Greater Region

Annotated bibliography

Document title, year of publication	*Language Learners' Metasociolinguistic Reflections: A Window into Developing Sociolinguistic Repertoires, 2018*
Complete bibliographical references, access (DOI), if possible	Beaulieu, S., Woll, N., French, L.F., and Duchemin, M. (2018). Language Learners' Metasociolinguistic Reflections: A Window into Developing Sociolinguistic Repertoires. System 76, pp. 210-218. www.sciencedirect.com/science/journal/0346251X (accessed 27 November 2023)
Type of publication	Scientific article	practical
Language(s)	English	
Key words	Adult language learners; communicative competence; metalinguistic knowledge; explicit teaching; sociolinguistic repertoire; French as a second language	
Abstract	The present study sought to expand the growing line of research on the development of sociolinguistic competence in an instructed setting by examining the content of advanced French language learners' metasociolinguistic reflections after receiving explicit instruction on three frequent sociolinguistic features found in French. Three cohorts of students (N=46) were asked to produce metasociolinguistic reflections on how they intended to use the sociolinguistic variants targeted during a 45-hour course that week. Based on the findings, suggestions are provided to further support the development of sociolinguistic competence in the classroom. (extract from the abstract of the article; see: www.sciencedirect.com/science/journal/0346251X) (accessed 27 November 2023)	
Content and main findings	The study highlights **the utility of metasociolinguistic reflections** as a means for researchers and language instructors to enhance understanding of how "sociolinguistic content is received, processed, and understood by learners". The content analysis of the participants' metasociolinguistic reflections revealed two main topics. First, participants started to notice or assign sociolinguistic value to linguistic resources. Second, they perceived the development of their receptive	

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	and productive sociolinguistic knowledge.
	Revelations about language variation and features typical of informal, spontaneous interactions evoked both positive and negative feelings to the participants. On one hand, ten participants felt "**deceived by their previous French learning experiences that implicitly focused entirely on the acquisition of a standard written variety of French**". Moreover, they found it "**quite disconcerting to learn about the existence of sociolinguistic phenomena, let alone informal traits, only when they had reached an advanced proficiency level in French**". On the other hand, five participants found this new explicit sociolinguistic knowledge useful because "**it helped to remove limitations**, enabling them to now make informed decisions about the social image they wished to convey."
	The authors **suggest introducing language variation early in the learning process and using metasociolinguistic reflections in the classroom** to "identify instances of overgeneralization, simplification, or misinterpretation of social meanings" in the process of language learning.
	Adapted from: www.sciencedirect.com/science/journal/0346251X) (accessed 27 November 2023)
Remarks	This study is relevant to our project because it highlights the practical limits of language teaching based solely on the standard language. It reveals learners' need to understand sociolinguistic variations y at early stages of language learning and underscores the importance of metalinguistic reflection for language teaching and learning.