

Metalinguistic Activity In Learning To Write

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Measuring Writing: Recent Insights into Theory, Methodology and Practice Elke van Steendam 2012-11-20 The Research Data Journal for the Humanities and Social Sciences (RDJ) is a peer-reviewed journal, which is designed to comprehensively document and publish deposited datasets and to facilitate their online exploration. The RDJ is e-only and Open Access, and focuses on research across the Social Sciences and the Humanities.

Handbook of Writing Research Charles A. MacArthur 2008-01-14 Presents a collection of essays discussing the theories and models of writing research.

University Writing Montserrat Castelló 2012 'University Writing' examines new trends in the different theoretical perspectives (cognitive, social and cultural) and derived practices in the activity of writing in higher education.

Research and Teaching at the Intersection Anna Camps 2020-09-30 The case studies included in this volume describe the process embedded in learning to write in Language Arts, focusing on the metalinguistic activity triggered in this process, as well as on students' grammar concepts and the process of learning and teaching grammar. They result from the collaboration between researchers and teachers.

International Advances in Writing Research Charles Bazerman 2012-09-09 The authors report research that considers writing in all levels of schooling, in science, in the public sphere, and in the workplace, as well as the relationship among these various places of writing. The authors also consider the cultures of writing—among them national cultures, gender cultures, schooling cultures, scientific cultures, and cultures of the workplace.

The Metalinguistic Dimension in Instructed Second Language Learning Karen Roehr 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.

Cross-Linguistic Transfer of Writing Strategies Karen Forbes 2020-10-19 In the context of increasingly multilingual global educational settings, this book provides a timely exploration of the phenomenon of cross-linguistic transfer of writing strategies (in particular, transfer from the foreign language to the first language) and presents a compelling case for a multilingual approach to writing pedagogy. The book presents evidence from a classroom-based intervention study conducted in a secondary school in England on cross-linguistic strategy transfer. It suggests that even beginner or low proficiency foreign language learners can develop effective skills and strategies in the foreign language classroom which can also positively influence writing in other languages, including their first language. This book ultimately encourages more joined-up, cross-curricular, cross-linguistic thinking related to language in schools by exploring the potential for collaboration between languages teachers.

Handbook of Second and Foreign Language Writing Rosa M. Manchón 2016-09-12 The Handbook of Second and Foreign Language Writing is an authoritative reference compendium of the theory and research on second and foreign language writing that can be of value to researchers, professionals, and graduate students. It is intended both as a retrospective critical reflection that can situate research on L2 writing in its historical context and provide a state of the art view of past achievements, and as a prospective critical analysis of what lies ahead in terms of theory, research, and applications. Accordingly, the Handbook aims to provide (i) foundational information on the emergence and subsequent evolution of the field, (ii) state-of-the-art surveys of available theoretical and research (basic and applied) insights, (iii) overviews of research methods in L2 writing research, (iv) critical reflections on future developments, and (iv) explorations of existing and emerging disciplinary interfaces with other fields of inquiry.

Effective Learning and Teaching of Writing Gerrit Rijlaarsdam 2007-11-23 Effective Learning and Teaching of Writing is a handbook on research on the effective teaching and learning of writing. It is a reference for researchers and educators in the domain of written composition in education. Effective Learning and Teaching of Writing covers all age ranges and school settings and it deals with various aspects of writing and text types. Research methodology varies from experimental studies to reflective classroom practitioners' research. This new volume in the series Studies in Writing brings together researchers from all kinds of disciplines involved in writing research and countries in their endeavour to improve the teaching of written composition. It is the result of co-operation of researchers all over the world and shows that in spite of the differences in educational regions over the world, research in writing shares similar problems, and tries to find answers, and generate new questions. The body of knowledge in this volume will inspire researchers and teachers to improve research and practice.

Language Intervention for School-Age Students Geraldine P. Wallach 2007-09-25 Language Intervention for School-Age Students is your working manual for helping children with language learning disabilities (LLD) gain the tools they need to succeed in school. Going beyond the common approach to language disorders in school-age populations, this innovative resource supplements a theoretical understanding of language intervention with a wealth of practical application strategies you can use to improve learning outcomes for children and adolescents with LLD. Well-referenced discussions with real-life examples promote evidence-based practice. Case histories and treatment strategies help you better understand student challenges and develop reliable methods to help them achieve their learning goals. Unique application-based focus combines the conceptual and practical frameworks to better help students achieve academic success. Questions in each chapter encourage critical analysis of intervention methods for a deeper understanding of the beliefs behind them. In-depth coverage of controversial topics challenges your understanding and debunks common myths. Realistic examples and case studies help you bridge theory to practice and apply intervention principles. Margin notes highlight important facts, questions, and vocabulary for quick reference. Key Questions in each chapter put concepts into an appropriate context and help you focus on essential content. Summary Statement and Introductory Thoughts sections provide succinct overviews of chapter content for quick familiarization with complex topics.

