

# The Second Language Learner In The Context Of Study Of

Getting the books **the second language learner in the context of study of** now is not type of inspiring means. You could not solitary going bearing in mind books addition or library or borrowing from your friends to entry them. This is an entirely easy means to specifically get lead by on-line. This online statement the second language learner in the context of study of can be one of the options to accompany you once having extra time.

It will not waste your time. say yes me, the e-book will completely express you new matter to read. Just invest little get older to contact this on-line statement **the second language learner in the context of study of** as competently as review them wherever you are now.

## Modelling and Assessing Second Language Acquisition -

Kenneth Hyltenstam 1985  
This book forms an invaluable reference work for all teachers of second languages and researchers in the field of L2 acquisition. It discusses the contribution that modern research into L2 acquisition

makes to the curriculum development process. It also provides the reader with arguments for and against the various approaches to teaching.

**Mind and Context in Adult Second Language Acquisition** - Cristina Sanz 2005

How do people learn nonnative languages? And is there one part or function of our brains solely dedicated to language processing, or do we apply our general information-processing abilities when learning a new language? In this book, an interdisciplinary collaboration of scholars and researchers presents an overview of the latter approach to adult second language acquisition and brings together, for the first time, a comprehensive picture of the latest research on this subject. Clearly organized into four distinct but integrated parts, "Mind and Context in Adult Second Language Acquisition" first provides an introduction to information-processing approaches and the tools for students to understand the data. The next sections explain factors that affect language learning, both internal (attention and awareness, individual differences, and the neural bases of language acquisition) and external (input, interaction, and pedagogical interventions). It concludes by

looking at two pedagogical applications: processing instruction and content based instruction. This important and timely volume is a must-read for students of language learning, second language acquisition, and linguists who want to better understand the information-processing approaches to learning a non-primary language. This book will also be of immense interest to language scholars, program directors, teachers, and administrators in both second language acquisition and cognitive psychology.

*Sociolinguistics and Second Language Acquisition* -  
Kimberly L. Geeslin 2014-05-14

Sociolinguistics and Second Language Acquisition is a comprehensive textbook that bridges the gap between the fields of sociolinguistics and second language acquisition, exploring the variety of ways in which social context influences the acquisition of a second language. It reviews basic principles of sociolinguistics, provides a unified account of the multiple theoretical

approaches to social factors in second languages, summarizes the growing body of empirical research, including examples of findings from a wide range of second languages, and discusses the application of sociolinguistics to the second language classroom. Written for an audience that extends beyond specialists in the field, complete with summary tables, additional readings, discussion questions, and application activities throughout, this volume will serve as the ideal textbook for advanced undergraduate or graduate students of second language acquisition and instruction, and will also be of interest to researchers in the fields of second language acquisition, second language instruction and sociolinguistics.

**Adult Language Learners** -  
Ann F. V. Smith 2009-01-01

**The Handbook of Informal Language Learning** - Mark Dressman 2020-02-03

Provides a comprehensive and unique examination of global language learning outside of

the formal school setting. Authored by a prominent team of international experts in their respective fields, *The Handbook of Informal Language Learning* is a one-of-a-kind reference work and it is a timely and valuable resource for anyone looking to explore informal language learning outside of a formal education environment. It features a comprehensive collection of cutting edge research areas exploring the cultural and historical cases of informal language learning, along with the growing area of digital language learning, and the future of this relevant field in national development and language education. *The Handbook of Informal Language Learning* examines informal language learning from both theoretical and practical perspectives. Structured across six sections, chapters cover areas of motivation, linguistics, cognition, and multimodality; digital learning, including virtual contexts, gaming, fanfiction, vlogging, mobile

devices, and nonformal programs; and media and live contact, including learning through environmental print, tourism/study abroad. The book also provides studies of informal learning in four national contexts, examines the integration of informal and formal classroom learning, and discusses the future of language learning from different perspectives. Edited by respected researchers of computer-mediated communication and second language learning and teacher education Features contributions by leading international scholars reaching out to a global audience Presents an exciting and progressive selection of chapters in a rapidly expanding field of research and teaching Provides a state-of-the-art collection of the theories, as well as the historical, cultural and international cases relating to informal language learning and its future in a digital age Covers 30 key topics that represent pioneering findings and new research The

Handbook of Informal Language Learning is an essential resource for researchers, students, and professionals in the fields of language acquisition, English as a second language, and foreign language education.

