

Second Edition

Teaching and Learning Second Language Listening

Metacognition in Action



Christine C. M. Goh
and Larry Vandergrift

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Teaching And Learning Second Language Metacognition In Action

Larry Vandergrift



Teaching And Learning Second Language Metacognition In Action:

Teaching and Learning Second Language Listening Christine C. M. Goh, Larry Vandergrift, 2021-07-27 Now in its second edition this reader friendly text offers a comprehensive treatment of concepts and knowledge related to teaching second language L2 listening with a particular emphasis on metacognition This book advocates a learner oriented approach to teaching listening that focuses on the process of learning to listen It applies theories of metacognition and language comprehension to offer sound and reliable pedagogical models for developing learner listening inside and outside the classroom To bridge theory and practice the book provides teachers with many examples of research informed activities to help learners understand and manage cognitive social and affective processes in listening Comprehensively updated with new research and references the new edition includes additional and expanded discussions of many topics including metacognition in young learners working memory and a L2 listening systems model It remains an essential text on L2 listening pedagogy theory and research

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Metacognitive Listening Instruction in the Second Language Classroom Naheen Madarbakus-Ring, 2025-09-30 This book addresses the gap between listening theory and practice by

providing an outline of listening theory offering practical listening methods and presenting how metacognitive instruction can be integrated into real lesson practice Applying these methods to teaching and learning can provide educators with the instructional guidance needed to offer their learners some tangibility in second language L2 listening Based on original research the book includes descriptions and accounts of teachers listening classroom practices to explain their teaching priorities and their teaching decisions Further samples of listening lessons and learners accounts of their listening experience provide additional insights into learning from listening This book emphasizes the challenges that both teachers and learners face in the listening classroom and suggests metacognitive instruction as a remedy for these listening difficulties It also outlines a four stage pedagogic cycle including listening tasks and an additional journal component that integrates traditional teaching approaches and contemporary metacognitive methods This book is a useful resource for academics scholars educators and curriculum designers in the field of applied linguistics L2 language learning and foreign language education

The Routledge Handbook of Second Language Acquisition and Listening Elvis Wagner, Aaron Olaf Batty, Evelina Galaczi, 2024-07-29 The Routledge Handbook of Second Language Acquisition and Listening offers a state of the art systematic discussion of the role of listening in second language acquisition SLA and use This handbook positions listening not just as a receptive comprehension skill but also as an integral part of interaction a vital component in the process of language acquisition and a skill which needs attention in its own right World leading international scholars synthesize and contextualize the salient theoretical approaches methodological issues empirical findings practical applications and emerging themes in L2 listening development and processing They illustrate the role that L2 listening ability plays in understanding SLA and interactional competence and set the future research agenda to move the field forward This volume is an indispensable resource to students scholars and practitioners from the fields of SLA cognitive psychology language teaching and assessment as well as those interested in pronunciation speaking and oral communication

Diversity and Inclusiveness in Chinese as a Second Language Education Yuan Liang, Zhen Li, 2025-04-23 This edited volume represents a collaborative effort from over 20 authors worldwide who generously shared their expertise and insights on diversity and inclusiveness in Chinese as a Second Language CSL education It critically examines a wide range of acquisitional curricular and pedagogical issues related to inclusive practices in diverse CSL educational settings across various geographical contexts including mainland China Hong Kong Taiwan Singapore Vietnam the United Kingdom and Australia It focuses on students with varied linguistic ethnic and cultural backgrounds and learning abilities drawing on a comprehensive collection of original empirical studies The book is structured into two parts Part I addresses research on linguistic and learner diversity in CSL education by exploring the challenges faced by different types of CSL learners acquisition strategies and assessment methods Part II delves into the practical implementation of inclusivity in curriculum design and pedagogical practices across diverse CSL teaching contexts The book offers a research informed understanding

of diversity in CSL education promoting inclusive teaching practices and methods to effectively engage learners of all backgrounds CSL practitioners educators leaders curriculum designers and researchers will find this book to be a useful resource for supporting their research and practice *Proceedings of the 8th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2024)* Ari Arifin Danuwijaya,Nuria Haristiani,Yulianeta Yulianeta,Eri Kurniawan,Yanty Wirza,Wawan Gunawan,2025-07-28 This is an open access book ICOLLITE is an annual international conference organized by the Faculty of Language and Literature Education of Universitas Pendidikan Indonesia in the fields of Language Literature Culture and Education This conference embraces interdisciplinary studies representing advances and fresh studies in the fields of language literature culture and education The aim is to bring together leading scientists researchers and academic practitioners to exchange experiences and research results on all aspects of language literature culture and education This year Embracing Digitalization in Language Literature Culture and Education becomes its theme Presenters and participants are welcomed to discuss and disseminate current issues and offer solutions to the challenges of our time Metacognitive and Cognitive Strategy Use in Reading Comprehension Limei Zhang,2017-10-09 This book examines the relationship between Chinese college level test takers strategy use and reading test performance using a Structural Equation Modelling Approach With a large sample of Chinese college level test takers the book investigates the underlying structure of the EFL reading test It suggests implications for classroom teachers and testing researchers about the relationship between metacognitive and cognitive strategy use in testing contexts Cognitive Individual Differences in Second Language Acquisition Zhisheng (Edward) Wen,Richard L. Sparks,Adriana Biedroń,Mark Feng Teng,2023-04-03 This book presents comprehensive thorough and updated analyses of key cognitive individual difference factors e g age intelligence language aptitude working memory metacognition learning strategies and anxiety as they relate to the acquisition processing assessment and pedagogy of second or foreign languages Critical reviews and in depth research syntheses of these pivotal cognitive learner factors are put into historical and broader contexts drawing upon the multiple authors extensive research experience penetrating insights and unique perspectives spanning applied linguistics teacher training educational psychology and cognitive science The carefully crafted chapters provide essential course readings and valuable references for seasoned researchers and aspiring postgraduate students in the broad fields of instructed second language acquisition foreign language training teacher education language pedagogy educational psychology and cognitive development *Teaching Writing to English Language Learners in the Elementary Classroom* Subrata Bhowmik,Marcia Kim,2025-10-29 This book focuses on research informed approaches and techniques for teaching writing to elementary English Language Learners ELLs The book highlights strategies for enriching writing literacy education for elementary ELLs With contributions from prominent scholars in the field of elementary ELL writing from around the world the chapters in this book focus on a wide range of topics including curriculum design metalanguage and translanguaging integrating playfulness

into a genre based approach to writing instruction metacognitive instruction teaching the genre of school identity texts multimodal writing using mentor texts teaching science writing and interrogating raciolinguistic ideologies in assessment practices Together they highlight both the challenges and possibilities of writing instruction for elementary ELLs in diverse educational contexts This is a foundational text for students in TESOL programs focusing on writing instruction for ELLs as well as for pre and in service teachers who want to upgrade their teaching abilities and knowledge bases

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