Language Awareness and Learning to Read J. Downing 2012-12-06 During the 1970s there was a rapid increase in interest in metacognition and metalinguistics. The impetus came from linguistics, psychology, and psycho linguistics. But with rather unusual rapidity the work from these scientific disciplines was taken over in education. This new direction in these various areas of academic study was taken simultaneously by several different investigators. Although they had varying emphases, their work sometimes appears to be overlapping; despite this, it has been rather difficult to find a consensus. This is reflected in the varying terminology used by these independent investigators "linguistic awareness," "metacognition," "metalinguistic ability," "task awareness," "lexical awareness," and so on. For educators these developments presented a glittering array of new ideas that promised to throw light on children's thinking processes in learning how to read. Many reading researchers and graduate students have perceived this as a new frontier for the development of theory and research. However, the variety of independent theoretical approaches and their accompanying terminologies has been somewhat confusing.

Developing Writers Across the Primary and Secondary Years Honglin Chen 2020-03-09 Writing development and pedagogy is a high priority area, particularly with standardised testing showing declines in writing across time and through the years of schooling. However, to date there are relatively few texts for teachers and teacher educators which detail how best to enable the children to become confident, autonomous and agentic writers of the future. Developing Writers Across the Primary and Secondary Years provides cumulative insights into how writing develops and how it can be taught across years of compulsory schooling. This edited collection is a timely and original contribution, addressing a significant literacy need for teachers of writing across three key stages of writing development, covering early (4-7 years old), primary (7-12 years old) and secondary years (12-16 years old) in Anglophone countries. Each section addresses two broader themes — becoming a writer with a child-oriented focus and writing pedagogy with a teacher-oriented focus. Together, the book brings to bear rigorous research and deep professional understanding of the writing classroom. It offers a novel approach conceiving of writing development as a dynamic and multidimensional concept. Such an integrated interdisciplinary understanding enables pedagogical thinking and development to address more holistically the complex act of writing.

Talking to Learn Pauline Jones 2018-10-09 This book examines the place of talk in learning and the role of such talk in literacy education. It builds on a strong tradition of research into the role of talk in constructing curriculum knowledge, the relationship between talking and thinking, and the significance of extended, in-depth dialogic interaction in classroom talk. However, it differs from tradition with its emphasis on the need to make the role of language in learning more visible and more explicit. This book places particular emphasis on the relationship between dialogic pedagogy and language-based approaches to learning. Contributions range from discussions on educational linguistics and dialogic pedagogy as complementary perspectives to needs of students for whom English is an additional language or dialect. This volume was originally published as a special issue of Research Papers in Education.

Past, Present, and Future Contributions of Cognitive Writing Research to Cognitive Psychology Virginia Wise Berninger 2012-05-04 This volume tells the story of research on the cognitive processes of writing—from the perspectives of the early pioneers, the contemporary contributors, and visions of the future for the field. Writing processes yield important insights into human cognition, and is increasingly becoming a mainstream topic of investigation in cognitive psychology and cognitive neuroscience. Technological advances have made it possible to study cognitive writing processes as writing unfolds in real time. This book provides an introduction to these technologies. The first part of the volume provides the historical context for the significance of writing research for contemporary cognitive psychology and honors the pioneers in cognitive and social-cognitive research in this field. The book then explores the rapidly expanding work on the social foundations of cognitive processes in writing and considers not only gender differences but also gender similarities in writing. The third part presents a lifespan view of writing in early and middle childhood, adolescence, higher education, and the world of work. There follows an examination of the relationships of language processes—at the word, sentence, and text levels—to the cognitive processes in writing. Part V covers representative research on the cognitive processes of writing—translation and reviewing and revision—and the working memory mechanisms that support those processes. A review of the current technologies used to study these cognitive processes on-line as they happen in real time is provided. Part VII provides an introduction to the emerging new field of the cognitive neuroscience of writing made possible by the rapidly evolving brain imaging technologies, which are interpretable in reference to paradigms in cognitive psychology of writing. The final section of the book offers visions of the future of writing research from the perspective of contemporary leaders in writing research.