### **Language Learner**

**Strategies** - Michael James Grenfell 2017-10-19

Language Learner Strategies combines principles with research and classroom practice, providing a new view of language learning to inform policy and teaching methodology. Divided into three parts, the book draws links between language learning theory in the established research literature, the authors' own empirical studies and the implications for curriculum policy and teacher education. The book addresses issues that to date have not been fully explored including the strategies of the 12-15 year old age range learning Modern Languages such as French, German, Spanish and Mandarin Chinese. A special focus is given to the

sociocultural aspects of learner strategies and their link with psychological contexts in which they are used. The authors explore the cognitive turn in language learner strategy research and the practical teaching approaches it helps to develop. It sets a future agenda for learner strategy research and classroom practice.

**Theorizing and Analyzing Agency in Second Language Learning** - Ping Deters 2015

Through several unique perspectives and contexts, this volume contributes to current understanding of agency in second language learning. It includes chapters discussing theoretical, analytical and pedagogical approaches, and will serve as a key reference for researchers of language learning and teaching.

**Ethical and Methodological Issues in Researching Young Language Learners in School Contexts** - Annamaria Pinter 2021-05-10

This book focuses on ethical and methodological issues faced by researchers working with young language learners

in formal school contexts. It uncovers and explicitly discusses a range of ethical dilemmas, challenges and experiences that researchers have encountered and grappled with, in studies of all kinds from large scale, experimental studies to ethnographic studies focused on just a handful of children. The chapters are written by researchers working with children in different classroom contexts around the world and highlight how ethical dilemmas and tensions take on a complex form in child-focused research, requiring researchers to pay particular attention to the social and cultural norms of the different communities within which children are educated as well as their school-based experiences. The book comprises three sections, with the first part focused on involving children as active participants in research; part two on ethical challenges in multilingual contexts and part three on links between teacher education and researching children. The book includes a

critical discussion of the opportunities and challenges associated with applying the UNCRC (1989) document in second language research with children which will be of use to any researcher working in this area.

*The Dynamic Interplay between Context and the Language Learner* - Jim King  
2016-01-26

This edited volume offers a series of state-of-the-art conceptual papers and empirical research studies which consider how contextual factors at multiple levels dynamically interact with individuals to influence how they go about the complex business of learning and using a second language.

Teaching English to Second Language Learners in Academic Contexts - Jonathan M. Newton 2018

Introduction to reading. How reading comprehension works -  
- Building an effective reading curriculum: guiding principles -  
- Reading: instructional activities and assessment options -- Introduction to

writing. Writing in a second language -- Building a writing curriculum and developing strategic writers -- Writing: instructional activities, feedback, and assessment options -- Introduction to listening. How listening comprehension works -- Building a listening curriculum -- Listening: instructional activities and assessment options -- Introduction to speaking. What's so special about speaking? -- Building an effective speaking curriculum: guiding principles -- Speaking: instructional activities and assessment options -- Language skill development and eap: a reflection on seven key themes

**Strategic Language Learning** - Xuesong (Andy) Gao 2010-02-19

This monograph reports on a longitudinal inquiry into mainland Chinese undergraduates' language learning experiences in an English medium university in a multilingual setting with a focus on their strategic language learning efforts. This

book examines the issue as to what extent language learners' strategic learning efforts depend on their 'choice', if 'the element of choice' is the defining characteristic of language learners' strategic learning behaviour. The inquiry, using a qualitative and ethnographic research approach, reveals dynamic interaction between learners' agency and contextual conditions underlying the participants' strategic learning process. Such understanding informs pedagogical efforts to foster individual learners' capacity for strategic learning and their capacities in opening up and sustaining a social learning space for exercising their strategic learning capacity or utilizing their strategic learning knowledge.

