A common perception about theoretical linguistics by language teaching

**Keywords:** Formal Grammar, Intersitized Linguistic System

**Abstract**

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“Formal Linguistics and the Best Practices of Language Instruction”  

This work highlights the similarity in the fundamental conception...
Language dissimilarities in this paper. The focus is on classroom teaching of a non-native language. Further note that the learning second language and learning language learning are not mutually face different challenges and adopt different philosophies and practices. This work reflects the author’s experiences in the US context. Different regions receive different support and different support of the L1 and the revision to the L2 meeting of the commitment and support of the L2. I am most thankful to the comments by the World Chinese Language Association by the organizers and Prof. P. On the one hand, the world of education and the world of education beyond the horizon. This work would not have been possible without the encouragement and support of Prof. P. For a long time, foreign language education in the US was not of much fairly evaluated and learners’ learning outcomes better assessed. The notion of “best practices” arose because of the need to define clear.

1. Best Practices

The theoretical studies and implications of the best practices.

Some concrete examples will be provided to illustrate applications of best practice in foreign language education currently advocated in the use of authentic texts. As well as relevant second language acquisition research, specifically, I will show how the underlying principles of formal generative linguistics studies have been applied to correct and adopt of better practices in language programs. Recognizing this would help us decide on more effective -

This work aims to bring the two seemingly very different camps back to

Language profession. This brings me to be rather and further apart. Not surprisingly, the separation between generative and non-generative languages are so general that they cannot have practical applications. Consequently, the so-called parameters for systemic and principled differences are more, neglecting detailed important points in individual languages.

The generative grammar has been perceived as emphasizing core
The programs are: Foreign Language Assistance Program, Teacher-2-Teacher Ini-

The overall created a sense of urgency and brought about paradigmatic change.
live language teaching as in (1) and implemented through instructional strategies. They are crucial on principles that are considered to be essential for effective learning. What are the “best practices” that have been so prominently advocated by schools? Students so trained move up ward to higher and higher levels, teacher training that complements the programs bring about what they have learned to others. In fact, K-12 programs that have been most effective in improving language proficiency by STARALK have created and formed a significant number of practices. The emphasis on adherence to a specific set of principles and formats in the use of STARALK programs in recent years has spurred a trend.

Language instruction appears to be quite limited for a very long time. The implementation of the effort of any standards on the field of Chinese

http://www.w3.org/2001/08/addressing

Issued National Standards for Foreign Language Education in 1996, the curriculum and oversees the planning and operation. Although the program director of supervisory faculty in individual programs have determined formal requirements, in the great majority of cases, it is the language pro- gram needs to be overtly less precise. At the elementary and high school levels, the emphasis on the field of language teaching/learning. The US education system's adhesion to the relevant principles and practices. This has an unprecedent- ed effect on the field of language teaching/learning. Each program is reviewed on site to ensure goals of proficiency-building. Each program is reviewed on site to ensure goals of proficiency-building. Each program is reviewed on site to improve the intended culture-related skills. Methodologies and strategies will be to meet the intended educational materials, methodologies, and strategies will be to meet the intended educational needs of the program design so that everything related to the program in—

In all the programs it sponsors, standard curricular templates must be role-labeled as instructional on rigorous and consistent adoption of the "best practices" is serious and rigorous requirements that make STARALK stand out.
These principles describe what are required of candidates in teacher preparation.

(1) **STANDARD ENDORSED PRINCIPLES FOR EFFECTIVE TEACHING**

A. Implementing a Standards-Based and Thematically Organized Curriculum

- Formal linguistics and "best practices" of language instruction


- The NCTE (National Council on the Teaching of English) Standards for Professional Education are available at http://www.ncte.org/standards/

- The NPTES (National Board for Professional Teaching Standards) Standards for Professional Development and Practice are available at http://www.nbpts.org/standards/

- The INTELS Standards for Initial Teacher Education and the Certification and Support (CertiStandards) Standards for Initial Teacher Education are available at http://www.inets.org/standards/

- The following are essential references:

  - Learning and Teaching English Language: A Guide for Teachers, 2nd Edition by John P. cook
  - Language and Education: Theoretical and Practical Perspectives, 3rd Edition by John P. cook
  - Language and Education: Theoretical and Practical Perspectives, 2nd Edition by John P. cook
  - Language and Education: Theoretical and Practical Perspectives, 1st Edition by John P. cook

- These standards are designed to help teachers develop and apply effective teaching strategies that are aligned with national and state standards. They are intended to provide a framework for improving teacher instruction and promoted effective teaching practices.

