

Contents

Introduction	7
Chapter I. Reformulation in language studies	11
1. Language acquisition and language learning – introductory remarks . . .	11
2. Reformulation from the perspective of language acquisition research . . .	12
3. Reformulation in research on the acquisition of linguistic complexity . . .	16
3.1. Report on studies of linguistic complexity in the native language . . .	16
3.2. The potential and limitations of the linguistic and discorsal model of analysis	20
4. Reformulation as an instrument in language pedagogy research	23
4.1. Context-dependence of language pedagogy research	23
4.2. Reformulation: functions and tasks	25
5. Use of reformulation in language pedagogy – project assumptions	27
5.1. Including the context of reformulation	28
5.2. Selected empirical contexts of reformulation in foreign language learning	29
6. Conclusions	31
Chapter II. Reformulation as a learning strategy at the beginner level	33
1. Introductory remarks	33
2. Reformulation of narratives in studies of children’s oral production	34
3. Research aims: the impact of reformulation on young learners’ self- monitoring	36
4. The context and design of the study	40
4.1. The task for younger children	40
4.2. The task for older children	41
5. Research results	42
5.1. Analysis of children’s statements	42
5.1.1. Corpus A (Grade 3)	42

5.1.2. Corpus B (Grade 6)	45
5.2. Discussion of interview data	52
6. Commentary and conclusions	56
Chapter III. Reformulation in developing communicative competences at the intermediate level	61
1. Introductory remarks	61
2. The specific character of the intermediate level	62
3. Research goal: the impact of reformulation on the integration of learners' linguistic and discursive abilities	62
4. Context and design of the study	64
5. Data analysis	65
5.1. The analysis of learners' written production	65
5.2. The analysis of interview data	80
6. Commentary and conclusions	87
Chapter IV. Reformulation in developing discourse competence at the advanced level	89
1. Introductory remarks	89
2. Academic discourse in foreign language learning	91
3. Research goal: the impact of reformulation on students' discourse competence in academic writing	96
4. The context and design of the study	97
5. Data analysis	101
5.1. Diagnosis of students' discursive competencies (stage 1)	101
5.2. Strategy training (stage 2)	108
5.2.1. Reformulation of academic texts	109
5.2.2. Development of students' discursive awareness	113
5.3. Discursive competencies in peer assessment (stage 3)	121
6. Final comments and conclusion	123
Conclusion	125
References	129
Instructional materials used in the experiments	135
Appendices	137
Streszczenie (Przeformułowanie w uczeniu się języka)	147