Early Instructed Second Language Acquisition - Joanna Rokita-Jaśkow 2019-01-18

This book provides a holistic overview of what leads to success in foreign language learning at an early age and deepens our understanding of early foreign language

learning. The studies use an array of methodological approaches to research learners aged between three and ten, as well as their parents and teachers, in instructional, minimal-input settings. They describe various ways of organising and promoting very early foreign language learning, both through language policy and innovative pedagogy, and focus on ways of providing input for second language acquisition, which include oral classroom discourse strategies, as well as learner development of literacy skills. Special attention is given to the necessity to develop critical reading skills, the ability to handle multimodal texts, and attitudes, motivations and behaviours and how these may impact on the teaching and learning process. Chapters emphasise that ultimate outcomes depend on extra linguistic environmental factors, such as parental involvement and teacher competences. These include establishing control in the classroom, as well as using

appropriate strategies for Negotiation of Meaning, and helping learners build positive self-concept. This book will be of interest to all professionals involved in the teaching of foreign languages to young learners, as well as to researchers, teacher educators and students working in this area.

*Using Tasks in Second Language Teaching* - Craig Lambert 2020-07-15

This book examines the use of tasks in second language instruction in a variety of international contexts, and addresses the need for a better understanding of how tasks are used in teaching and program-level decision-making. The chapters consider the key issues, examples, benefits and challenges that teachers, program designers and researchers face in using tasks in a diverse range of contexts around the world, and aim to understand practitioners' concerns with the relationship between tasks and performance. They provide examples of how tasks are used

with learners of different ages and different proficiency levels, in both face-to-face and online contexts. In documenting these uses of tasks, the authors of the various chapters illuminate cultural, educational and institutional factors that can make the effective use of tasks more or less difficult in their particular context.

**Second Language Acquisition in Context** - Rod Ellis 1987

**Learning how to Request in an Instructed Language Learning Context** - Eva Alcón Soler 2008

Interlanguage Pragmatics (ILP) is a field of growing interest. Focussing on the speech act of requesting, the volume provides information about opportunities for pragmatic learning and how pragmatics can be integrated into instructional foreign language learning contexts. In addition, the research reported here provides methodological insights for those interested in investigating ILP from a second language acquisition



perspective. The reader will also encounter some research issues worth examining in relation to pragmatic language learning. Topics include the use of assessment instruments in measuring learners' perception and production of different pragmatic issues, the long-term effects of instruction, and the effectiveness of different teaching approaches.

**English Language Learning in the Asian Context 2nd Edn** - Paul Robertson 2005

**Intensive Exposure Experiences in Second Language Learning** - Carmen Muñoz 2012-09-28

This volume brings together studies dealing with second language learning in contexts that provide intensive exposure to the target language. In doing so, it highlights the role of intensive exposure as a critical distinctive characteristic in the comparison of learning processes and outcomes from different learning contexts: naturalistic and foreign language instruction, stay

abroad and at home, and extensive and intensive instruction programmes. The different chapters represent a wide range of learning contexts and types of learning, as well as different approaches that yield much needed evidence on the role of context of acquisition in second language learning.

**The Handbook of Spanish Second Language Acquisition** - Kimberly L. Geeslin 2018-08-14

Bringing together a comprehensive collection of newly-commissioned articles, this Handbook covers the most recent developments across a range of sub-fields relevant to the study of second language Spanish. Provides a unique and much-needed collection of new research in this subject, compiled and written by experts in the field Offers a critical account of the most current, ground-breaking developments across key fields, each of which has seen innovative empirical research in the past decade Covers a broad range of issues including

current theoretical approaches, alongside a variety of entries within such areas as the sound system, morphosyntax, individual and social factors, and instructed language learning. Presents a variety of methodological approaches spanning the active areas of research in language acquisition.

