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,2013-09-05 Examines cutting edge research into the neglected metalinguistic dimension of second language acquisition   *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   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   **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 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 **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 **Psycholinguistic Approaches to Instructed Second Language Acquisition** Daniel R. Walter,2023-04-03 This book applies a psycholinguistic perspective to instructed second language acquisition seeking to bridge the gap between second language acquisition research and language teaching practices It challenges the traditional divide between conscious and unconscious processes or explicit and implicit learning and re envisions this as a continuum of the varying levels of consciousness which can be applied by learners to different language behaviors in the second language classroom It applies this model to learner development and the classroom context discussing pedagogical applications for instructors at all levels This book will be of interest to researchers and graduate students in second language acquisition psycholinguistics and language pedagogy The accessible discussion of research

findings pedagogical approaches and classroom tasks and activities make this book particularly relevant for language teachers providing the tools needed to apply second language acquisition research in their classroom *Metalinguistic Awareness and Second Language Acquisition* Karen Roehr-Brackin,2018-04-19 Metalinguistic Awareness and Second Language Acquisition is the first book to present an in depth overview of metalinguistic awareness as it relates to SLA In this volume Roehr Brackin discusses metalinguistic awareness in the context of both child and adult language learning and outlines the various methods that can be used to measure metalinguistic awareness The author presents different approaches to metalinguistic awareness including a cognitive developmental perspective that explains how the concept relates to literacy and an applied linguistics perspective that understands metalinguistic awareness as explicit or conscious knowledge about language Roehr Brackin explores the role of metalinguistic awareness in language education aimed at young learners as well as in instructed adult SLA This book is an excellent resource for those researching or taking courses in second language acquisition bi and multilingualism and language teaching **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

Metacognition in Language Learning and Teaching Åsta Haukås,Camilla Bjørke,Magne Dypedahl,2018-06-14 The Open Access version of this book available at https www taylorfrancis com books e 9781351049139 has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4 0 license This volume offers an exhaustive look at the latest research on metacognition in language learning and teaching While other works have explored certain notions of metacognition in language learning and teaching this book divided into theoretical and empirical chapters looks at metacognition from a variety of perspectives including metalinguistic and multilingual awareness and language learning and teaching in L2 and L3 settings and explores a range of studies from around the world This allows the volume to highlight a diverse set of methodological approaches including blogging screen recording software automatic translation programs language corpora classroom interventions and interviews and subsequently to demonstrate the value of metacognition research and how insights from such findings can contribute to a greater understanding of language learning and language

teaching processes more generally This innovative collection is an essential resource for students and scholars in language teaching pedagogy and applied linguistics   Second Language Learning Theories Rosamond Mitchell,Florence Myles,Emma Marsden,2019-01-21 Written by a team of leading experts working in different SLA specialisms this fourth edition is a clear and concise introduction to the main theories of second language acquisition SLA from multiple perspectives comprehensively updated to reflect the very latest developments SLA research in recent years The book covers all the main theoretical perspectives currently active in SLA and sets each chapter within a broader framework Each chapter examines the claims and scope of each theory and how each views language the learner and the acquisition process supplemented by summaries of key studies and data examples from a variety of languages Chapters end with an evaluative summary of the theories discussed Key features to this fourth edition include updated accounts of developments in cognitive approaches to second language L2 learning the implications of advances in generative linguistics and the social turn in L2 research with re worked chapters on functional sociocultural and sociolinguistic perspectives and an entirely new chapter on theory integration in addition to updated examples using new studies Second Language Learning Theories continues to be an essential resource for graduate students in second language acquisition   **Investigating Attention to Form and Individual Differences: Research with EFL Children** María del Pilar García Mayo,   *Debating in Teaching and Learning English* Ben WIlson,2024-04-18 This book offers the first full length treatment of the topic of debating as a method of developing English Foreign Language EFL speaking inviting scholars and practitioners to reflect on the demands of the current age for moving forward educational practice While debating is a well known method of dialogic speaking and is widely practiced the extent to which it is integrated in adult TEFL has not been established and an understanding of its affordances for developing foreign language speaking is also limited This book fills the gap in the field of TESOL and applied linguistics on the affordances of debating as a form of dialogic speaking that can promote a holistic understanding and improvement of experience of education and indeed academic outcomes The two main themes that situate the work are those of dialogic speaking and affect at times referred to as humanistic positive psychology and social and emotional learning The book details the experiences of an adult EFL debate group in a private language school in the North of Italy It reports how the participants experience the pedagogy so as to offer insights into it as a form of teaching speaking in adult EFL as well as providing a practical framework with lesson plans and curriculum The affordances of debating emerge as being social cognitive educational and communicative and are discussed alongside the work of language teaching scholars Curran and Freire and more broadly within a Social Constructivist approach to education As such debating is discussed as being a holistic and dialogic form of pedagogy Particular attention to experience often affective is also found to be fundamental in planning and assessing educational outcomes for both teachers and learners   **Teaching and Learning Second Language Pragmatics for Intercultural Understanding** Troy McConachy,Anthony J. Liddicoat,2021-11-29 This collection