Learning to Write Effectively: Current Trends in European Research Mark Torrance 2012-09-05 Provides a detailed overview of the research exploring a wide range of ideas, theories, and practices around written text production. This book deals with issues around the development of basic ('low-level') writing skills, mainly in the early years of education. It also focuses directly on issues around the teaching and learning of writing.

Research on Writing Approaches in Mental Health Luciano L'Abate 2011 Writing as a medium of professional help and healing in the various intervention tiers of self-help, education, promotion, prevention, and psychotherapy, and rehabilitation has expanded exponentially since the introduction of computers and the Internet in the last generation. This volume does three things. Firstly, it brings together research on different types of writing and distance writing that have been, or need to be, used by mental health professionals. Secondly, it critically evaluates the therapeutic effectiveness of these writing practices, such as automatic writing, programmed writing poetry therapy, diaries, expressive writing and more. And thirdly, in addition to evaluating the effectiveness of various writing practices, the volume will examine how research-based writing approaches will influence the delivery of mental health services now and in the future, including the implications of these approaches.

Computer Key-Stroke Logging and Writing Kirk Sullivan 2021-10-25 Computer keystroke logging is a development in writing research methodology that allows a document's evolution to be logged and then replayed as if the document were being written for the first time. This book provides an introduction and overview of this dynamic area of research. It includes a discussion of applications for this field.

Developmental Aspects in Learning to Write L. Tolchinsky 2012-12-06 Developmental Perspectives on Writing LILLIANA TOLCHINSKY University of Barcelona, Spain The advent of the sixties is considered a crucial moment for the discovery of writing as an object worthy of intellectual inquiry (Havelock, 1986). A number of books, which came out in that decade, set the stage for this turn-to-writing. One of them was the Preface to Plato by Eric Havelock. This book, published in 1963, was to become a milestone in the discovery of literacy as a field of research (Bockheimer, 1998). Havelock (1986) referred to three more works that came out at the same time, and Bockheimer suggested adding other publications; for example La pensee sau vage by Levi Strauss (1962); The consequences of literacy by Jack Goody and Ian Watt (1963) and La geste et la parole by Laroi -Gourham (1964/65). The authors of these books were anthropologists, philosophers and sociologists who coincided in highlighting the significance of writing for human development and, more specifically, for language development. They maintained that many institutions, ideas, beliefs, opinions and convictions of the Western world were a by product of an 'alphabetized mind'. Writing was for them one of the pillars of subjectivity, responsible for the rise of consciousness, for our conception of words and for our notion of true and false. Amazingly linguists, psycho linguists, psychologists and educators did not participate in the turn-to-writing. The first, did not give any atten- 1 There were some exceptions to this generalization.

Translation of Thought to Written Text While Composing Michel Fayol 2012 Translation of cognitive representations into written language is one of the most important processes in writing. This volume provides a long-awaited updated overview of the field. The contributors discuss each of the commonly used research methods for studying translation; theorize about the nature of the cognitive and language representations and cognitive/linguistic transformation mechanisms involved in translation during writing; and make the case that translation is a higher-order executive function that is fundamental to the writing process. The book also reviews the application of research to practice -- that is, the translation of the research findings in education and the work-world for individuals who interact with others using written language to communicate ideas. This volume provides a rich resource for student, theorists, and empirical researchers in cognitive psychology, linguistics, and education; and teachers and clinicians who can use the research in their work.

Writing and Cognition Mark Torrance 2007-01-01 Writing and Cognition describes new and diverse work, both by field leaders and by newer researchers, exploring the complex relationships between language, the mind and the environments in which writers work. Chapters range in focus from a detailed analysis of single-word production to the writing of whole texts.

Handbook of Writing and Text Production Eva-Maria Jakobs 2014-08-19 Writing matters, and so does research into real-life writing. The shift from an industrial to an information society has increased the importance of writing and text production in education, in everyday life and in more and more professions in the fields of economics and politics, science and technology, culture and media. Through writing, we build up organizations and social networks, develop projects, inform colleagues and customers, and generate the basis for decisions. The

quality of writing is decisive for social resonance and professional success. This ubiquitous real-life writing is what the present handbook is about. The de Gruyter Handbook of Writing and Text Production brings together and systematizes state-of-the-art research. The volume contains five sections, focussing on (I) the theory and methodology of writing and text production research, as well as on problem-oriented and problem-solving approaches related to (II) authors, (III) modes and media, (IV) genres, and (V) domains of writing and text production. Throughout the 21 chapters, exemplary research projects illustrate the theoretical perspectives from globally relevant research spaces and traditions. Both established and future scholars can benefit from the handbook's fresh approach to writing in the context of multimodal, multi-semiotic text production.

