

Educational Linguistics

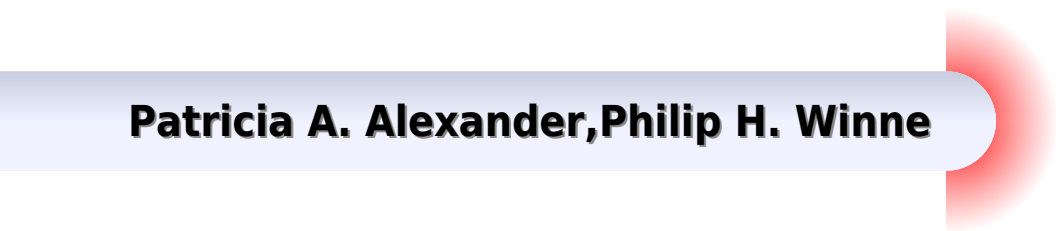
Melinda Whong
Kook-Hee Gil
Heather Marsden *Editors*

Universal Grammar and the Second Language Classroom

 Springer

Universal Grammar And The Second Language Classroom Educational Linguistics

Patricia A. Alexander, Philip H. Winne



Universal Grammar And The Second Language Classroom Educational Linguistics:

Universal Grammar and the Second Language Classroom Melinda Whong, Kook-Hee Gil, Heather

Marsden, 2013-06-26 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

Universal Grammar and the Second Language Classroom Melinda Whong, Kook-Hee Gil, Heather Marsden, 2013-07-31 *Grammar* Tom Rankin, Melinda Whong, 2020-10-01 An engaging guide to grammar this book introduces linguistic theory and language acquisition research to language teachers [Formal Linguistics and Language Education](#) Andreas Trotzke, Tanja Kupisch, 2020-06-10 This volume focuses on work that has its origin and motivation in formal linguistics and theory driven research on the acquisition of grammar and on this basis tries to establish links to language pedagogy including students and teachers beliefs about what grammar actually is The contributions to this volume cover a wide range of empirical linguistic domains and concern aspects of morphosyntax including word order inflectional morphology article systems pronouns compounding patterns as well as orthography and students general beliefs about grammar There are very few volumes which include work for language education by researchers in formal linguistics This volume does just that looking at grammar both in terms of the teaching of grammar in general and with treatment of specific areas of grammar As such it is a welcome contribution to our understanding of language education and the role of grammar in language teaching Melinda Whong The Hong Kong University of Science and Technology Hong Kong *Second Language Acquisition Theory and Pedagogy* Fred R. Eckman, Jean Mileham, Rita Rutkowski Weber, Diane Highland, Peter W.

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

Alice Yin Wa Chan,2022-12-30 Chan s exploration of the acquisition of English grammar and phonology by Cantonese learners of English as a Second Language ESL offers insights into the specific challenges that learners often encounter and posits ways to help them overcome those challenges Possible sources of the challenges are also examined The book covers the basic differences between English and Cantonese grammar as well as those between English and Cantonese phonology Chan discusses the kinds of grammatical and phonological problems that Cantonese ESL learners often have in their acquisition of English In terms of grammar various structures are reviewed including errors which are clearly due to L1 interference and also those which may not be directly L1 related Learners common misconceptions about relevant concepts are also revealed In terms of phonology both speech perception and speech production problems at the segmental and suprasegmental levels are examined For learner problems which may be the result of L1 interference a contrastive approach is adopted in analysing the cause and nature of the errors Chan also offers readers pedagogical insights to target common grammatical problems including the use of an algorithmic approach the use of a discovery based consciousness raising approach and the use of metalinguistic explanations As far as the learning of English phonology is concerned she argues that the training of speech production should go hand in hand with that of speech perception Future research can experiment with the proposed teaching ideas with Cantonese ESL learners and learners of other native languages Researchers and ESL teaching professionals will find the insights and research contained within this volume invaluable when encountering or researching Chinese ESL learners **Foundational Principles of Task-Based Language Teaching** Martin

East,2021-06-30 This book is available Open Access This book introduces readers to the concept of task based language teaching TBLT a learner centred and experiential approach to language teaching and learning Based on the premise that language learners can enhance their second language acquisition SLA through engagement in communicative tasks that compel them to use language for themselves TBLT stands in contrast to more traditional approaches Accessible and

comprehensive this book provides a foundational overview of the principles and practice of TBLT and demystifies what TBLT looks like in the classroom Complete with questions for reflection pedagogical extensions for application in real classrooms and further reading suggestions in every chapter this valuable and informative text is vital for anyone interested in TBLT whether as students researchers or teachers **A Student's Guide to the MA TESOL** Nancy Bell,2016-04-30 This book is a practical and insightful guide for new MA TESOL students providing information that will shape their expectations of the field and of their program It discusses foundational information about the profession as well as discussion and guidance regarding the graduate school experience Handbook of Educational Psychology Patricia A. Alexander,Philip H. Winne,2006 Provides coverage of the field of educational psychology This book includes topics such as adult development self regulation changes in knowledge and beliefs and writing It is useful to scholars teacher educators practitioners policy makers and academic libraries It is also suitable for graduate level courses in educational psychology **Conceptualising 'Learning' in Applied Linguistics** P. Seedhouse,S. Walsh,C. Jenks,2010-08-18 An exciting new collection by world leading researchers in L2 learning addressing Why do conceptions of learning vary so much in L2 learning research Is there a conceptualisation of learning to which members of different schools of SLA can subscribe

Unveiling the Energy of Verbal Art: An Mental Sojourn through **Universal Grammar And The Second Language Classroom Educational Linguistics**

In some sort of inundated with displays and the cacophony of instantaneous conversation, the profound power and mental resonance of verbal beauty frequently diminish into obscurity, eclipsed by the continuous onslaught of noise and distractions. Yet, set within the lyrical pages of **Universal Grammar And The Second Language Classroom Educational Linguistics**, a captivating perform of fictional elegance that pulses with natural emotions, lies an unique trip waiting to be embarked upon. Published with a virtuoso wordsmith, that exciting opus instructions viewers on a mental odyssey, delicately revealing the latent potential and profound affect stuck within the complicated internet of language. Within the heart-wrenching expanse of the evocative evaluation, we can embark upon an introspective exploration of the book is key subjects, dissect their fascinating publishing type, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

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