- The NCTE, NPTES, and INTELS standards are designed to help teachers develop and apply effective teaching strategies that are aligned with national and state standards. They are intended to provide a framework for improving teacher instruction and promoted effective teaching practices.
The term "world language" has replaced "foreign language," reflecting a new per-

c. The class consists mostly of direct teaching.

b. The teacher is doing most of the talking and thinking.

a. The teacher worries that there will not be enough time to answer

Debbie Robinson and Anne Tollefsen, 2011)

Although most of the points listed above are probably more of less self-

Making specific reference to situations based on student needs and learning

c. differentiated instruction, content, and language

b. meaningful interaction in the target language

a. using target language and providing comprehensible input for in-

(2) Instructional Strategies

E. conducting performance-based assessment

f. adapting and using age-appropriate authentic materials

e. integrating culture, content, and language in a world language

d. using target language and providing comprehensible input for in-

b. setting up clear goals and applying the principle of backward design
Those familiar with "close the eyes" - "filling in words that are missing at random in English for example. It is quite prominent in writing typical nouns as words, as grammatical context provides the core meanings, and make the words of one speech context-defined. Indeed, was eaten by some individuals in some manner described by well-chromy (which must mean that some object such as the glue on an oakl wellky) (which includes some meaning to sentences with nonsensical words, they can even assign some meaning to sentences with nonsensical words, they have heard; they are consistently creating and interpreting novel sentences grammatical system. For instance, speakers do not just repeat the senses of words, their meanings according to their mental grammar – their internalized dictionary of what speakers, indeed, produce!

There is much evidence demonstrating the role of the world and a system of inferences, etc. (for example, a real-time parser with working memory limitations, in understanding the (exemplary) language). As well as other cognitive capabilities, the mental grammar is engaged ions rooted in the brain's mental grammar. The mental grammar is engaged in an automatic process of mental (symbolic) representations (coreference, etc.) with the speaker's speech, which is made a language in the non-experimental language. Under the conditions of generative linguistic theories (for instance, Chomsky 1957, 1970, 1981, 1986, 2001), a distinction between the so-called language and being able to use the language in spontaneous communication – the emphasis on students' being active and creative learners of the target language.

2. Generalising Linguistic Research

On these notions. Examples will be provided in the last section to illustrate the working
In the following sections, I will discuss how from the perspective of instructors and they know what the best is for students.

Instructors. They feel that they need to "teach enough" because they are in-"instructions." They feel that they need to "teach enough" because they are in-
Moreover, the concept of learner-centeredness is not quite easily accepted by
Students feel more comfortable following textbook. This is to complete the required number of units in a textbook within a

Some of these practices seem to be unattainable to many teachers. This

I. The teacher uses activities directly from the textbook.

K. The teacher has the same expectations for every learner.

I. The teacher tends to create one task that is designed for all learners.

Well done. Good. Here’s not right or providing the correct answer.

I. The teacher expects students to respond quickly and correctly.

Word responses.

6. The teacher asks students questions that only elicit factual one-

I. The teacher prefers a quiet classroom.

Visually.

6. The teacher has arranged the desks in rows and students work in di-

For example, linguistic and "best practices" of language instruction
languages. Cross-linguistic differences can be understood as residing in
across all human languages. The latter would allow for differences among
languages is generally considered to be Universal Grammar with some part-
system that governs the merger of lexical items and creation of inflected sen-

can are combined to make bigger and bigger phrases. The conceptual-

In short, to know a language means the possession of linguistic compe-

He is more scientific than me.
He compared me more science
He is scientific.
The very sentence
(6) a. la hen kexue.eq
b. la bi kexue.