Writing as a Learning Tool Päivi Tynjälä 2012-12-06 This book is an outstanding account of the current state of using writing in service of learning. It presents psychological and educational foundations of writing across the curriculum movement and describes writing-to-learn practices implemented at different levels of education. It provides concrete applications and ideas about how to enhance student learning by means of writing. It is useful for educators, curriculum developers, psychologists, cognitive scientists, writing researchers, and teachers.

Writing and Digital Media Luuk van Waes 2006-04-04 This indispensable volume reviews outstanding European, American and Australian research in the cognitive, social and cultural implications of writing for digital media. It addresses writing modes and environments, writing and communication, digital tools for writing research, online educational environments, and social and philosophical aspects.

Corrective Feedback in Second Language Teaching and Learning Hossein Nassaji 2017-04-07 Bringing together current research, analysis, and discussion of the role of corrective feedback in second language teaching and learning, this volume bridges the gap between research and pedagogy by identifying principles of effective feedback strategies and how to use them successfully in classroom instruction. By synthesizing recent works on a range of related themes and topics in this area and integrating them into a single volume, it provides a valuable resource for researchers, graduate students, teachers, and teacher educators in various contexts who seek to enhance their skills and to further their understanding in this key area of second language education.

The SAGE Handbook of Writing Development Roger Beard 2009-07-09 Writing development is currently the focus of substantial international debate because it is the aspect of literacy education that has been least responsive to central government and state reforms. Teaching approaches in writing have been slower to change than those in teaching reading and pupil attainment in writing has increased at a much more modest rate than pupil attainment in reading. This handbook critically examines research and theoretical issues that impact on writing development from the early years through to adulthood. It provides those researching or teaching literacy with one of the most academically authoritative and comprehensive works in the field. With expert contributors from across the world, the book represents a detailed and valuable overview of a complex area of study.

Collaborative Writing in L2 Classrooms Neomy Storch 2013-07-04 In this first book-length treatment of collaborative writing in second language (L2) classrooms, Neomy Storch provides a theoretical, pedagogical and empirical rationale for the use of collaborative writing activities in L2 classes, as well as some guidelines about how to best implement such activities in both face-to-face and online mode. The book discusses factors that may impact on the nature and outcomes of collaborative writing, and examines the beliefs about language learning that underpin learners' and teachers' attitudes towards pair and group work. The book critically reviews the available body of research on collaborative writing and identifies future research directions, thereby encouraging researchers to continue investigating collaborative writing activities.

Writing and Motivation Suzanne Hidi 2006-11-01 Bringing together contributions from international research on writing and motivation this volume addresses the implications of writing instruction based on the 2 main approaches to writing research: cognitive and socio-cultural. It provides systematic analysis of the various models, perspectives, and methods of motivation and writing.

The Routledge International Handbook of Research on Dialogic Education Neil Mercer 2019-09-26 The Routledge International Handbook of Research on Dialogic Education provides a comprehensive overview of the main ideas and themes that make up the exciting and diverse field of Dialogic Education. With contributions from the world's leading researchers, it describes underpinning theoretical approaches, debates, methodologies, evidence of impact, how Dialogic Education relates to different areas of the curriculum and ways in which work in this field responds to the profound educational challenges of our time. The handbook is divided into seven sections, covering: The theory of Dialogic Education Classroom dialogue Dialogue, teachers and professional development Dialogic Education for literacy and language Dialogic Education and digital technology Dialogic Education in science and mathematics Dialogic Education for transformative purposes Expertly written and researched, the handbook marks the coming of age of Dialogic Education as an important and distinctive area of applied educational research. Featuring chapters from authors working in different educational contexts around the world, the handbook is of international relevance and provides an invaluable resource for researchers and students concerned with the study of educational dialogue and allied areas of socio-cultural research. It will interest students on PhD programmes in Education Faculties, Master's level courses in Education and postgraduate teacher-training courses. The accounts of results achieved by high-impact research projects around the world will also be very valuable for policy makers and practitioners.

