Student's dynamic processes in building metalinguistic knowledge. A case study
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Amongst the research instruments to explore the teaching and learning processes we find the case study, which enhances the descriptive perspective in front of the structuring and control of experimental designs.

In this poster, we present an experience of grammar teaching that describes a didactic sequence (DS) (i) that is designed and put into practice by a secondary teacher and (ii) that focuses on the process the learner follows to build her metalinguistic knowledge. The teacher tries to follow the socioconstructivist principles of shared knowledge and scaffolding.

We shall consider: a) the teacher as a guide inspired by action research; b) the learners as agents reflecting on what, how and why they learn; c) the class as a context of cooperative exchange; and d) the topic as a meaningful and diverse content.

Related to this last point, the DS explores meaning and not form as a fruitful entry to the complexity of syntax, and proposes four main ways to work on the sentence: (I) on-line translators (and how they manage to translate from Spanish into Catalan); (II) Catalan speakers themselves and their proficiency on using the so called “weak pronouns” in Catalan (some of which are about to disappear on the oral of Barcelona area); (III) writings the pupils do as a class diary; and (IV) grammar lessons found in class books (and the way most of these lessons use a form-perspective that can and should be completed with a meaning and use perspective).

Related to the former points, our research pursues to explore and describe the interaction pupils-pupils and pupils-teacher in order to figure out (i) how knowledge is shared when talking about grammar in a teaching and learning situation, and (ii) what may be a help / a problem for pupils to actually build up their metalinguistic knowledge.