



Teacher Cognition & Second Language Grammar Teaching

Dr Simon Borg
School of Education, University of Leeds
e-mail: s.borg@education.leeds.ac.uk

There has been increasing interest in the last 10 years in studying L2 grammar teaching from a teacher cognition perspective. The focus of this work has been on what teachers know, think, and believe in relation to grammar and grammar teaching; additionally, studies have increasingly analyzed not just teacher cognition but also how this relates to what teachers do in the classroom. Collectively, this body of research has encouraged us to reconceptualize the way we think about grammar teaching and to appreciate the complexities it involves. In this talk I will first outline different strands of research which have analyzed grammar teaching from a teacher cognition perspective. I will then consider how such research has advanced our understandings of what it means to teach L2 grammar.

10 Key Insights

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



Further Reading

- Andrews, S. (2001). The language awareness of the L2 teacher: Its impact upon pedagogical practice. *Language Awareness, 10*, 75-90.
- Andrews, S. (2003). 'Just like instant noodles': L2 teachers and their beliefs about grammar pedagogy. *Teachers and Teaching, 9*, 351-375.
- Andrews, S. (2007). *Teacher language awareness*. Cambridge: Cambridge University Press.
- Bartels, N. (2005). Researching applied linguistics in language teacher education. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 1-26). New York: Springer.
- Basturkmen, H., Loewen, S., & Ellis, R. (2004). Teachers' stated beliefs about incidental focus on form and their classroom practices. *Applied Linguistics, 25*, 243-272.
- Berry, R. (1995). Grammar terminology: Is there a student-teacher gap? In D. Nunan, R. Berry & V. Berry (Eds.), *Language awareness in language education* (pp. 51-68). Hong Kong: Faculty of Education, University of Hong Kong.
- Borg, S. (1998). Teachers' pedagogical systems and grammar teaching: A qualitative study. *TESOL Quarterly, 32*, 9-38.
- Borg, S. (1999a). Teachers' theories in grammar teaching. *ELT Journal, 53*, 157-167.
- Borg, S. (1999b). The use of grammatical terminology in the second language classroom: A qualitative study of teachers' practices and cognitions. *Applied Linguistics, 20*, 95-126.
- Borg, S. (2006). *Teacher cognition and language education: Research and practice*. London: Continuum.
- Burgess, J., & Etherington, S. (2002). Focus on grammatical form: Explicit or implicit? *System, 30*, 433-458.
- Eisenstein-Ebsworth, M., & Schweers, C. W. (1997). What researchers say and practitioners do: Perspectives on conscious grammar instruction in the ESL classroom. *Applied Language Learning, 8*, 237-260.
- Farrell, T. S. C., & Lim, P. C. P. (2005). Conceptions of grammar teaching: A case study of teachers' beliefs and classroom practices. *TESL-EJ, 9*, 1-13.
- Schulz, R. A. (1996). Focus on form in the foreign language classroom: Students' and teachers' views on error correction and the role of grammar. *Foreign Language Annals, 29*, 343-364.
- Schulz, R. A. (2001). Cultural differences in student and teacher perceptions concerning the role of grammar teaching and corrective feedback: USA-Colombia. *Modern Language Journal, 85*, 244-258.