

Implicit and explicit teaching

Implicit teaching: just providing exposure to and use of the grammar without explaining or applying explicit rules.

Explicit teaching: explaining and applying rules.

Explicit Grammar And Implicit Grammar Teaching For

Florin Mihai, Kerry Purmensity



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How to Teach Grammar? The Landscape of Explicit and Implicit Grammar Teaching Sven Frueh, 2021-04-08 Seminar paper from the year 2020 in the subject Didactics for the subject 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

How to teach grammar in EFL classes. Explicit versus implicit and deductive versus inductive teaching Philipp Jacobs, 2020-04-03 Master s Thesis from the year 2017 in the subject Didactics for the subject 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

2011

A Practical Guide to Second Language Teaching and Learning Shawn Loewen, Masatoshi Sato, 2024-05-30 An accessible introductory textbook to instructed second language acquisition illuminating the connections between theory and practice

AI in Language Teaching, Learning, and Assessment Pan, Fang, 2024-02-12 The introduction of Artificial Intelligence AI has ignited a fervent academic discourse AI's role is as both a powerful ally and a potential adversary in education For instance ChatGPT is a generative AI which mimics human conversation with impressive precision Its capabilities span the educational spectrum from answering questions and generating essays to composing music and coding Yet as with any innovation its advent has sparked a spirited academic dialogue *AI in Language Teaching Learning and Assessment* seeks to address these concerns with rigor and thoughtfulness It explores the undeniable drawbacks of AI in language education and offers strategic insights into their prevention It scrutinizes the resources and safeguards required to ensure the ethical and secure integration of AI in academic settings This book lays out the multifaceted benefits of incorporating AI into language teaching learning and assessment Its chapters dissect the transformative impact of AI on pedagogy teaching materials assessment methodologies applied linguistics and the broader landscape of language education development This book is a valuable resource for language learners educators researchers and scholars alike It beckons to those who are keen on exploring and implementing AI in education as well as AI developers and experts seeking to bridge the chasm between technology and language education

Course Design for TESOL Florin Mihai, Kerry Purmensity, 2016-03-22 Course Design for TESOL offers a unique approach of integrating curriculum with teaching activities to allow language educators to utilize the text in a variety of courses in a TESOL program Although the authors assume readers have a basic knowledge of English grammar this textbook resource is designed to be comprehensible to those who have not had an SLA or Applied Linguistics course Because each language skill is discussed in detail in terms of important theories and concepts and actual teaching activities are included the book can also be used in a Methods course or a combined Curriculum Design Methods or Methods and Materials course Part I explores the basic language acquisition theories and their influences on current teaching practices in the field Part II then moves on to the core elements of designing a curriculum or course conducting the needs analysis setting of course goals objectives designing the syllabus and writing lesson plans Part III Instructional Activities and Assessment Techniques features chapters on the teaching of listening speaking reading writing grammar and culture Within each of these chapters the authors address the fundamental issues related to the teaching of each skill and then discuss the components of a good activity for that skill and how to design one and then offer four sample activities one for each type of syllabus and guidance on assessing that skill The activities can be adapted for use in a variety of classrooms and settings Part IV addresses contemporary trends curriculum issues in North America and Europe standards and educational policy practices in teaching in Asia particularly China and