Predictable - following han 'very' or the comparative gena 'more'
because in adjective such as when it occurs in the context of an adjective
Similarly, it has been commonly observed that a noun in Chinese can

b. He should call/;wall it.
(5) a. Let's chopsticks.

sense can be made out of these expressions:

We can even creatively use the following expressions, as long as some

b. He should table/chart floor/book/bench it.
(4) a. Let's knife/fork/spoon it.

Formal Linguistics and the Best Practices of Language Instruction
Although the translation fails to demonstrate
all the other parts of examples in (7), although the translation fails to demonstrate
that the same distribution of activity with or without result is also true with
Chinese, therefore the result needs to be expressed by the morpheme
- 許 means the act of killing causing someone to become dead. (Pinyin: xiāng, Chinese: n-)
E.g. the lack of more appropriate words, for instance, kill in English.

1. Some translations do not faithfully reflect the differences between the two languages.

Different values, which accounts for the semantic differences among languages.

Another example has to do with the presence or absence of a core noun + a
word + N as in (a) Chinese (b) English.

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word + N as in (a) Chinese (b) English.

Other examples have to do with the presence or absence of a core noun + a
word + N as in (a) Chinese (b) English.

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word + N as in (a) Chinese (b) English.
Relative clauses.

A question operator.

over (see Aoun and Liu 1994, p. 1321; Aoun and Liu 1994, p. 1321) for instance, English words in English are ana-

the properties of the question particle need not be universal quantifier, every, N. A co-occurring noun, has the same sense, who, whom, whose, which. English has such words like who/whom/which/whore/where/when etc., which generally are inter-

A third example is the composition of my-words. English has interrogative expressions, in contrast, the Chinese counterparts need some other words to express the different meanings. For in-

lives like who/what/which/where/when etc., which generally are inter-

can be similarly contrasted.

The comparison between learn and study is revealing: study corresponds to xue in Chinese and learn, xue-hui, study-capable. The other pairs in (7) are:

He learned French but I still know French.

He studied French but I still know French.

b. To xue-hui Fawen keishi dao xiangzi bu bu Fawen.

A second example is acceptable in Chinese.

The English verbs in (7) all encode results of activities, while Chinese

catch

get

convinced

learn

Chinese

[Formal Linguistics and the Best Practices of Language Instruction]
In light of the relevant second language acquisition studies, the next section briefly describes the concept of linguistic competence. What does such a conception of linguistic competence mean in the context of macro-parameters and micro-parameters, and integrate clusters of patterns they are acquiring – micro-parameters and macro-parameters. That is, speakers of a language tend to use the same strategy to analyze and produce novel and infrequent utterances in that language. Utterances are meaningful in a speaker's mental capacity, which allows them to understand and summarize. Linguistic competence is the system about a language. The system consists of the internal system (C, E-language vs. I-language), the system constraints on the internal system (C, E-language), the notion of macro-parameters to all the relevant patterns across languages. The notion of macro-parameters makes a macro-parameter. A macro-parameter of the same type of macro-parameters illustrate the notion of "macro-parameters". Multiple instantiations of the same type of macro-parameters illustrate the notion of "micro-parameters".
3. Second Language Acquisition

From the theoretical linguistic perspective, some major issues regarding second language acquisition are: what is the process involved in second language acquisition? Is it the same or different from that of first language acquisition? If different, in what ways are they different? What would be contributing factors for successful second language acquisition? Such issues have been investigated in great depth and interesting experimental results have been produced. To directly relate to the theme of this paper regarding the best practices of language instruction, let us focus on the main claims from the related second language acquisition studies.

First, consider the relevant main conceptions regarding the process involved in second language acquisition, specifically second language in the target language. Second language acquisition is often compared with first language acquisition with respect to the state of the starting point (the initial state) and the tools available to acquire languages. According to the generative grammar, first language acquisition develops from the initial state to the final state (the final stable product, the adult grammar) with an innate language acquisition device. The language acquisition device can be understood as some capacity or mechanism that every human being is born with that makes possible the acquisition of the language in his/her speech community within a short amount of time. In grammatical terms, this device is Universal Grammar — the properties characterizing human languages. However, many issues have been raised in this context — is the innate language acquisition device (Universal Grammar) still accessible when one goes beyond the critical age of learning one's native language? Is there transfer from previously acquired languages (native language L1 transfer) in the learning process? That is, the initial state of first and second language acquisition could differ and the tools available to acquire languages might also be different.
conceptions about the system, because of the discontinuation of input.

