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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.

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.

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.

Identifies the developmental stages that characterize the acquisition

of direct pronouns in Spanish and the effect of formal instruction on language development.

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 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

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.

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.

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.

Implicit learning is a fundamental feature of human cognition. Many essential skills, including language comprehension and production, intuitive decision making, and social interaction, are largely dependent on implicit (unconscious) knowledge. Given its relevance, it is not surprising that the study of implicit learning plays a central role in the cognitive sciences. The present volume brings together eminent researchers from a variety of fields (e.g., cognitive psychology, linguistics, education, cognitive neuroscience, developmental psychology) in order to assess the progress made in the study of implicit and explicit learning, to

critically evaluate key concepts and methodologies, and to determine future directions to take in this interdisciplinary enterprise. The eighteen chapters in this volume are written in an accessible and engaging fashion; together, they provide the reader with a comprehensive snapshot of the exciting current work on the implicit and explicit learning of languages.

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