Writing in Context(s) Triantafyllia Kostouli 2006-01-20 The premise that writing is a socially-situated act of interaction between readers and writers is well established. This volume first, corroborates this premise by citing pertinent evidence, through the analysis of written texts and interactive writing contexts, and from educational settings across different cultures from which we have scant evidence. Secondly, all chapters, though addressing the social nature of writing, propose a variety of perspectives, making the volume multidisciplinary in nature. Finally, this volume accounts for the diversity of the research perspectives each chapter proposes by situating the plurality of terminological issues and methodologies into a more integrative framework. Thus a coherent overall framework is created within which different research strands (i.e., the sociocognitive, sociolinguistic research, composition work, genre analysis) and pedagogical practices developed on L1 and L2 writing can be situated and acquire meaning. This volume will be of particular interest to researchers in the areas of language and literacy education in L1 and L2, applied linguists interested in school, and academic contexts of writing, teacher educators and graduate students working in the fields of L1 and L2 writing.

Reading-Writing Connections Rui A. Alves 2020-06-02 This book shows that reading-writing is a two-way street that is burgeoning with research activity. It provides a comprehensive and updated view on reading-writing connections by drawing on extant research and findings. It puts forward a new conception of literacy, one that establishes reading and writing connections as the primeval ground for building literacy science. It shows how an integrative view of literacy can have deep and lasting effects on conceptualizing literacy development in several orthographies and on improving literacy instruction and remediation worldwide. The book examines in detail such issues as modeling approaches to reading-writing relations, literacy development, reading and spelling across orthographies and integrative approaches to literacy instruction and remediation.

Voices, Identities, Negotiations, and Conflicts: Writing Academic English Across Cultures Le-Ha Phan 2011-01-27 Provides insights into the process of knowledge construction in EFL/ESL writing - from classrooms to research sites, from the dilemmas and risks NNEST student writers experience in the pursuit of true agency to the confusions and conflicts academics experience in their own writing practices. **Teaching Writing in Chinese Speaking Areas** Mark Shiu-Kee Shum 2006-03-30 One of the most civilized nations in history, China has a long-standing writing tradition and many Chinese texts have become world treasures. However, the way the Chinese teach writing in various countries in contemporary times is little known to the outside world, especially in Western countries. Undoubtedly, the Chinese have had an established traditional method of writing instruction. However, recent social and political developments have created the perception amongst both practitioners and researchers of a need for change. Whilst certain socio-political changes, both in Mainland China and in the territories, acted as agents for reform of the teaching of composition, the shape these reforms are taking has been due to many different influences, coming both from inside the countries themselves and from foreign sources. Mainland China, Hong Kong, Taiwan and Singapore have each developed their own approach to the teaching of composition.

Writing Voices Teresa Cremin 2013-07-03 The perspectives of children, teachers and professional writers are often absent in the pedagogy of writing. Highly Commended for the UKLA Academic Book Award 2013, Writing Voices: Creating Communities of Writers responds to such silent voices and offers a text which not only stretches across primary and secondary practice, but also gives expression to these voices, making a new and significant contribution to understanding what it means to be a writer. Drawing upon recent research projects undertaken by the authors and others in the international research community, this fascinating text considers the nature of composing and the experience of being a writer. In the process it: explores the role of talk, creativity, autonomy, metacognition, writing as design and the shaping influence of literature and other texts; examines young people's composing processes and attitudes to writing; considers teachers' identities as writers and what can be learnt when teachers engage reflectively in writing; shares a range of professional writers' practices, processes and perspectives; gives prominence to examples of writing from children, teachers, student teachers and professional writers alongside their reflective commentaries. This thought-provoking text offers theoretical insights and practical directions for developing the teaching and learning of writing. It is an invaluable read for all teachers and trainees, as well as teacher educators, researchers and anyone with an interest in the pedagogy of writing.