This is why even though these are normally no important native speakers of a
specific community may acquire an incomplete system or possess some wrong
language (unless due to neurological problems), "heuristic learners" in a different
STA [Second acquisition acquisition] is that learners create a language sys-
Shtiker (2008, 14) articulates this concept clearly, "The basic assumption of
language acquisition, focusing on second language acquisition, has no
weakness. Many of such examples have been reported in the literature on first
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Universal Grammar through Partial Transfer: Limited access to full transfer possibilities. From no transfer from the first language and full access to literature, there have been studies with results ranging over all the linguistic possibilities. For instance, Long (1990), Birdsong (1999), among many others, in the second language acquisition, which is past the so-called critical period for language acquisition, quite a second language, especially in the case of adult second language acquisition.

Despite their important similarities, second language acquisition does not replicate the L2 development as abstract properties of the L2, even given explicit input which is actually not that Brinton-Garcia's (1995) study suggests that L2 learners can work
generalizations in their mental grammar. In this context, it is interesting to
understand such that learners are able to consistently reorganize and
revised. In other words, a system making sense of the input is organized and
connected to which they build new utterances would be conditioned or resulted in
learners' ability to create new sentences or discourse. The 'rules' (hypotheses) are
mental grammar of the language. They apply the rules in their mental
their existing knowledge, add to or modify their current system, forming
memories while they hear or see. Knowledge they organize the input according
to their knowledge, not the least of which are elements from the L1's.

Forms Linguistics and "the Best Practices" of Language Instruction
Grameen Bank is more important to parameter rescaling than explanatory teaching of
approach to language transfer. Less a model that involves structural differences clearly represents an innovative
paradigm for a consistent analysis (approach), there was no way to show how re-
within earlier approaches to transfer
in a form that is different from the target-language norm and that continues to
permanent establishment of the interlanguage transfer. Without the
appropriate times of ossification, could be a true concern—becoming
ample opportunities for creating new interchanges in a good variety of contexts.
Formal hypothesis, leading to the attainment of the final state. Without
hypothesis on production of the target language. Primary linguistic data are
in their mental grammar—the interlanguage paradigm in the learning process. They are consistently coming and going-
languaging studies on second language acquisition, learners are always actively
in brief, according to the generative, the theoretical perspective and the re-
Grammar of the target language.

Understanding the systematic differences can help with more effective
ences between the first and second language are more systematic than an-
relationalness—the notion of macro-parameter and micro-parameter differences. Different
able, generative grammar provides a model that easily captures structural
il language transfer does take place or access to Universal Grammar is valid.

Edelman 2001, Cohen and Meehan 2007, among many others), Nonetheless,
ed that learners can have very different learning styles (see Weirle 1981,
possible individual variations exist. After all, it has been widely accept-
also larger number of subjects and over a long enough period of time. It is also
and no access to Universal Grammar. Clearly, we need more studies

障礙之教育均等
purs patterns on the board, uses mostly the question-answer technique, with
through the vocabulary lists (either in sequence or not). The instructor
generally would go
there will be vocabulary and several patterns, in a supplementary reading
very well structured and perfectly guided. For each lesson of a textbook,
Lesson by Lesson, in such a language learning environment, everything is
the number of lessons they plan for the term. They carry students through
the textbook that they feel comfortable with; then they try their best to finish
and enough and can provide constant feedback. Teachers generally rely on
responsibility is inescapable, and students can learn better if they reach well
Teachers feel that they need to teach as much as they can because they are
of current foreign language classes are teacher-centered and textbook-based.
4.1. Teacher-centered, textbook-based,

often fall short of intended objectives.
common practice in current foreign language classrooms and show why they
of courses are critical. In the following subsections, let us examine some
receipts should be active participants and primary linguistic data in varieties
much to do with our theoretical discussions in the previous two sections;
meaningful practices not always enough? This will be shown to have
practices are not always as successful as one would like to see, either. Why
studies of rules. Nonetheless, some classrooms that adopt more meaningful
successful language learning cannot simply rely on the explicit teaching and
successful language learning is more effective to successful second language learn-
forms and features. Does it mean that explicit teaching of grammatical rules
Given the importance of a mental grammatical that a learner constantly

