1.	Record Nr.	UNINA9910810318503321
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	Titolo	Pedagogical grammar / / Casey M. Keck, YouJin Kim
	Pubbl/distr/stampa	Amsterdam, Netherlands ; ; Philadelphia, Pennsylavania : , : John Benjamins Publishing Company, , 2014 ©2014
	ISBN	90-272-6931-9
	Descrizione fisica	1 online resource (255 p.)
	Disciplina	418
	Soggetti	Language and languages - Study and teaching Grammar, Comparative and general - Study and teaching Cognitive grammar Applied linguistics
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Description based upon print version of record.
	Nota di bibliografia	Includes bibliographical references and index.
	Nota di contenuto	Pedagogical Grammar; Title page; LCC data; Table of contents; Acknowledgements; 1. Pedagogical grammar: A framework for language teachers; 2. Pedagogical grammar in applied linguistics: A historical overview; Grammar teaching's first major challenge: The Audiolingual Method; New theories of language competence: The Chomskyan revolution; Language competence: More than just grammar?; Communicative language teaching; Reconsidering the role of grammar in the L2 classroom; Making input comprehensible: The role of interaction; Researching the effectiveness of communicative classrooms Beyond input: Pushed output and noticing in L2 developmentFocus on form in the second language classroom; Summary; Suggestions for further reading; 3. What is grammar and how can it be described?; A pedagogic framework for grammar description; Corpus linguistics and the study of language performance; Frequency-based descriptions of grammar use; A corpus-informed revolution in L2 grammar teaching?; Summary; Suggestions for further reading; 4. The lexis-grammar interface: Phraseology, collocation, and formulaic sequences; Formulaic language and grammar description

Identifying and describing formulaic sequencesFrequency, formulae, and phraseology in second language acquisition; Summary; Suggestions for further reading; 5. Evaluating and adapting existing materials; Choosing a focus for your lesson; Evaluating the quality of textbook and website of explanations; Evaluating the quality of textbook and website practice activities; Summary; Suggestions for further reading; Recommended resources; 6. Investigating grammar use through online corpora; The behind the scenes approach; The corpora as a classroom resource approach

The student as researcher approachExploring World Englishes and corpora of other languages; Summary; Suggestions for further reading; Recommended resources; 7. The dynamic nature of L2 learner language; Early studies of learner language: L1-L2 comparisons; Naming "the System": Selinker's concept of interlanguage; Investigating systematicity in learner language: The morpheme studies; Developmental sequences in L2 acquisition; Tense, aspect, and the lexis-grammar interface; Question formation and Teachability Hypothesis; Can learners ever skip stages? The case of relative clause acquisition

Explaining systematicity and variability in learner languageRevisiting the "target language" and the goal of near-nativeness; Summary; Suggestions for further reading; 8. Instructed L2 grammar acquisition: Six key theory-practice links; Explicit versus implicit instruction does not have to be an either-or proposition; Meaning-focused communication tasks can promote the acquisition of L2 grammar; Corrective feedback - in many forms - can make a difference; Our pedagogical choices are not always determined in advance, but in the moment

L2 learners play an important role in the L2 grammar acquisition of their peers

| Sommario/riassunto | 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 approach |