

The Metalinguistic Dimension in Instructed Second Language Learning

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The Metalinguistic Dimension In Instructed Second Language Learning

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The Metalinguistic Dimension In Instructed Second Language Learning:

The Metalinguistic Dimension in Instructed Second Language Learning Karen Roehr, Gabriela Adela Ganem-Gutierrez, 2013-07-04 The metalinguistic dimension refers to the way in which learners bring to bear knowledge about language into their learning of a second language the L2 This book brings together new research on the metalinguistic dimension given its increasing importance in the study of L2 acquisition In applied linguistics it is widely accepted that L2 learners develop and use knowledge about language when engaging with the challenging task of acquiring a new language this applies to both children and adults It is definitions of the metalinguistic dimension that vary and findings regarding its role in L2 learning are not necessarily homogenous or compatible The scope exists for further empirical detailed research This book explores the nature development and role of the metalinguistic dimension and will be essential reading for all SLA scholars and those working in language and education Teaching Pragmatics and Instructed Second Language Learning Nicola Halenko, 2020-12-10 This book explores second language pragmatic development with a specific focus on two areas classroom based pragmatic instruction in the study abroad context and using technology for developing and assessing pragmatic competence Teaching Pragmatics and Instructed Second Language Learning directly compares the effects of technology platforms and traditional paper based tasks within the second language environment for developing pragmatic competence These analyses are based on empirical research of how undergraduate Chinese learners of English receive explicit instruction in classrooms using different training materials The book makes an original and innovative contribution to collecting oral speech act data in the form of computer animated production tasks CAPT designed to enhance learner engagement and performance Using this tool it explores the beneficial role of technology in teaching and learning offering practitioners and researchers practical ways to maximise second language pragmatic development in the classroom **Task Sequencing and Instructed Second Language Learning** Melissa Baralt, Roger Gilabert, Peter Robinson, 2014-07-31 Task Sequencing and Instructed Second Language Learning provides theoretical rationales for and empirical studies of the effects of sequencing language learning tasks to maximize second language learning Examples of task sequences and both laboratory and classroom based research into them are presented This is the first collection of so far under researched studies on the effects of task sequencing framed within the Cognition Hypothesis of Task based Language Teaching TBLT and the SSARC model for task sequencing Perspectives include laboratory based and classroom based research designs implications for teacher training laboratory and classroom research methods conversational interaction task sequencing and Task Based Language Teaching syllabus design **The Interactional Feedback Dimension in Instructed Second Language Learning** Hossein Nassaji, 2015-03-12 This book examines current advances in the role of interactional feedback in second language L2 teaching and learning Drawing on recent theory and research in both classroom and laboratory contexts the book explores a wide range of issues regarding interactional feedback and their relevance for both theory and

practice including how interactional feedback is used processed and contributes to L2 acquisition This book will provide a useful resource for applied linguistics students and academics as well as language teachers and teacher educators who would like to gain insight into the role of interactional feedback and how it can be used as a means of integrating form and meaning in classroom contexts

The Metalinguistic Mind Sergio Melogno, Maria Antonietta Pinto, 2026-01-01 This book is about metalinguistic awareness MLA a broad area whose relevance has been acknowledged by several disciplines The authors treat the topic from three main perspectives developmental methodological and clinical They begin by outlining the main historical developmental models and the way metalinguistic development is intertwined with such factors as literacy bilingualism executive function and Theory of Mind They then proceed to consider a series of methodological issues related to the assessment of MLA based on the possible variation of research objectives tools and designs and finally face the metalinguistic challenges experienced by children and adults with neurodevelopmental disorders Throughout the three sections of the book that develop these perspectives a common thread can be recognized which justifies the title The metalinguistic mind By this expression the authors mean a way of reasoning on form content relationships that applies transversally to phonological morphological syntactical semantic and pragmatic aspects of language This process begins at preschool age with active forms of curiosity about forms and meanings of words using explicit language to comment on language often revealing an awareness of conflicts between linguistic forms and showing the need to find consistent solutions to reconcile these linguistic conflicts This argumentative attitude goes much beyond the application of linguistic rules or the use of metalanguage and may manifest itself even when unrequested The authors insist on the conflictual aspect inherent in all metalinguistic tasks Accordingly metalinguistic assessment should point to the consistency with which these conflicts are reconciled on explicit grounds This is where metalinguistic development and methodology can converge on the condition that both researchers and examiners bring to light those capabilities to argue about structural aspects of language Lastly even in the clinical conditions described by the authors despite evident language difficulties recent treatments have shown very interesting possibilities to enhance basic linguistic abilities and promote further improvements toward a meta level This complex interplay between metalinguistic development in typical children assessment methodology and the potentialities that open up in atypical conditions underscores the concept of metalinguistic mind

The Routledge Handbook of Language Awareness Peter Garrett, Josep M. Cots, 2017-11-06 The Routledge Handbook of Language Awareness is a comprehensive and informative overview of the broad field of language awareness It contains a collection of state of the art reviews of both established themes and new directions authored and edited by experts in the field The handbook is divided into three sections and reflects the engaging diversity of language awareness perspectives on language teaching and teachers language learning and learners and extending to additional areas of importance that are less directly concerned with language instruction In their introductory chapter the editors provide valuable background to the language

awareness field along with their summary of the chapters and issues covered A helpful section giving further reading suggestions for each of the chapters is included at the end of the book This volume is essential reading for graduate students and researchers working in the sphere of language awareness within applied linguistics sociolinguistics and across the wider spectrum of language and communication