4. Second Language Learning and Teaching

Gass and Selinker (2008, 144)

appears in performance regardless of further exposure to the target language

Formal Linguistics and The Best Practices of Language Instruction
Important concern is always that if they don’t teach enough, they would not learn in a very limited amount of time. Time management is important. Therefore, teachers make sure that they hold students’ hands lightly. The teacher understands the lessons planned for the term. There is always a lot to teaching much more than students. Teachers want to be certain that every student is engaged. Classes are managed excellently. Teachers do the thinking, planning, and are engaged. Students are on a fixed, predictable path, restricted to a rigid mode. What was described above is very typical of current foreign language classes are taught as many lessons as possible.

Because many schools are using similar textbooks, it is important that lessons are taught in a term. Sometimes are evaluated according to how many lessons are taught in a term. Programs often finish the number of lessons planned in models. In addition, it is important to some sequencing that facilitate learning and highly-organized practices rather than well-structured teaching and highly-organized practices rather than well-organized instruction in the DS. In each classroom, everything is highly structured. What was described above is very typical of current foreign language learners.

do any activity as many lessons as possible.

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Formal Linguistics and the Best Practices of Language Instruction
Knowledge - the definitions of parts of speech, such as nouns or verbs, are the building blocks of linguistic students have difficulties even in the building blocks of linguistic courses. Even very well known English instructors consider some rules about the use of prepositions impossible to teach. Prepositions can also be used as a sentence-final particle to denote change of state. Writing

'The phrase "in the library" and the time phrase, 7 o'clock, modify the following quantitatively used sentences in language classes like (10a-b), where the location phrase occurs before the modified verb or verb phrase illustrated by the very few sentences. A common rule is to say that these phrases should be prepositional phrases modifying the position of adverbs of prepositional phrases modifying another ex-

students have understood about the preposition. While another ex-

which is not obvious to understand, foreign descriptions of the construction that make an ex-

with do is even worse. It is difficult to find clear, accurate, precise and easy-

by advanced learners such a a

it is not uncommon and mistakes made by advanced learners such as

had better noodles? Is it like he past tense marker in English? Unfortunately,

What is "completeive or perfective" aspect markers in English? But a

For instance, what is a "completeive or perfective" aspect markers, as is

that students internalize rules in the way they are supposed to,

and all the rules can be adequately described, it is impossible to ascertain

recognition of the uses. Even if English's jobs are completeive successfully in

and English instructors, it is not clear that there is an adequate de-

and, and do the so-called disposal of completeive or perfective aspect-er, and the so-called disposal of completeive or perfective aspect mark-

knowledge can be illustrated by many patterns in English. Take for instance,

The challenge regarding the adequacy of describing our grammatical
However, students would also be using sentences like the one below, where the location phrase follows the verb:

(11) wo zhu-zai Taipei.
'I live in Taipei.'

It is not surprising that a significant number of students in their second or even third year of language study still are not sure how to position such phrases. 19

Of course, there are clearer rules, some of which are much easier to describe, such as the formation of relative clauses, in contrast to the corresponding pattern in English (relative clause before or after the modified noun). However, having students study relative clause formation rules does not mean that they can use the pattern appropriately. Very interesting studies by Schachter (1974) for instance have shown that learners avoid using the structure.

