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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Usage-inspired L2 instruction: an emergent, researched pedagogy / Andrea E. Tyler and Lourdes Ortega -- L2 developmental education and systemic theoretical instruction: the case of English verb+noun collocations / James P. Lantolf and Mei-Hsing Tsai -- Foreign language instruction from a dynamic usage-based (DUB) perspective / Audrey Rousse-Malpat and Marjolijn Verspoor -- On the relationship between interaction and language learning: a usage-based perspective grounded in interactional sociolinguistics / Catherine Evans Davies -- Conceptual frameworks and L2 pedagogy: the case of French

prepositions / Kimberly Buescher and Susan Strauss -- Student perception and differential performance in a combined usage-based and sociocultural theory approach to learning Japanese polysemous particles / Kyoko Masuda and Angela Labarca -- The impact of prior knowledge on second language grammar practice / Irene Alonso-Aparicio -- Using metacognitive strategies to induce phase shifts: a complex systems approach to L2 listening instruction / Shannon R. Becker and Jessica L. Sturm -- The role of "roles" in task-design: an exploration of framing as a feature of tasks / Joshua Kraut -- Do findings from artificial language learning generalize to second language classrooms? / Karin Madlener -- Compounds and productivity in advanced L2 German writing: a constructional approach / Amir Zeldes -- A systemic functional linguistic approach to usage-based research and instruction: the case of nominalization in L2 academic writing / Guillaume Gentil and Fanny Meunier -- Examining multifaceted sources of input: variationist and usage-based approaches to understanding the L2 classroom / Laura Gurzynski-Weiss, Kimberly L. Geeslin, Danielle Daidone, Bret Linford, Avizia Y. Long, Ian Michalski and Megan Solon.

Sommario/riassunto

"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"--
