

Metanotes and Foreign Language Learning: A Case of Iranian EFL Learners

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Abstract : Languaging has been identified as a contributor to language learning. Compared to oral languaging, written languaging seems to have been less explored. In order to fill this gap, this paper examined the effect of 'metanotes', namely metatalk in a written modality to identify whether written languaging actually facilitates language learning. Participants were instructed to take metanotes as they performed a translation task. The effect of metanotes was then analyzed by comparing the results of these participants' pretest and posttest with those of participants who performed the same task without taking metanotes. The statistical tests showed no evidence of the expected role of metanotes in foreign language learning.

Keywords : EFL learners, foreign language learning, language teaching, metanotes

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