

Continuum Issues in Instructed Second Language Acquisition Research (CIISLAR)

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The mission of this new series is to publish new theoretical insights in Instructed Second Language Acquisition research that advance our understanding of how languages are learned and should be taught. There is a clear commercial and academic need for up to date monographs in this area, which is what this series aims to publish.

Research in Instructed SLA has addressed questions related to the degree to which any form of external manipulation (e.g., grammar instruction, input manipulation, etc...) can affect language development. The main purpose of research in instructed second language acquisition is to establish how classroom language learning takes place, and how an understanding of second language acquisition contributes to language teaching. Despite the clear relationship between theory and research in SLA, and language practice, there are still very few cross-references between these areas. The new book series will publish research in instructed SLA that intends to bridge this gap and provide academics with a set of theoretical principles for language teaching and acquisition. The calibre of research will inspire scholars and practitioners to learn more about acquisition and to reflect on their language teaching practices more generally.

The book series will be devoted to the dissemination of research in various aspects of instructed SLA and provide new insights into key issues and subjects that are emerging and are of contemporary interest in the subfield of SLA acquisition research. The book series will be run by an Editor and Assistant Editor and an Editorial Board of scholars from the US, Europe and the UK.

Forthcoming books in the series:

The Metalinguistic Dimension in Instructed Second Language Learning - Edited by Karen Roehr and Gabriela Adela Gánem-Gutiérrez

The metalinguistic dimension refers to the way in which learners bring to bear knowledge about language into their learning of a second language, the "L2". This book brings together new research on the metalinguistic dimension, given its increasing importance in the study of L2 acquisition.

In applied linguistics it is widely accepted that L2 learners develop and use knowledge about language when engaging with the challenging task of acquiring a new language; this applies to both children and adults. It is definitions of the metalinguistic dimension that vary, and findings regarding its role in L2 learning are not necessarily homogenous or compatible. The scope exists for further, empirical, detailed research. This book explores the nature, development and role of the metalinguistic dimension and will be essential reading for all SLA scholars and those working in language and education.

August 2013 - 9781441160898 – 256 pages – HB - £75.00

The Grammar Dimension in Instructed Second Language Learning - Edited by Cécile Laval and Maria Arche

One of the key issues in second language learning and teaching concerns the role and practice of grammar instruction. Does it make a difference? How do we teach grammar in the language classroom? Is there an effective technique to teach grammar that is better than others?

While some linguists address these questions to develop a better understanding of how people acquire a grammar, language acquisition scholars are in search of the most effective way to approach the *teaching of grammar in the language classroom*. The individual chapters in this volume will explore a variety of approaches to grammar teaching and offer a list of principles and guidelines that those involved in language acquisition should consider when teaching. It proposes that the key issue is not whether or not we should teach grammar but how we incorporate a teaching grammar component in our communicative language teaching practices.

September 2013 – 256 pages – HB - £75.00