argues for the need to promote intercultural understanding as a clear goal for teaching and learning pragmatics in second and foreign language education The volume sees the learning of pragmatics as a challenging yet enriching process whereby the individual expands their capacity for understanding how meaning making processes influence social relationships and how assumptions about social relationships shape the interpretation and use of language in context This locates pragmatics within a humanistically oriented conception of learning where success is defined relative to the enrichment of human understanding and appreciation of difference The book argues that intercultural understanding is not an add on to language learning but central to the learner s ability to understand and construct meaning with individuals from diverse linguistic and cultural backgrounds Chapters analyse teachers and learners ways of making sense of pragmatics how their assumptions about social relationships impact their perceptions of language use and how reflection on pragmatic judgments opens up possibilities for developing intercultural understanding This book will be of interest to students and scholars in intercultural communication language education and applied linguistics **The Routledge Handbook of Sociocultural Theory and Second Language Development** James P. Lantolf,Matthew E. Poehner,Merrill Swain,2018-06-14 The Routledge Handbook of Sociocultural Theory and Second Language Development is the first comprehensive overview of the field of sociocultural second language acquisition SLA In 35 chapters each written by an expert in the area this book offers perspectives on both the theoretical and practical sides of the field This Handbook covers a broad range of topics divided into several major sections including concepts and principles as related to second language development concept based instruction dynamic assessment and other assessment based on sociocultural theory SCT literacy and content based language teaching bilingual multilingual education SCT and technology and teacher education This is the ideal resource for graduate students and researchers working in the areas of SLA and second language development Promoting Multilingual Practices for Linguistically Diverse Learners in Global Contexts MaryAnn Christison,Anna Krulatz,2025-03-19 The eleventh volume in the Routledge TIRF series presents research on multilingualism in educational contexts across the globe With chapters written by TIRF Doctoral Dissertation Grant awardees and internationally known scholars the volume addresses the challenges and pedagogies associated with moving away from the monolingual paradigm to support the development of culturally and linguistically diverse learners Offering original research new models and pedagogies on teaching from over 17 different countries this volume familiarizes readers with the latest advances in theory and practice and is a key text for language education programs and pre service teachers *How special are early birds? Foreign language teaching and learning* Kevin McManus,Monika S. Schmid,2022-09-28 This volume honours the academic achievements and scholarship of Professor Florence Myles as a world leading scholar in the fields of Second Language Acquisition SLA and French Linguistics in particular for her work in corpus based SLA and language policy in primary school education In addition to reviews of the field e g primary languages policy in the UK the volume presents new research studies reflective of key theoretical and

methodological issues in current SLA research including theory building corpus based investigations studies of language development as well as informing teacher professional development through research Taken together this edited book provides a wide ranging and balanced account of Myles s work and speaks to her influence on SLA research and primary languages policy We invite readers to learn more about the fascinating research presented here as inspired by Florence s dedication to field **Understanding Silence and Reticence** Dat Bao,2014-02-25 What is the state of that which is not spoken This book presents empirical research related to the phenomenon of reticence in the second language classroom connecting current knowledge and theoretical debates in language learning and acquisition Why do language learners remain silent or exhibit reticence In what ways can silence in the language learning classroom be justified To what extent should learners employ or modify silence Do quiet learners work more effectively with quiet or verbal learners Looking at evidence from Australia China Japan Korea and Vietnam the book presents research data on many internal and external forces that influence the silent mode of learning in contemporary education This work gives the reader a chance to reflect more profoundly on cultural ways of learning languages **Usage-inspired L2 Instruction** Andrea E. Tyler,Lourdes Ortega,Mariko Uno,Hae In Park,2018-02-15 This book presents a set of compelling essays collectively making a persuasive case for why a usage based perspective on language is fast becoming a leading theoretical framework for investigating second language L2 learning and the foundation for effective innovative engaging pedagogy Drawing on 20 years of research in psychology psycholinguistics cognitive science and linguistic theory including discourse analytic approaches the combined contributions paint a picture of theoretically informed L2 pedagogy which emphasizes all facets of language as meaningful embodied and socially situated The introduction and conclusion offer an outline of five foundational tenets essential to a usage inspired pedagogy and a heuristic for developing usage inspired L2 research and pedagogy Each essay provides a unique vantage on usage inspired L2 instruction and a demonstration of the efficacy of usage based pedagogy This volume will be invaluable for SLA researchers graduate students and classroom teachers interested in exploring usage inspired L2 pedagogy

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