

# Perspectives on Pedagogical Grammar

Edited by  
**Terence Odlin**

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# Perspectives On Pedagogical Grammar

**Karl-Richard Bausch, Herbert  
Christ, Hans-Jürgen Krumm**



## **Perspectives On Pedagogical Grammar:**

Perspectives on Pedagogical Grammar Terence Odlin, 1994-03-25 The author brings together authorities from worldwide to update current theory and research in pedagogical grammar

**Changing Perspectives on Pedagogical Grammar** T. Ruanni F. Tupas, Yi Yuan, Christianty Nur, 2007

**Cognitive Approaches to Pedagogical Grammar** Sabine De Knop, Teun De Rycker, 2008-08-27 In the last 25 years foreign language teaching has been able to increase its efficiency through an orientation towards authentic language materials pragmatic language functions and interactive learning methods However so far foreign language teaching has lacked a sufficiently strong theoretical framework to support the teaching of language in all its aspects Arguably such a linguistic theory has to be usage based and cognition oriented Since cognitive linguistics and especially cognitive grammar is concerned with conceptual issues against the larger background of human cognition and because it is based on actual language use it becomes a powerful tool for dealing adequately with the main issues of a pedagogical grammar A pedagogical grammar aims at providing all the essential linguistic patterns considered relevant by theoretical and descriptive linguistics for the preparation of teaching materials and their exploitation in foreign language instruction The volume contains thirteen contributions organized into three parts In Part 1 Langacker Taylor and Broccias introduce the basic grammar concepts rules and models that are available in cognitive linguistics and which are directly relevant to the construction of a pedagogical grammar Meunier on the other hand describes how such a grammar could benefit from corpus linguistics Part 2 looks at some cognitive tools and conceptual errors with contributions by Danesi and Maldonado and also reconsiders contrastive analysis in the papers by Ruiz de Mendoza and Valenzuela Rojo Part 3 finally discusses language specific constraints on a number of linguistic phenomena such as the construal of motion events papers by Cadierno and De Knop Dirven distinctions in the tense aspect system papers by Niemeier Reif and Schmiedtov Flecken and voice Chen Oller

**New Perspectives on Grammar Teaching in Second Language Classrooms** Eli Hinkel, Sandra Fotos, 2001-07-01 New Perspectives on Grammar Teaching in Second Language Classrooms brings together various approaches to the contextualized teaching of grammar and communicative skills as integrated components of second language instruction Its purpose is to show from both theoretical and practical perspectives that grammar teaching can be made productive and useful in ESL and EFL classrooms In this text First rate scholars approach the teaching of grammar from multiple complementary perspectives providing an original comprehensive treatment of the topic Discourse analysis and research data are used to address such pedagogical areas as grammatical and lexical development in speaking listening reading and writing The communicative perspective on ESL and EFL instruction that is presented provides ways for learners to enhance their production skills whereas the meaning based grammar instruction can supplement and strengthen current methodology with a communicative focus This volume is intended as a foundational text for second language grammar pedagogy courses at the advanced undergraduate and master s levels

**Pedagogical Grammar and Grammar**

**Pedagogy in Chinese as a Second Language** Fangyuan Yuan, Baozhang He, Wenze Hu, 2022-09-30 Pedagogical Grammar and Grammar Pedagogy in Chinese as a Second Language is the first book in the field of Chinese as a second language that brings together one overview article and eleven research studies surrounding the key words grammar pedagogy and Chinese as a second language The book is a dedication to the 60th anniversary of the Chinese Language Teachers Association U S The studies included draw on different theoretical frameworks adopt a range of methodological strategies and address the questions of how grammatical knowledge should be effectively presented and in what capacity grammar competence could be better developed in and outside classrooms based on which pedagogical recommendations and implications are advanced The publication of this monograph is aimed at three goals to promote a dialogue between the field of Chinese as a second language and general field of second foreign language teaching and learning to bridge a link among researchers in Chinese linguistics and Chinese applied linguistics and to establish a closer tie between research and classroom practices in L2 Chinese This monograph is intended for Chinese instructors teacher educators and graduate students and ideally suited for graduate courses and teacher training programs It also provides insights for curriculum developers material writers and administrators

