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

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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.
use the language, involve the students in the lesson, or explain the language to students who have to listen attentively. The main objective of this foreign language teaching method is to deliver advanced conversational proficiency quickly. Key Principles of CLT

The key principles of effective CLT that teachers have to take into consideration are as follows: be aware of students’ needs, develop learner independence, be a facilitator rather than a controller, motivate your students by verbal encouragement (praising, good mark, awards, body language), use variety of activities, and encourage students’ active involvement. Especially in the teaching of a foreign language to students of economic specialties of universities, one can successfully apply the method of simulations. In cybernetics, this term is used to model and simulate reality. The training deals with various simulation business games that provide students with the opportunity to develop their skills, apply knowledge to solve a particular problem in the so-called “safe environment” that imitates real situations, for example, in business, in work in a company. Role-playing is an active way of learning practical knowledge of a foreign language. Role-playing game helps to overcome the language barriers of students, significantly increases the amount of their speech practice. This is learning in action.

4 Aims of teaching Practical-pupils acquire habits and skills in using a foreign language Educational—they develop their mental abilities and intelligence in the process of learning the foreign language Cultural-pupils extend their knowledge of the world in which they live.

5 In modern society language is used in two ways Directly or orally Indirectly or written.

6 Hearing Speaking Reading Writing Direct communication implies a speaker and hearer Indirect communication implies a writer and a reader The practical aims in teaching a foreign language are four in number Hearing Speaking Reading W