

Assignment 1
Reading Test, Mock

Abstract

1. What was explored in Rankin & Wagner (2024) and how many students took part?

1 – Introduction

1. Why are PSTs an interesting text case for such a study?
2. Why is the grammar of *any* a good test case for such a study?
3. What is metalinguistic knowledge?
4. What is Andrews' concept of TLA?

2 – Metalinguistic knowledge and L2 teacher language awareness

1. What is the role of metalinguistic knowledge for language education?
2. What is the role of metalinguistic knowledge for L2 teachers?
3. How is metalinguistic knowledge and TLA related?
4. What does Andrews' concept of TLA include and what is it good for?
5. What do studies suggest about trainee teachers' metalinguistic knowledge?
6. What does the present study by Rankin and Wagner (2024) explore?

3 – Pedagogical and linguistic rules – learning and teaching *any* in L2 English

1. What does NPI mean?
2. What expressions does NPI include?
3. What is the *scope of negation*?
4. What did the course book analysis reveal?
5. What exactly does Table 1 contain?
6. In how far do Rankin and Wagner (2024) replicate Marsden et al. (2018)?

4 – The study

1. How many students took part in the study?
2. How many experiments did the study contain?
3. How many sentence types (grammars) of *any* were explored?
4. What was the first experiment about?
5. What was the second experiment about and how many tasks did it contain?

5 – Results

1. How did the students perform in their AJTs in general?
2. What was the relationship between sentence types and AJT ratings?
3. What effect did questions and negative declaratives have on AJT ratings?
4. What effect did negative and non-factive verbs have on AJT ratings?
5. What do Figure 1 and 2 illustrate?
6. Could students recall having been taught rules?
7. Could students recall rules, and if so, which rules?
8. How many of the participants could recall rules around negative adverbs, like *hardly*.
9. Was recalling rules related to AJT performance?

6 – Discussion

1. Does metalinguistic rule knowledge go beyond rules of thumb in this study?
2. Would metalinguistic rule knowledge improve in the course of a teacher's career?
3. In how far do rules which teachers provide always contain compromises?
4. What would a teacher need to have in order to appropriately adapt and simplify rules for teaching?
5. How is language awareness best developed?
6. What benefits would a full understanding of the notion of *polarity* have?