**Pedagogical Grammar** Casey Keck, YouJin Kim, 2014-12-17 This book provides a comprehensive overview of pedagogical grammar research and explores its implications for the teaching of grammar in second language classrooms Drawing on several research domains e g corpus linguistics task based language teaching and a number of theoretical orientations e g cognitive sociocultural the book proposes a framework for pedagogical grammar which brings together three major areas of inquiry 1 descriptions of grammar in use 2 descriptions of grammar acquisition processes and 3 investigations of the relative effectiveness of different approaches to L2 grammar instruction The book balances research and theory with practical discussions of the decisions that teachers must make on a daily basis offering guidance in such areas as materials development data driven learning task design and classroom assessment

*International Handbook of English Language Teaching* Jim Cummins, Chris Davison, 2007-12-31 This two volume handbook provides a comprehensive examination of policy practice research and theory related to English language teaching ELT in international contexts Nearly 70 chapters highlight the research foundation for the best practices frameworks for policy decisions and areas of consensus and controversy in the teaching and development of English as a second and or additional language for kindergarten through to adult speakers of languages other than English In doing so it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field A wide range of terms has been used to refer to the key players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a whole At various times and in different contexts the following labels have been used in countries where English is the dominant language to describe programs learners or teachers of English English as a second language ESL English as an additional language EAL limited English proficient LEP and English language learners ELL In contexts where English is not the dominant language the

following terms have been used English as a foreign language EFL English as an international language EIL and English as a lingua franca ELF

**Routledge Encyclopedia of Language Teaching and Learning** Michael Byram, Adelheid Hu, 2013-06-26 The Routledge Encyclopedia of Language Teaching and Learning is an authoritative reference dealing with all aspects of this increasingly important field of study Offering a comprehensive range of articles on contemporary language teaching and its history it has been produced specifically for language teaching professionals and as a reference work for academic studies at postgraduate level In this new edition every single entry has been reviewed and updated with reference to new developments and publications Coverage has been expanded to reflect new technological global and academic developments with particular attention to areas such as online and distance learning teacher and learner cognition testing assessment and evaluation global English and teacher education Themes and disciplines covered include Methods and materials including new technologies and materials development Contexts and concepts such as mediation risk taking in language learning and intercomprehension Influential figures from the early days of language teaching to the contemporary Related disciplines such as psychology anthropology and corpus linguistics It covers the teaching of specific languages including Japanese Chinese Arabic and African languages as well as English French German and Spanish There are thirty five overview articles dealing with issues such as communicative language teaching early language learning teacher education and syllabus and curriculum design A further 160 entries focus on topics such as bilingualism language laboratories and study abroad Numerous shorter items examine language and cultural institutions professional associations and acronyms Multiple cross references enable the user to browse from one entry to another and there are suggestions for further reading Written by an international team of specialists the Routledge Encyclopedia of Language Teaching and Learning is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject

**Teaching World Languages in Middle and Secondary Schools** Timothy Reagan, Terry A. Osborn, 2025-11-04 Teaching World Languages in Middle and Secondary Schools A Critical Introduction is an introductory textbook for teacher education candidates at either the undergraduate or graduate levels who are seeking certification to teach a world foreign language

A New Approach to English Pedagogical Grammar Akira Tajino, 2017-10-12 This book proposes Meaning order Approach to Pedagogical Grammar MAP Grammar as a practical pedagogical approach in ESL and EFL contexts Teaching grammar through an easy to understand three dimensional model MAP Grammar establishes the clause as the fundamental unit of English and interprets meaning units in the sentence thus allowing visualizable association between individual grammar items By focusing on the order of meaning rather than the order of words in a sentence MAP Grammar also distills current descriptive sentence structures typically taught as five or seven patterns into one meaning based sentence structure for teaching and learning MAP Grammar makes syllabus design and teaching easier in the following ways Visualizing English grammar in a clear model allowing association between individual grammar items Instruction relies on meaning not

