

Roberts, Anthony David

The Role of Metalinguistic Awareness in the Effective Teaching of Foreign Languages

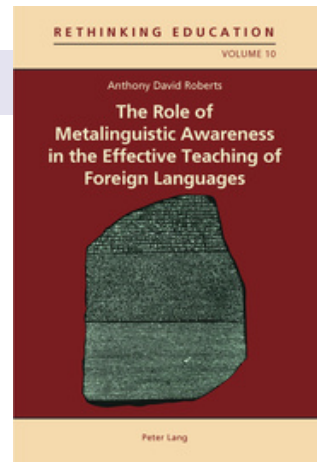
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Rethinking Education. Vol. 10

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Book synopsis

Attempts to explain children's ability to focus on language as medium rather than message have varied dramatically over the years. Studies in the field of metacognition have shown that this has a bearing on children's growing metalinguistic awareness. Conversely, children's ability to reflect upon and control their own use of language has been seen to have a bearing on the emergence of general metacognitive processes. However, significant differences have emerged not only in the interpretation of the research findings but also in the attempt to reconcile such findings with those of traditional anecdotal sources and to create more explanatory theoretical models.

Starting with a critical review of the various theoretical approaches in the area of metacognition, this book explores in detail a socio-cultural approach, examining the origin, function and cognitive status of metalinguistic awareness. By elaborating and refining the analysis of writers such as Vygotsky in the light of new developments in relevant fields, the author also seeks to outline a model which can be applied to the pedagogic process. The book will be of interest to students and scholars of children's language development, applied linguistics and cognitive psychology, as well as to teachers of foreign languages at all levels.

Contents

Contents: Metacognitive and metalinguistic processing - Metalinguistic processing and language development - Towards a model of metalinguistic awareness - Problems of differentiation - Metalinguistic awareness and language planning - Metalinguistic awareness and pedagogy - Towards an effective pedagogy for FLL - Towards a metatheory of SLT.

About the author(s)/editor(s)

Anthony David Roberts worked for many years as head of modern languages in inner London schools before taking up a lectureship at the Institute of Education, London, in 1987. From 1988 to 1996 he was senior lecturer and head of modern languages at the Institute of Education. He founded and edited the *Languages Forum* journal from 1989-1996. On retirement in 1996, he focused on his own writing and research, producing several works including the current volume.

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Date: 04-Jan-2012 From: Clara Burgo Subject: The Role of Metalinguistic Awareness in the Effective Teaching of Foreign Languages E-mail this message to a friend. Discuss this message. Announced at <http://linguistlist.org/issues/22/22-3310.html> AUTHOR: Roberts, Anthony David TITLE: The Role of Metalinguistic Awareness in the Effective Teaching of Foreign Languages SERIES TITLE: Rethinking Education, Volume 10 PUBLISHER: Peter Lang AG YEAR: 2011. Clara Burgo, Modern Languages Department, DePaul University. SUMMARY. Key words: language awareness, foreign language, EFL teachers, beliefs, learning strategies. 1. Introduction The impact of English as an International Language (EIL) and the growing demand for EFL courses have highlighted the need for a higher level of language sensitivity among EFL teachers and have established Language Awareness (LA) as an essential component in teacher education.Â Concerning phonological awareness, the majority of the teachers showed significant interest in the detection of the same phonemes in different words (agree 76.7%).Â 3.2 Teachers' views on language learning and teaching aspects The participants were asked to choose their most preferred learning and teaching methods out of a list.