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.

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