

Processing Instruction

Research, theory and practical implications for the learning and teaching of **English grammar** to **Chinese speakers**

Presenter

Professor **Alessandro Benati**

(Professor of Applied Linguistics and Second Language Studies & Director of the Centre for Applied Research and Outreach in Language Education at the University of Greenwich, United Kingdom)

Date & Time

5:00 – 6:00pm (Refreshments from 6.00pm), 13 May 2015 (Wednesday)

Venue

Lee Wing Tat Lecture Theater (LT-D), Academic Building, Hong Kong University of Science and Technology

Abstract

Processing instruction is a pedagogical intervention within the teaching of grammar. Its main goal is to help learners comprehend and process grammatical features accurately and appropriately. The effects of processing instruction have been compared with other instructional interventions. Overall, the results of these studies suggest that processing instruction is a very effective approach to grammar instruction. The research database on processing instruction includes learners from a variety of first languages (Chinese, English, Italian, Korean, Japanese) and age groups (adults and school-age learners), covers different languages (English, French, German, Italian, Japanese, German, Arabic and Spanish) and different language families. The studies also addresses a variety of linguistic forms and structures (e.g. verbal and nominal morphology, passive forms, word order, etc.), thereby addressing different processing problems.

In this paper, the results of four empirical studies on the effects of processing instruction on the acquisition of English morphology and syntactic structures by Chinese L1 speakers will be presented. Practical implications of the research for the teaching of grammar to Chinese students will be highlighted.