1.	Record Nr.	UNINA9910810948203321
	Autore	Nizegorodcew Anna
	Titolo	Input for instructed L2 learners [[electronic resource]] : the relevance of relevance / / Anna Nizegorodcew
	Pubbl/distr/stampa	Clevedon, [England] ; ; Buffalo, : Multilingual Matters, 2007
	ISBN	1-78892-068-6
		1-280-73945-2
		9786610739455
		1-85359-939-5
	Edizione	[1st ed.]
	Descrizione fisica	1 online resource (194 p.)
	Collana	Second language acquisition ; ; 22
	Disciplina	418.0071
	Soggetti	Language and languages - Study and teaching
		Second language acquisition
		Discourse analysis
		Language and education
	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 -- Acknowledgements -- Preface -- Chapter 1. The Role of L2 Classroom Input in the Light of Second Language Acquisition Models and Relevance Theory -- Chapter 2. L2 Teaching Perspective on the Role of Instructional Input -- Chapter 3. L2 Classroom Discourse Perspective on the Role of Instructional Input -- Chapter 4. Evidence from L2 Classroom Discourse Research Projects -- Chapter 5. Classroom Discourse Data Interpreted in the Light of RT: Levels of Expected Optimal Relevance of L2 Classroom Input -- Chapter 6. L2 Teaching Implications -- References -- Index
	Sommario/riassunto	This book makes Relevance Theory (RT) relevant for L2 teachers and L2 teacher educators, in particular those working in foreign language teaching contexts. L2 classroom discourse data collected in seven research projects in the years 1984 – 2004 are reinterpreted in this book in the light of Relevance Theory - a theory of interpretation of the incoming messages. In this perspective the teachers' input for instructed L2 learners facilitates shifts in the learners' attention from meaning to form and vice versa. Such shifts of attention, according to

Relevance Theory, change the level of expected optimal relevance of classroom communication, either focusing the students on form-oriented communication (accuracy), on meaning-oriented communication (fluency) or on meaning and form-oriented communication (fluency combined with accuracy). The latter is considered optimal for L2 learning/acquisition. Apart from the main focus on the relevance-theoretic interpretation of the teachers' input, the book presents an overview of other theoretical approaches to the question of input for instructed L2 learners: the SLA approach, the communicative L2 teaching perspective, and the L2 classroom discourse approach.