

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 Karen Roehr, Gabriela Adela Ganem-Gutierrez, 2013-09-05 Examines cutting edge research into the neglected metalinguistic dimension of second language acquisition

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

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

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. [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. **Investigating Attention to Form and Individual**

Differences: Research with EFL Children María del Pilar García Mayo, [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 A.

Malovrh, 2013. *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 Linguistics and Language Behavior Abstracts ,2008-12 Resources in Education ,1995 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

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 **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 **Developing Language Teachers for a Changing World** C. Gail Guntermann,1993

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