Peer Interaction in the Foreign Language Classroom Elisabet

Pladevall-Ballester,2025-12-17 Expands empirical research on peer collaboration and the potential benefits it may bring to learners This book highlights the role of peer interaction in the foreign language classroom and offers a broad and nuanced exploration of the different factors and contexts that mediate its effect on target language use and development The chapters focus on different age and proficiency groups young learners adolescents adults different instruction and task characteristics face to face and computer mediated instruction pre task instruction proficiency pairing and a variety of outcomes fluency accuracy language related episodes grammatical knowledge foreign language anxiety and affect collaborative patterns and perceptions Together they highlight the importance of interaction and collaboration among peers in the foreign language classroom to foster learners communicative abilities and to maximise language development and affect

Investigating Attention to Form and Individual Differences:Research with EFL Children María del Pilar García Mayo,2025-04-25

The teaching of the grammar of a second foreign language has always been an issue that different teaching methods have considered Studies in the field of second language acquisition SLA have shown that mere exposure to meaningful second language input is not enough for learners to reach proficiency in the target language At beginner proficiency levels learners tend to rely on lexical items instead of grammatical form to obtain meaning Recent research has pointed out the need for effective grammar pedagogy in foreign language environments in which the exposure to the language being learned is limited The present book presents a selection of eleven empirical papers dealing with children s attention to formal aspects of the language they are learning and some of them consider the impact of individual differences on the learning process Each of the studies reported in the individual chapters is based on a solid theoretical background and an overview of studies in the corresponding research area This volume has been awarded the 2025 Prize for Best Edited Collection in Language Linguistics by the Asociaci n Espa ola de Estudios Anglo Norteamericanos AEDEAN

The Grammar Dimension in Instructed Second Language Learning Alessandro G. Benati,Cécile Laval,María Arche,2013-12-19 One of the key issues in second language learning and teaching concerns the role and practice of grammar instruction Does it make a difference How do we teach grammar in the language classroom Is there an effective technique to teach grammar that is better than others While some linguists address these questions to develop a better understanding of how people acquire a grammar language acquisition scholars are in search of the most effective way to approach the teaching of grammar in the language classroom The individual chapters in this volume will explore a variety of approaches to grammar teaching and offer a list of principles and guidelines that those involved in language acquisition should consider to design and implement effective grammar tasks

during their teaching It proposes that the key issue is not whether or not we should teach grammar but how we incorporate a teaching grammar component in our communicative language teaching practices

Encyclopedia of Language and Education Nancy H. Hornberger, 2007-11-20 In this second fully revised edition the 10 volume Encyclopedia of Language and Education offers the newest developments including two new volumes of research and scholarly content essential to the field of language teaching and learning in the age of globalization In the selection of topics and contributors the Encyclopedia reflects the depth of disciplinary knowledge breadth of interdisciplinary perspective and diversity of sociogeographic experience in the field Throughout there is an inclusion of contributions from non English speaking and non western parts of the world providing truly global coverage

The Developmental Dimension in Instructed Second Language Learning Paul Malovrh, James F. Lee, 2013-03-28 This work identifies developmental stages in the acquisition of object pronouns by instructed second language learners of Spanish It examines learners ranging from beginner to advanced where the most advanced are themselves teachers of Spanish language courses Study abroad experience is also a variable in the data The book explores language production from a functionalist perspective examining form to function and function to form mappings It provides insights into related developments in production placement and processing of object pronouns Detailed analysis reveals that the most powerful predictor of performance across levels and within levels for each of these is the level of the learner Formal instruction and the study abroad experience is examined both the specific instruction on object pronouns and overall exposure to instruction

Linguistics and Language Behavior Abstracts, 2007-10

Issues and Options in Language Teaching Hans Heinrich Stern, John Patrick Brierley Allen, 1992

[Tertiary language learning](#) Veronica Smith, 2010

Current Index to Journals in Education, 2002

Second Language Instruction/acquisition Abstracts, 1997

Metacognition, Cognition, and Human Performance: Theoretical perspectives Donna-Lynn Forrest-Pressley, G. E. MacKinnon, Thomas Gary Waller, 1985

Literacy Deborah Keller-Cohen, 1994 What is literacy how have the technologies of literacy evolved and with what results and what are the consequences of literacy for the individual and society across time and space This volume contains a collection of 19 essays discussing these concerns in literacy studies

Vocabulary Acquisition Richard K. Wagner, Andrea E. Muse, Kendra R. Tannenbaum, 2006-09-19 Understanding a text requires more than the ability to read individual words it depends greatly on vocabulary knowledge This important book brings together leading literacy scholars to synthesize cutting edge research on vocabulary development and its connections to reading comprehension The volume also reviews an array of approaches to assessing vocabulary knowledge and helping diverse learners build their skills Key topics include the relationship of vocabulary acquisition to phonological awareness and to morphological processing the role of parents in supporting early language development and considerations in teaching English language learners and children with reading disabilities

Resources in Education, 1995

Discover tales of courage and bravery in Crafted by is empowering ebook, Stories of Fearlessness: **The Metalinguistic Dimension In Instructed Second Language Learning** . In a downloadable PDF format (*), this collection inspires and motivates. Download now to witness the indomitable spirit of those who dared to be brave.

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