Written Documents in the Workplace Denis Alamargot 2008-01-09 Divided into three parts, the first of which provides a linguistic definition of professional documents, describing their different types and genres. This definition necessarily takes into account both the formal characteristics of these types of document (e.g. nature of linguistic units involved) and their functional goals (the way these linguistic units are used to fulfill the text's communicative aim). The second part focuses on the mental mechanisms involved in written production in the workplace. One of the aims of a professional writer is to compose a text which can be understood. Text composition involves specific processes and strategies that can be enhanced. One way of doing this is to give the writer suitable instructions, while another is to provide him/her with a suitable writing environment. This last aspect leads us to devote the third and final section to the comprehension of written documents in the workplace. Awareness of the strategies implemented by different readers (with more or less domain expertise) in order to understand technical and professional documents can enhance the latter's readability. *Contributions from linguists, psychologists and ergonomists from various countries ensure international scope and comprehensiveness *Bridges the gap between fundamental research into writing and reading and the issue of the efficiency of written communication in the workplace *Enables better content creation for professional writers

Text Competence and Academic Multiliteracy Susanne Göpferich 2015-01-28 How can text competence be fostered in a more efficient and effective manner? This book is among the first to combine the US-American discourse on this question with the German discourse. The topics covered range from text linguistic foundations via text comprehension and comprehensibility to text production, writing skills development and writing in a second or foreign language. Students interested in writing research will be introduced to the pertinent models and theories. Writing instructors, writing centre staff and subject-domain teachers will find guidance on how to improve their assignments and feedback. University administrators and program coordinators can inform themselves about best-practice approaches to writing instruction and support at different levels ranging from individual courses to central support structures.

New Learning Robert-Jan Simons 2007-05-08 This book brings together research and theory about 'New Learning', the term we use for new learning outcomes, new kinds of learning processes and new instructional methods that are both wanted by society and stressed in psychological theory in many countries at present. It describes and illustrates the differences as well as the modern versions of the traditional innovative ideas.

Service-Learning and Writing: Paving the Way for Literacy(ies) through Community Engagement Isabel Baca 2012-11-20 Demonstrates how writing instruction and/or writing practice can complement community engagement and outreach at local, national, and international contexts. This title discusses service-learning as a teaching and learning method and its integration with writing.

Cognition and Pragmatics Dominiék Sandra 2009-12-09 The ten volumes of Handbook of Pragmatics Highlights focus on the most salient topics in the field of pragmatics, thus dividing its wide interdisciplinary spectrum in a transparent and manageable way. While other volumes select philosophical, grammatical, social, variational, interactional, or discursive angles, this third volume focuses on the interface between language and cognition. Language use is impossible without the mobilization of a large variety of cognitive processes, each serving a different purpose. During the last half century cognitive approaches to language have been particularly successful, and the broad spectrum of contributions to this volume testify to this success. As cognitive approaches to language are by definition a subset of the larger enterprise of cognitive science, a contribution on this general topic sets the stage. This is joined by a chapter on cognitive grammar, a theoretical study of the architecture of human language that is deeply inspired by general cognitive principles. A chapter on experimentation offers a crash-course on basic issues of experimental design and on the rationale behind statistical testing in general and the most important statistical tests in particular, offering a methodological toolkit for understanding many of the other contributions. Different chapters cover a broad range of topics: language acquisition, psycholinguistics, specialized topics within the latter field (e.g. the bilingual mental lexicon, categorization), and aspects of language awareness. Some chapters home in on what have become indispensable perspectives on the cognitive underpinnings of language: the way language is represented and processed in the human brain and simulation studies. The ever-growing success of the latter type of studies is exemplified, for instance, by the highly flourishing connectionist tradition and the more general paradigm of artificial intelligence, each of which is dealt with in a separate contribution.

Revision Cognitive and Instructional Processes Linda Allal 2012-12-06 Revision Revisited LINDA ALLAL* & LUCILE CHANQUOY** *University of Geneva, Switzerland, **UniversitoyNantes, France Revision is a fundamental component of the writing process. So fundamental that for some specialists writing is largely a matter of revising, or as Murray (1978) stated, "Writing is rewriting..." (p. 85). Experience with writing does not, however, automatically translate into increased skill in revision. Learning to revise is a lengthy, complex endeavor. Beginning writers do little revision spontaneously and even experienced writers encounter difficulties in attempting to improve the quality of their texts (Fitzgerald, 1987). Although revision has been extensively dealt with in the writing and learning-to write literature, this book proposes to "revisit" theory and research in this area through a series of new contributions. The introduction begins with an overview of what revision encompasses. It then examines two parallel interrogations that underlie the chapters assembled here, namely: (1) What are the implications of research on cognitive processes for instruction in revision? (2) What are the questions raised by instructional research for the investigation of cognitive processes of revision? A final section presents the chapters of this book.

The Routledge Handbook of Language Awareness Peter Garrett 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.