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| 1. Record Nr.           | UNINA9910816840503321  |
| Titolo                  | Second language task complexity : researching the cognition hypothesis of language learning and performance // edited by Peter Robinson  |
| Pubbl/distr/stampa      | Amsterdam ; ; Philadelphia, : John Benjamins Pub. Co., 2011  |
| ISBN                    | 1-283-28056-6<br>9786613280565<br>90-272-9027-X  |
| Edizione                | [1st ed.]  |
| Descrizione fisica      | 1 online resource (357 p.)   |
| Collana                 | Task-based language teaching : issues, research and practice (TBLT), , 1877-346X ; ; v. 2  |
| Altri autori (Persone)  | RobinsonPeter  |
| Disciplina              | 401/.93  |
| Soggetti                | Second language acquisition<br>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 indexes.   |
| Nota di contenuto       | pt. 1. Cognition, task complexity, language learning, and performance : theoretical and methodological issues -- pt. 2. Researching the effects of task complexity across task types and modes of L2 performance -- pt. 3. Researching the effects of task complexity on L2 interaction, modified output, and uptake -- pt. 4. Researching the influence of learner characteristics and perceptions on simple and complex L2 task performance.   |
| Sommario/riassunto      | Understanding how task complexity affects second language learning, interaction and spoken and written performance is essential to informed decisions about task design and sequencing in TBLT programs. The chapters in this volume all examine evidence for claims of the Cognition Hypothesis that complex tasks should promote greater accuracy and complexity of speech and writing, as well as more interaction, and learning of information provided in the input to task performance, than simpler tasks. Implications are drawn concerning the basic pedagogic claim of the Cognition Hypothesis, that tasks sh |