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| 1. Record Nr. | UNINA9910511444303321 |
| Titolo | Task sequencing and instructed second language learning // Edited by Melissa Baralt, Roger Gilabert, Peter Robinson |
| Pubbl/distr/stampa | New York : , : Bloomsbury Academic, , 2014 |
| ISBN | 1-4742-7407-2 1-4725-9366-9 1-62356-408-5 |
| Descrizione fisica | 1 online resource (249 p.) |
| Collana | Advances in Instructed Second Language Acquisition Research |
| Disciplina | 401/.93 |
| Soggetti | Second language acquisition Language and languages - Study and teaching |
| 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 | 1.An Introduction to Theory and Research in Task Sequencing and Instructed Second Language Learning / Peter Robinson -- Section I Experimental Studies of Task Sequencing -- 2.Task Sequencing in the L2 Development of Spatial Expressions / Roger Gilabert -- 3.The Role of Task Sequencing in Monologic Oral Production / Aleksandra Malicka -- 4.Task Complexity and Task Sequencing in Traditional Versus Online Language Classes / Melissa Baralt -- 5.The Effects of Guided Planning, Task Complexity and Task Sequencing on L2 Oral Production / Colin Thompson -- Section II Educationally Situated Studies of Task Sequencing in Natural Classroom Contexts -- 6.A Pedagogical Proposal for Task Sequencing: An Exploration of Task Repetition and Task Complexity on Learning Opportunities / Caroline Payant -- 7.Teachers' Application of the Cognition Hypothesis when Lesson Planning: A Case Study / Sawsan Werfelli -- 8.Learning to Perform Narrative Tasks: A Semester-long Classroom Study of L2 Task Sequencing Effects / Peter Robinson. |
| Sommario/riassunto | "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"-- Bloomsbury Publishing.