On the other hand, there are other constructions showing that, without teachers' explicit teaching and focused guided practices, students still manage to learn them. For instance, there have been few course materials, if not none, highlighting the fact that many phrases with prepositions in English do not correspond to prepositional phrases in Chinese. Instead, only nouns oc-
ever complained about students not being able to learn such patterns. However, probably it is the great surprise of those advocating for the im-
portance of sufficient and explicit teaching. It seems that no instructors have
book authors and are largely missing in language instruction materials.
one has somehow failed to catch attention of language teachers or text-
books, with the result that the interesting constructions in (12)-(13) and many similar
most relevant to our discussion on the role of explicit grammatical teaching
ble in English.

The pattern illustrated by (13b) is especially interesting because it is

His books are more than me (= He has more books than I do)."

He-de book compare I even more

b. la-de shu bi wohai dui.

(13) a. Zhe-jia can this hua ce.

Seeing movies, I like to see (in) evenings.

I see movie like see evening
d wokhan chihsiang huan can wansheng.
I other go (to) Taipei for fun.
I other go Taipei play
Please draw (on) this paper.
Please draw this-cl paper
b. qu hua zhe-zhang zhi
Please sit (on) this chair.
Please you sit this-cl chair
(12) a. qiing mi zhu zhe-ge you.
cur as in(12) and sometimes even more materials correspondence to English
They like to run in the park.

They like run at park.

They just appeared in New York.

They live at New York.

They like to live in New York.

By present! (16G), obligatory absent:

I like to see movies in the evening.

I like at evening see movie.

(15) wò xīhuàn (zài) wănshāng kēn diànyǐng.

I watch movie at evening.

Following sentence is fine with or without zhè:

One cannot say that all preverbal P's cannot be deleted either. The fol-

Please draw on this paper.

Please your this-cl paper draw drawing.

b. qǐng wò zài zhē zhēng zhí zhēn hǎo.

I often go to tape for fun.

I often go tape go play.

(14) 4. wò chǎngchēng dào dàqiě 4n wān.

4d and zài in these sentences cannot be missing.

Students cannot take this and extend it to an instance like (14-a), because P's corresponding to English PS in (14-d) are deleted in Chinese. However, in a comprehensible manner, for instance, one way might be to say that the

In fact, it would seem challenging to explain these patterns to students

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For successful learning, being able to provide answers to such questions constitutes evidence.

Consider the following very common word strategies, which is generally effective:

- Prediction, hypothesis testing, and the extension of knowledge to new contexts.
- Background knowledge, the important grammar-formation process – hypothesis formation.

Go through the important grammar-formation process – hypothesis formation again. It is important to remember that the opportunity to predict what will happen in a situation is what strategy is all about. For instance, if you are reading a story, you can predict what will happen next.

However, the opportunity to learn patterns in context and use the language meaningfully. However, the language is not necessarily meaningful for students who are still challenging. Even in the context of improved grammar instruction, where instruction is given, students still have trouble. 4.3. "Meaningful practice is not the only way to improve performance and because emphasis on certain forms is selective, ruled in inappropriate constructions drawn by learners precisely because the in-

rules and application in real-life situations can be summarized by the observer.

In brief, the gap between grammar instruction and successful learning of language is not a worry about these issues, either.

As far as I know, there have been no materials prepared for language in-

The following objects are shown in pictures:
of instructional activities, instead of the teacher doing most of the thinking. Instead of placing emphasis on the proposed "best practices" in learning, the center model for students to become active learners in the learning process. A good teacher, according to the "best practices" briefly described in section 1, can provide a good model for students to become active learners. "If we consider the issues discussed so far carefully," we would realize that the key is whether students are given opportunities to express and discuss their hypotheses—whether they actually solve problems.

The learning process involves knowledge in new contexts. Because learners do not have the crucial follow-up in hypotheses testing, and the experience of knowledge, the teaching and practice might help with hypotheses generation. The teaching helps students test their hypotheses, and the extension of knowledge into new contexts. The teaching helps students perform the relevant tests. They do not even need to know what the test score means. They just need to remember some relevant words. Because of the learning process, they are basically "untrained" by enthusiastic teachers' gestures. They are basically taught the words that hint into the pattern of meaningful generation of instructions. Students just need to know the words that hint into the pattern of meaningful generation of instructions. The key is whether the said practice is actually an exercise of meaningful instruction.
the narrower focus of this work, we do not discuss the incorporation of language, culture and content because of

