1. **Record Nr.**   UNINA9910765739503321

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    Titolo   Metacognition in language learning and teaching / / edited by Asta Haukas, Camilla Bjørke and Magne Dypedahl

    Pubbl/distr/stampa Taylor & Francis, 2018
                            New York, NY ; ; London : , : Routledge, Taylor & Francis Group, , 2018
                            ©2018

    ISBN   1-351-04913-5
                            1-351-04914-3

    Descrizione fisica 1 online resource (xii, 269 pages) : digital file(s)

    Collana   Routledge studies in applied linguistics

    Disciplina   418.0071

    Soggetti   Language and languages - Study and teaching
                            Metacognition
                            Second language acquisition - Study and teaching

    Lingua di pubblicazione Inglese

    Formato   Materiale a stampa

    Livello bibliografico Monografia

    Nota di bibliografia Includes bibliographical references and index.

    Sommario/riassunto 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.