

1. Record Nr.	UNINA9910972254003321
Titolo	Planning and task performance in a second language // edited by Rod Ellis
Pubbl/distr/stampa	Philadelphia, : John Benjamins Pub. Co., c2005
ISBN	9786612156922 9781282156920 1282156926 9789027294647 902729464X
Edizione	[1st ed.]
Descrizione fisica	1 online resource (321 p.)
Collana	Language learning and language teaching, , 1569-9471 ; ; v. 11
Altri autori (Persone)	EllisRod
Disciplina	418/.0071
Soggetti	Second language acquisition Second language acquisition - Ability testing Second language acquisition - Methodology Language and languages - Study and teaching Language planning Competence and performance (Linguistics)
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references (p. [297]-308) and index.
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Sommario/riassunto

The last decade has seen a growing body of research investigating various aspects of L2 learners' performance of tasks. This book focuses on one task implementation variable: planning. It considers theories of how opportunities to plan a task affect performance and tests claims derived from these theories in a series of empirical studies. The book examines different types of planning (i.e. task rehearsal, pre-task planning and within-task planning), addressing both what learners do when they plan and the effects of the different types of planning on L2 production. The choice of planning as the variable for investigation in this book is motivated both by its importance for current theorizing about L2 acquisition (in particular with regard to cognitive theories that view acquisition in terms of information processing) and its utility to language teachers and language testers, for unlike many other constructs in SLA 'planning' lends itself to external manipulation. The study of planning, then, provides a suitable forum for demonstrating the interconnectedness of theory, research and pedagogy in SLA.