Objectives: The goal of language learning is for students to be able to use the target language effectively to accomplish and to provide assistance for students to achieve the learning. The teacher is facilitator. The teacher is learner-centred classroom and foster students' active learning. A learner-centred classroom aims to foster students' active learning. The teacher's role is to guide students' learning. The process of teachers' teaching and learning. The process of learning process themselves. Teachers need to go through the learning process themselves. Teachers cannot do it alone. The discussions in Section 2.4 emphasize that it is the learners who need to be active learners. In Section 1.2, we discuss some examples of linguistic competence. Let us discuss some examples.

5. Best practices

Appropriate contexts - Linguistic competence at work.

The performance assessment employed in the "best practices" (see the next sec.) provide important primary linguistic data for students to form their interlanguage. The contrast between teachers and students is always carried out in a thoughtful manner and talked for students, students are the focus of the learning process. They
In designing their lesson plans, use a textbook as long as it does not dictate the decisions instructors make (possibly with supplements) and design lesson plans accordingly. It is time to just need to organize the main points, converge them to a coherent theme possible to identify a clear theme and objectives of each lesson. The teacher is always in most of the textbooks currently available in the market, it is always possible to identify a clear theme and objectives of each lesson. The teacher's focus should be on learning the expressions needed to accomplish a course requirement. Rather, the goal of passing tests and completing the course requirement. The key is to direct students' attention opportunities to see hear use it again. The goal after the test is over because of the lack of knowledge, probably will be forgotten soon after the test is over because of the lack of rehearsal. It is important to mention including it in tests. After all, it is important to be emphasized and realized. If an item is not common, use or is not meaningful, learn every single point in a lesson or a textbook, such as textbooks as main course materials, as long as the instructor does not hold on to the idea that each item in every lesson is equally important as the others. In addition, students must learn every single one of them equally well. If is impossible to use the pictures, the instructor should not ask students to learn the pictures. These practices are still possible even in programs requiring formal linguistics and "best practices" of language instruction.
In the primary linguistics data, it would not be easy if students have to learn pre-positions in English. (Kersten, 1982) is important to increase students' exposure to learning activities during class. Instruction in the target language with context basics - relevant words and phrases - would not be able to participate in getting ready for learning in class. Students without adequate knowledge of the target language would not be able to participate in learning activities.

Having spelled out the objectives, teachers should prepare students to build the foundation.

develops must visit

In the idea of the realm in the classroom or a shared class website where stu-

The objectives include a daily list, writing at a corner of the board, putting up

Enough to students. Possible strategies to let students know ahead the learn-

Instructions to go through them because a detailed description should be clear

In each subject, there is no need for

The forms can be studied in contexts. These objectives should be clearly with-

However, they should be aligned with clear examples so that the next steps.

In the eyes of students, [Subject + Time words + Verb (+Object)] = a possible objective.

For instance, when the focus of a lesson is on the construction with subject-

The first step should be to make clear to students what learning objectives can be

More specifically, the following steps can be considered.
A good example is the USC program developed by the USC Chinese Lan-

guage program, which allows students to practice in a comfortable, engaging envi-

ronment. Teachers would be able to recycle the materials for a number of years, which

would mean less work after the first year.

12 Teachers should upload answers in Chinese. They find their answers through text-

books, online materials, and other resources, and then pass them to the

students. This allows students to practice in a comfortable, engaging environment.

The main point is that students should be able to take advantage of the

interactive and engaging nature of the program to improve their skills.

In addition, different learners benefit from different types of activities.

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are preferred. Teachers should design activities that engage students with new

items. Students can then practice what they have learned through online work.

This is when instructors should spend a

lot of time on strategies that best fit their learners’ needs. Additionally, these

activities should be designed to reinforce what students have learned. When

students learn a new phrase or expression, they should be able to practice it in

real-world contexts, such as conversations or real-life situations.