Korea and technology enhanced learning *Practice and Theory for Materials Development in L2 Learning* Alan Maley, Hitomi Masuhara, Freda Mishan, 2017-03-07 This volume represents a unique addition to the growing body of empirical literature on materials development adopting a reverse approach to the topic Rather than applying theory to practice practitioners and researchers from 11 countries reappraise applied linguistics theories through practice The book also provides evidence for the diversity of materials development around the globe at different levels for different specialities and for different purposes Each chapter surveys the relevant literature such as task based learning and language and culture describes a specific research project reports the results of the project and discusses the implications of these results for the development of materials both in the local context and in general After each section there are editorial comments highlighting the issues emerging from the research and there is a conclusion which connects the findings of the various chapters and makes suggestions both for future research and for the principled development of materials for L2 learners The book will be suitable for teachers materials developers academics and students in post graduate courses in applied linguistics in TEFL TESOL and in the teaching of other languages as an L2 Bridging Language and Learning: A Guide to Second-Language Instruction Pasquale De Marco, 2025-07-06 Bridging Language and Learning A Guide to Second Language Instruction is an essential resource for educators and learners involved in the dynamic field of second language instruction This comprehensive guidebook delves into the intricacies of language acquisition and provides practical strategies for enhancing language proficiency in learners of all ages and backgrounds Drawing on the latest research in second language acquisition this book explores the cognitive linguistic social and cultural factors that influence the learning process It offers insights into the nature of second language acquisition the role of motivation and affect and the importance of cultural competence Bridging Language and Learning A Guide to Second Language Instruction provides a thorough examination of the principles and practices of effective second language instruction It covers a wide range of topics including curriculum design grammar and vocabulary instruction pronunciation and fluency development and the use of technology in the language classroom Each chapter includes reflective questions case studies and practical exercises to help readers apply the knowledge gained to their own teaching and learning contexts This book is not merely a theoretical exploration it is a practical resource designed to empower educators and learners alike By embracing evidence based practices and fostering a passion for language learning we can empower learners to develop the linguistic and cultural competencies they need to thrive in the 21st century Bridging Language and Learning A Guide to Second Language Instruction is an indispensable companion for language teachers teacher educators and anyone seeking to enhance their understanding of second language acquisition and instruction It is also a valuable resource for language learners who wish to optimize their learning journey and achieve their language goals Within these pages readers will find a wealth of knowledge and practical guidance to support their second language teaching and learning endeavors Whether you are a seasoned educator or a novice learner

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How to Teach an Additional Language Kris Van den Branden,2022-04-15 This book provides a comprehensive research based account of how people learn a second foreign language and shows how classroom practice can be organised around research based principles In the first part the book provides up to date insights into the cognitive motivational and emotional dimensions of learning an additional language In the second part ten principles of high quality additional language teaching are introduced and illustrated by a wealth of authentic classroom based examples The book also explores implications for curriculum design and the assessment of additional language competences A separate chapter is devoted to the ways in which innovation in language education can be fostered Throughout the book the question is addressed whether additional language teaching should primarily focus on meaningful tasks form based practice or the integration of both This book is a must read for all those who are interested in improving the quality of second and foreign language education

Usage-Based Dynamics in Second Language Development Wander Lowie,Marije Michel,Audrey Rousse-Malpat,Merel Keijzer,Rasmus Steinkrauss,2020-07-14 This book honours the contribution of Marjolijn Verspoor to the development and implementation of dynamic usage based DUB approaches in second language L2 research and pedagogy With chapters written by renowned experts in the field the book addresses the dynamics of language language learning and language teaching from a usage based perspective The book contains both theory and empirical work the initial theoretical chapters present cutting edge thinking in relation to both the scope of DUB theory and its applications providing conceptual perspectives from cognitive grammar and linguistics thinking for speaking TFS and Complex Dynamic Systems Theory CDST approaches united by their shared underpinnings of language as a dynamic system of conventionalized routines The second half of the volume showcases state of the art methodologies to study dynamic trajectories of language learning empirical investigations into the above mentioned theoretical concepts and innovative classroom implementations of DUB language pedagogy The Routledge Handbook of Materials Development for Language Teaching Julie Norton,Heather Buchanan,2022-03-16 The Routledge Handbook of Materials Development for Language Teaching is the definitive resource for all working in this area of language and English language teaching With 34 chapters authored by leading figures from around the world the Handbook provides an historical overview of the development of language teaching materials critical discussion of core issues and an assessment of future directions The contributions represent a range of different international contexts providing insightful state of the art coverage of the field Structured in nine sections the Handbook covers changes and developments in language teaching materials controversial issues in materials development research and materials development materials for language learning and skills development materials evaluation and adaptation materials

for specific contexts materials development and technology developing materials for publication professional development and materials writing Demonstrating throughout the dynamic relationship between theory and practice this accessible Handbook is essential reading for researchers scholars and students on MA programmes in ELT TESOL and applied linguistics

The Roots of Variation of English-teaching Christine Bentley,2002 *Manusya* ,2004 **Differential Effects of Implicit and Explicit Grammar Teaching on Chinese High-school Students** Yuan Yao ((M.Sc., Oxon)),2019

The French Review James Frederick Mason,Hélène Harvitt,1990 *Tuttitalia* ,1990 **The Sind University Journal of Education** University of Sind. Institute of Education and Research,2010 **ITL.** ,1974 *Glottodidactica* ,1988

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