utilize various research tools including interviews questionnaires observations and archival document analysis to explore linguistic ideologies and practices of family members in the home illuminating how these are shaped by macro level societal processes

Teaching and Assessing EIL in Local Contexts Around the World Sandra Lee Mckay, James Dean Brown, 2015-07-24 English today is a global language embedded in a great variety of social contexts resulting in linguistic and pedagogical variation Taking a new look at the teaching and assessing of English as an international language EIL this text highlights overarching principles and provides specific strategies for responding to questions and challenges posed by the changing demographics of English language learners and users around the world Teaching and Assessment in EIL Classrooms introduces an original coherent framework in which needs analysis pedagogical principles and assessment are integrated describes variables that influence effective teaching and assessment and the characteristics of various EIL teachers and learners emphasizes that pedagogical and assessment decisions need to be based on the learning and teaching needs of each specific EIL context includes specific principles and strategies for teaching and assessing grammar oral language and literacy skills in EIL classrooms provides strategies for integrating computer mediated language into EIL classrooms in ways that promote cross cultural awareness language development and individualized learning Timely accessible and practical this text for graduate and pre and in service courses on language teaching and assessment is at the forefront in providing valuable information and guidance for enabling principled and context sensitive praxis in EIL classrooms worldwide

ESL Readers and Writers in Higher Education Norman W. Evans, Neil J Anderson, William G. Eggington, 2015-06-12 ESL Readers and Writers in Higher Education describes the challenges ESL students in U S postsecondary institutions face when studying in a second language and offers suggestions for how teachers advisors tutors and institutions might provide support that meets the reading and writing needs of this very important student population Because the ESL profession as a whole including what professionals are doing in the classroom sits under the umbrella of an institutional response to a language related challenge some solutions aimed at helping students achieve optimal proficiency lie outside of the classroom As such this book is based on the assertion that language development support is not the sole responsibility of language teachers Everyone on campuses that hosts ESL students bears some responsibility for these students language development Chapters are therefore intentionally adapted to appeal to a wide variety of readers from classroom teachers and teachers in training to admissions officers academic advisors and international student advisors

English L2 Reading Barbara M. Birch, 2014-09-04 English L2 Reading Third Edition

offers teachers research based insights into bottom up skills in reading English as a second language and a solid foundation on which to build reading instruction Core linguistic and psycholinguistic concepts are presented within the context of their application to teaching The goal is to balance or supplement not replace top down approaches and methodologies with effective low level options for teaching English reading The text s pedagogical features Questions Study Guide Questions Discussion Questions Spotlight on Teaching sections engage readers of the text in moving easily from linguistic details and psycholinguistic data and theory to practical explanations and suggestions for teaching Two Appendices provide tables that list the graphemes or the phonemes of English Changes in the Third Edition Shift in focus from criticism of whole language methodologies to a more neutral stance times have changed and the study of lower level reading strategies is now mainstream Greater focus on linguistic form along with function and meaning Updated information about reading strategies at each level of the reading process More Spotlight on Teaching sections one for each chapter New chapter on spelling development

Language Learning Beyond the Classroom David Nunan, Jack C. Richards, 2015-01-30 This volume presents case studies of language learning beyond the classroom The studies draw on a wide range of contexts from North and South America to Europe and the Asia Pacific region Each provides principled links between theory research and practice While out of class learning will not replace the classroom ultimately all successful learners take control of their own learning This book shows how teachers can help learners bridge the gap between formal instruction and autonomous language learning Although English is the primary focus of most chapters there are studies on a range of other languages including Spanish and Japanese

Using Statistics in Small-Scale Language Education Research Jean L. Turner, 2014-02-18 Assuming no familiarity with statistical methods this text for language education research methods and statistics courses provides detailed guidance and instruction on principles of designing conducting interpreting reading and evaluating statistical research done in classroom settings or with a small number of participants While three different types of statistics are addressed descriptive parametric non parametric the emphasis is on non parametric statistics because they are appropriate when the number of participants is small and the conditions for use of parametric statistics are not satisfied The emphasis on non parametric statistics is unique and complements the growing interest among second and foreign language educators in doing statistical research in classrooms Designed to help students and other language education researchers to identify and use analyses that are appropriate for their studies taking into account the number of participants and the shape of the data distribution the text includes sample studies to illustrate the important points in each chapter and exercises to promote understanding of the concepts and the development of practical research skills Mathematical operations are explained in detail and step by step illustrations in the use of R a very powerful online freeware program to perform all calculations are provided A Companion Website extends and enhances the text with PowerPoint presentations illustrating how to carry out calculations and use R practice exercises with answer keys data sets in Excel MS DOS format and quiz

midterm and final problems with answer keys

Language Teacher Education for a Global Society B.

Kumaravadivelu, 2012-05-22 This book introduces a state of the art model for second foreign language language teacher education Knowing Analyzing Recognizing Doing and Seeing KARDS Its goal is to develop prospective and practicing teachers into strategic thinkers exploratory researchers and transformative teachers *Handbook of Research in Second Language Teaching and Learning* Eli Hinkel, 2011-01-25 This landmark volume provides a broad based comprehensive state of the art overview of current knowledge and research into second language teaching and learning All authors are leading authorities in their areas of expertise The chapters all completely new for Volume 2 are organized in eight thematic sections Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology Identity Culture and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy Changes in Volume 2 captures new and ongoing developments research and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia Australia Europe and North America to broaden the Handbook s international scope Volume 2 is an essential resource for researchers faculty teachers and students in MA TESL and applied linguistics programs as well as curriculum and material developers **Teaching and Learning Second Language Listening** Christine C. M. Goh, Larry Vandergrift, 2012-04-23 This reader friendly text firmly grounded in listening theories and supported by recent research findings offers a comprehensive treatment of concepts and knowledge related to teaching second language L2 listening with a particular emphasis on metacognition The metacognitive approach aimed at developing learner listening in a holistic manner is unique and groundbreaking The book is focused on the language learner throughout all theoretical perspectives research insights and pedagogical principles in the book are presented and discussed in relation to the learner The pedagogical model a combination of the tried and tested sequence of listening lessons and activities that show learners how to activate processes of skilled listeners provides teachers with a sound framework for students L2 listening development to take place inside and outside the classroom The text includes many practical ideas for listening tasks that have been used successfully in various language learning contexts

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