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Lunch-lecture LLRC, June 20<sup>th</sup> 2019, 12.00 – 13.00, Reuvenplaats 4, room 1.22

**From the general to the particular and *vice versa* in the L2 classroom: recycling the science of linguistics**

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In this talk, I pursue and elaborate on the view defended in recent work (Bosque 2018, *i.a.*) that the way we teach language has traditionally been based on labelling (“this is a noun”; “this is a predicate...”), rather than on actual analysis. The prevailing situation contrasts starkly with what happens in scientific disciplines, where students look at evidence, glean generalisations, formulate hypotheses/theories and then make predictions about what will happen. I contend that such a pattern-enchanted approach can be beneficial not just to the teaching of monolinguals (e.g., Spanish grammar in high schools across Spain), but also to the teaching of foreign languages, in the spirit of Villa-García & Sánchez-Llana (in press). In addition to finding generalisations about how the grammatical system works, students also develop a number of lifelong transferable skills that come for free.

In the second part of the talk, I argue that the findings of theoretical research can also aid language teaching (deductively), since the quality of the input that we expose our learners to can improve significantly. This is because research on theoretical linguistics has come up with more precise generalisations than those typically found in pedagogical grammars, which inevitably simplify matters (Rothman 2010, *i.a.*). Note that there is no need for teachers or students to be experts on linguistics (i.e., there is no real need to overload students with metalanguage or with too many technicalities). To this end, I provide a number of practical examples suggesting that the gap between theoretical research and pedagogical practice in the language classroom can actually be bridged. Moreover, the approach can be extended to the teaching of other linguistic aspects beyond grammar *per se*.