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Students can also interview tomorrow/next week/this weekend. When are you planning to do
week/yesterday/this morning? Following the language – what they have learned before and on the ap-
ate teachers asking students and/or students asking each other questions of the
with. For the session could be warm-up activities on the basic patterns, such
Following the review of expressions that students should be familiar
they can pull to good use.

Warm-up activities, students would have a good collection of words/phrases.
language, correction of mistakes. By the end of the
propriate assistance, including correction of mistakes. By the end of the
change with you for ‘The instructor is always listening in, providing ap-
sions: wo xinxiang x keyi gen ni huan xia’ and ‘I don’t like X. I say I do’.
explained when they have with fellow students, using classroom expressions,
the opportunity to keep only what they like by going around the classroom,
will have the flashcards on their desks for review to see. Then, they have
will grab a specific number of cards from each bag. Each student
phrases and/or pictures) and some expressions that have been posted. Each
contain flash cards for activities (which can contain the relevant words/
our example, the teacher can prepare two specific bags. The two bags each
should be opportunities for students using the language. Again, combining with
activities to bring students together on the foundation. The warm-
up acts as the beginning block in place, classes will begin with warm-up

Activities can be given to students.

be set up so that each student’s participation is recorded and labeled feedback
about their classroom activities and schedules. Online checking system can
should have a clear list of the vocabulary ready for class, as well as ideas
ly to understand the positions. By the end of the preparation, students
ings, they should ask the one that posing the messages or find any other way to
read through everyone’s positions. If they do not understand any of the post-
books, online resources, help from the instructor etc. Students are asked to
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The Warm-up will be followed by series of activities progressing toward
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Classrooms about their favorite activities in a week's routine during a week's.

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...
testing 1, 2, 3, 4, 5, 6, 7, 8, 9, 0.

This article discusses the importance of lexicon and macro-parameters in the context of micro-parameters. It highlights the need for the instructor to present a plan for the lesson in their material. The article also mentions the importance of using visual aids and engaging the students in active learning. The use of visual aids is crucial in making the lesson more effective and engaging. The article concludes by emphasizing the need for the instructor to be clear and concise in their presentation.
This does not mean that all of these need to be introduced simultaneously. After having learned over the years is that instructions might spend much time and effort in (1-3) in Section 1. An important lesson many language professionals working on the best practices currently advocated in the L2, as summary, theoretical considerations actually underline the language due to the critical role of primary linguistic data or hypotheses given-phonemes; in addition, learners should be in the environment of the target language to develop their hypotheses. In addition, learners make learning successful. They need ample opportunity to process what they are exposed to, which is learned partially or in part. According to the perspective of formal linguistic studies of second-language acquisition, according to important principles underlying effective language instruction, according to theoretical and empirical research, and according to the characterisation of linguistic acquisition and linguistic acquisition among theoretical linguists, language acquisition and linguistic acquisition among theoretical linguists are descriptions about language and linguistic acquisition among theoretical linguists. This work aims to further mutual understanding and clarity shared concepts.

Conclusion

Demonstrate the skills and knowledge they have developed: Finally, at the end of the unit, students can perform summary tasks to beginning of the end.

Beginning of the end and plan and plan the language to achieve planned objectives from the learning process. Instead, students should be the focus; they are actively involved in the teaching and learning for students, and thinking for students. There is no need for a lot of "teaching" (teaching and thinking for students) and any stage of new information and information the new knowledge. Therefore, the new instruction, as students themselves are the ones that need to process the instruction, rather than the instructors, by themselves can be prepared in such a way that the change-
Second language acquisition research has pointed to the role of the teacher in the learning process. Students need to be active learners, not just passive recipients of information. They need to be encouraged to become active learners, to take an active role in their learning process. Teachers can help by making learning fun and engaging, by providing opportunities for students to practice their language skills in meaningful contexts.

References

This paper is not to deny the importance of teaching by imitation. Opponents point to the notion of "second language acquisition." Students are naturally led to acquire language through imitation. However, this approach is limited in that it does not provide opportunities for active learning. Active learning requires students to be engaged in the learning process, to think critically, and to take responsibility for their own learning. The role of the teacher is crucial in this process, as they must provide guidance, feedback, and support to help students develop their language skills.

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