metalinguage making MAP Grammar easy to grasp The meaning based sentence structure allows teachers to address global errors and learners to produce comprehensible English      *Classroom-Oriented Research* Mirosław Pawlak,2016-04-30 This collection gathers contributions from scholars from Poland and abroad addressing different facets of research into the processes of foreign language and second language learning and teaching as they transpire in a typical language classroom The book is divided into three parts which address in turn research directions and methodology the findings of empirical research and links between theoretical considerations and classroom practice Accordingly the first part includes papers that examine the role of different research paradigms put forward concrete research proposals present innovative data gathering tools or assess the role of such instruments in language teaching The second part includes reports on original research studies focusing e g on teachers beliefs the role of lexis and pragmatics the application of modern technologies the teaching and assessment of primary school children and the development of social skills from a cross cultural perspective Finally the third part of the book demonstrates how theory driven approaches can enhance the effectiveness of instructed second language acquisition      *English Grammar Pedagogy* Barbara M. Birch,2013-10-23 This text for ESL and ELT pedagogy courses around the world describes English grammar from a World Englishes perspective including a discussion of grammatical theory language acquisition and pedagogy using examples from academic writers      *Chung-kuo yü wen chiao shih hsüeh hui hsüeh pao* ,2005      **Future Perspectives for English Language Teaching** Werner Delanoy,Laurenz Volkmann,2008      **Teaching Grammar** Dulcie M. Engel,Florence Myles,1996 This work contains articles from British French and Belgian practitioners which focus on the link between linguistic theory and grammar teaching integration of grammar within a communicative syllabus and how to teach problematic areas of grammar in Fren      *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

and TIRF      *A Systems Approach to Language Pedagogy* Akira Tajino, 2019-04-05 This volume represents the first attempt in the field of language pedagogy to apply a systems approach to issues in English language education In the literature of language education or more specifically second or foreign language learning and teaching each topic or issue has often been dealt with independently and been treated as an isolated item Taking grammar instruction as an example grammatical items are often taught in a sequential step by step manner there has been no road map in which the interrelations between the various items are demonstrated This may be one factor that makes it more difficult for students to learn the language organically The topics covered in this volume including language acquisition pedagogical grammar and teacher collaboration are viewed from a holistic perspective In other words language pedagogy is approached as a dynamic system of interrelations In this way emergent properties are expected to manifest This book is recommended for anyone involved in language pedagogy including researchers teachers and teacher trainers as well as learners      **Sprachliches im Blickfeld des**

**Wissens** Reinold Funke, 2005 Die Studie zeigt anhand vorliegender empirischer Untersuchungen da es fragwürdig ist grammatisches Wissen mit expliziten schulgrammatischen Kenntnissen gleichzusetzen Damit wirklich Sprachliches in das Blickfeld kommt muß diesem Wissen spezifisch syntaktische Information zugrunde liegen Es wird ein empirisches Verfahren entwickelt und eingesetzt welches darauf abzielt das Vorliegen solcher Information zu erfassen Die Ergebnisse sprechen dafür da syntaktische Information fast ubiquitär zugänglich damit aber noch nicht zuverlässig verfügbar ist Der Umgang mit ihr muß erlernt werden Darin könnte die Aufgabe des muttersprachlichen Grammatikunterrichts liegen      **Handbuch**

**Fremdsprachenunterricht** Karl-Richard Bausch, Herbert Christ, Hans-Jürgen Krumm, 2003 In 124 sprachübergreifenden wie auch sprachspezifischen Artikeln werden Fakten Positionen und Perspektiven des Lehrens und Lernens von Fremdsprachen in den verschiedenen Alters und Lernstufen in Schule und Erwachsenenbildung dargestellt und Forschungs- und Entwicklungstendenzen aufgezeigt Querverweise erleichtern die wissenschaftliche Arbeit und regen zur Vertiefung an Die 4. Auflage trägt den aktuellen Entwicklungen sowie den veränderten Rahmenbedingungen des Fremdsprachenunterrichts in einem sich wandelnden Europa Rechnung      Manusya , 2004

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