

1. Record Nr.	UNINA9910450986403321
Titolo	Investigating tasks in formal language learning [[electronic resource] /] / edited by Mar?ia del Pilar Garc?ia Mayo
Pubbl/distr/stampa	Clevedon, [England] ; ; Buffalo, : Multilingual Matters, c2007
ISBN	1-78892-036-8 1-280-73942-8 9786610739424 1-85359-928-X
Descrizione fisica	1 online resource (279 p.)
Collana	Second language acquisition ; ; 20
Altri autori (Persone)	Garc?ia MayoMar?ia del Pilar
Disciplina	418.007
Soggetti	Language and languages - Study and teaching Task analysis in education Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front matter -- Contents -- Foreword -- Contributors -- Introduction -- Chapter 1. Criteria for Classifying and Sequencing Pedagogic Tasks -- Chapter 2. Information Distribution and Goal Orientation in Second Language Task Design -- Chapter 3. The Simultaneous Manipulation of Task Complexity Along Planning Time and (+/- Here-and-Now): Effects on L2 Oral Production -- Chapter 4. Tasks, Negotiation, and L2 Learning in a Foreign Language Context -- Chapter 5. Attention to Form Across Collaborative Tasks by Low-Proficiency Learners in an EFL Setting -- Chapter 6. Cognitive Task Complexity and Linguistic Performance in French L2 Writing -- Chapter 7. The Effect of Manipulating Task Complexity Along the ( $\pm$ Here-and-Now) Dimension on L2 Written Narrative Discourse -- Chapter 8. Writing Tasks: The Effects of Collaboration -- Chapter 9. L2 Vocabulary Acquisition and Reading Comprehension: The Influence of Task Complexity -- Chapter 10. Task-Effect on the Use of Lexical Innovation Strategies in Interlanguage Communication -- Chapter 11. Fostering EFL Learners' Awareness of Requesting Through Explicit and Implicit Consciousness- Raising Tasks -- Chapter 12. Interactive Task Design: Metachat and the

## Whole Learner -- Index

### Sommario/riassunto

This book contributes to the growth of interest in task-based language learning and teaching that has been seen in recent years. It brings together research that focuses on various aspects and effects of pedagogic task design and presents work that uses tasks to examine oral interaction, written production, vocabulary and reading, lexical innovation and pragmatics in different formal language learning contexts and in different languages (English as a second/foreign language, French/German/Italian/Spanish as foreign languages). It also provides guidelines for task classification, sequencing and design. The book is addressed to both professionals and students interested in second language acquisition research. It will also be of use to professionals involved in language pedagogy and curriculum design.