**Key Concepts in Language Pedagogy and Their Definitions**

***Table 1 A list of key concepts in LP***

|  |  |
| --- | --- |
| **March 16** | ***Larsen-Freeman, D. (2015). “Research into practice: Grammar learning and teaching.” Language Teaching, 48(2), 263-280.***  |
|  |
| **Key concepts**  | **Definitions**  |
| **(Language) usage** | A distinction made by Widdowson between the function of a linguistic item as an element in a linguistic system (**usage**) and its function as part of a system of communication (**use**). (Richards & Schmidt, 2010, p.620) |
| **Communicative language teaching (Communicative approach)** | An approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focusof all classroom activities. (Richards & Schmidt, 2010, p. 99) |
| **Comprehensible input** | Is the crucial and necessary ingredient for the acquisition of language. (Krashen, 1982, p. 7) |
| **Corrective feedback** | Feedback provided by the teacher about the student’s understanding or performance on various tasks in order to improve student achievement. |
| **Deductive learning** | An approach to language teaching in which learners are taught rules and given specific information about a language feature. (Richards & Schmidt, 2010, p. 158) |
| **Focused-tasks** | Tasks which call for students to use certain grammar structures in order to satisfy task demands (Larsen-Freeman 2003), such as when students are given a map and asked to direct a classmate to a particular location. Such a task is likely to elicit prepositions of position and direction. (Larsen-Freeman, 2015, p. 270) |
| **Fossilization** | (in second or foreign language learning) a process which sometimes occurs in which incorrect linguistic features become a permanent part of the way a person speaks or writes a language. (Richards & Schmidt, 2010, p.230) |
| **Garden path’ strategy** | Students are given partial information about a grammar structure, thus making it seem easier than it is. (Larsen-Freeman, 2015, p. 269) |
| **Guided-participatory approach to rule formation** | Students receive assistance from the teacher in figuring out the rules rather than the teacher’s providing the students with explanations, or the students’ being left on their own to figure out the grammar explanations. Larsen-Freeman (2015, p. 269) |
| **Implicit knowledge** | Knowledge that people can show (by their behaviour, their judgements about grammaticality, and so forth) to possess intuitively, but which they are unable to articulate. (Richards & Schmidt, 2010, p. 274) |
| **Inductive approach** | An inductive approach (rule-discovery) starts with some examples from which a rule is inferred by the learners. (Thornbury, 1999) |
| **Inductive rule getting** | Students are given examples from which they work out the rules inductively themselves. Larsen-Freeman (2015, p. 268) |
| **Input-based instruction** | Instruction that “involves the manipulation of the input that learners are exposed to or are required to process” (Ellis, 2012, p. 285) |
| **Interface position** | The notion of “interface” essentially captures the relationship between explicit and implicit knowledge, or at the extreme, the conversion, if any, of explicit knowledge (rules, patterns) into implicit, or unconscious and automatic knowledge. For second language acquisition theorists and researchers, the interface between explicit and implicit knowledge describes how the two types of knowledge interact with each other, if at all, within the language learning process. For the classroom teacher, on the other hand, interface can be captured by the question: “If grammar is taught explicitly, can it then become automatic so that language can be understood and produced without constant recourse to the rules that generated the explicit knowledge in the first place?” (Macaro & Masterman, 2006, p. 299, as cited in Gascoigne, 2018). |
| **Iteration** | Modifying grammatical resources rather than simple repetition that copies them exactly and teaching students how to adapt their language resources to ever more complex situations. (Larsen-Freeman, 2015, p. 270) |
| **Modest impact** | Research findings that have had modest impact, where attention is drawn to form focused instruction. (Larsen-Freeman, 2015, p. 264) |
| **Non-interface position** | Where research has had little impact on grammar teaching practices. (Larsen-Freeman, 2015, p. 264) |
| **Overgeneralization** | A process common in both first- and second-language learning, in which a learner extends the use of a grammatical rule of a linguistic item beyond its accepted uses, generally by making words or structures follow a more regular pattern. For example, a child may use *ball* to refer to all round objects, or use *mans* instead of *men* for the plural of *man.*  (Richards & Schmidt, 2010, p. 416) |
| **Reconceiving grammar** | The potential of SLA and applied linguistics research on grammar learning and teaching having a large impact. (Larsen-Freeman, 2015, p. 264) |
| **Task-based language teaching** | A teaching approach based on the use of communicative and interactive tasks as the central units for the planning and delivery of instruction. Such tasks are said to provide an effective basis for language learning since they:* involve meaningful communication and interaction
* involve negotiation
* enable the learners to acquire grammar as a result of engaging in authentic language use. (Richards & Schmidt, 2010, p. 585)
 |