Teacher Cognition and Second Language Grammar Teaching

HKU Constituent Theme
Languages, Media & Communication:
Language in Education & Assessment Seminar Series

Speaker
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(Chair: Dr Stephen Andrews, Faculty of Education, HKU)



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Abstract

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.

Dr Simon Borg is Senior Lecturer in TESOL in the School of Education, University of Leeds, UK, where he manages Postgraduate Research Degrees and teaches on TESOL programmes at all levels. His key area of research and PhD supervision is language teacher cognition and his book on the subject, *Teacher Cognition and Language Education* was published in 2006. His research on teachers' beliefs and practices in teaching grammar has been reported in several journal articles and is also the focus of a new book he is writing. Another specific focus of his research and writing in the last three years has been teachers' conceptions of research. Two edited collections related to his more general interest in supporting teacher research in ELT are *Language Teacher Research in Europe (2006)* and *Classroom Research in ELT in Oman* (2006). He has been co-ordinator of IATEFL's Research Special Interest Group since 2002 and also serves on TESOL's Research Standing Committee.

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All are Welcome. Enquiries: 2859 2395