**Conditions for Second Language Learning** - Bernard Spolsky 1989

A general theory of second language learning - Knowing a language - Knowing how to use a language - Structures and functions - Measuring knowledge of a second language - The psycholinguistic basis - Ability and personality - The linguistic basic - The social context - Attitudes and motivation - Opportunities for second language learning - Formal instruction - Testing the model - The form of a general theory.

**Teachers' Roles in Second Language Learning** - Bogum Yoon 2012-09-01

This book is designed to provide practical applications

of sociocultural theory with regard to teachers' roles in second language education. By providing specific examples of teachers' roles in the classroom, the book aims to help researchers, teacher educators, and classroom teachers make clear connections between practice and theory in second language learning. All the studies in this edited book are conducted in the PreK-16 classroom setting. Each chapter presents rigorous research analysis within the framework of sociocultural theory and provides rich descriptions of teachers' roles. The book is intended to be used in teacher education courses. The primary audience of the book is in-service teachers who work with second language learners (SLLs) in their classrooms including ESL/Bilingual classrooms or regular classrooms. Since many SLLs receive instructions both in the ESL/Bilingual classrooms and in the regular classrooms, it is important to discuss teachers' roles in both settings. The secondary

audience of the book is teacher educators and researchers who work with pre-service and in-service teachers in teacher education. This book will be an excellent resource for book study groups and practitioners working with professional learning communities.

**Teaching English to Second Language Learners in Academic Contexts** - Jonathan

M. Newton 2018-02-07

Teaching English to Second Language Learners in Academic Contexts: Reading, Writing, Listening, and Speaking provides the fundamental knowledge that ESL and EFL teachers need to teach the four language skills. This foundational text, written by internationally renowned experts in the field, explains why skills-based teaching is at the heart of effective instruction in English for academic purposes (EAP) contexts. Each of the four main sections of the book helps readers understand how each skill—reading, writing, listening, and speaking—works and explains what research has

to say about successful skill performance. Pedagogically focused chapters apply this information to principles for EAP curriculum design and to instructional activities and tasks adaptable in a wide range of language-learning contexts. Options for assessment and the role of digital technologies are considered for each skill, and essential information on integrated-skill instruction is provided. Moving from theory to practice, this teacher-friendly text is an essential resource for courses in TESOL programs, for in-service teacher-training seminars, and for practicing EAP teachers who want to upgrade their teaching abilities and knowledge bases.

Learning context effects - Carmen Pérez Vidal 2018

This book deals with the effects of three different learning contexts mainly on adult, but also on adolescent, learners' language acquisition. The three contexts brought together in the monograph include i) a conventional instructed second language acquisition (ISLA)

environment, in which learners receive formal instruction in English as a Foreign Language (EFL); ii) a Study Abroad (SA) context, which learners experience during mobility programmes, when the target language is no longer a foreign but a second language learnt in a naturalistic context; iii) the immersion classroom, also known as an integrated content and language (ICL) setting, in which learners are taught content subjects through the medium of the target language—more often than not English, used as the Lingua Franca (ELF). The volume examines how these contexts change language learners' linguistic performance, and also non-linguistic, that is, it throws light on how motivation, sense of identity, interculturality, international ethos, and affective factors develop. To our knowledge, no publication exists which places the three contexts on focus in this monograph along a continuum, as suggested in Pérez-Vidal (2011, 2014), with SA as 'the most naturalistic'

context on one extreme, ISLA on the other, and ICL somewhere in between, while framing them all as international classrooms. Concerning target languages, the nine chapters included in the volume analyze English, and one chapter deals with Spanish, as the target language. As for target countries in SA programmes, data include England, Ireland, France, Germany, and Spain in Europe, but also Canada, China, and Australia. While the main bulk of the chapters deal with tertiary level language learners, a language learning population which has received less attention by research thus far, one chapter deals with adolescent learners. Carmen Pérez-Vidal, Sonia López, Jennifer Ament and Dakota Thomas-Wilhelm all served on the organizing committee for the EUROSILA workshop held at the Universitat Pompeu Fabra, Barcelona, in May 2016. It is from this workshop that this monograph was inspired **Between Worlds** - David E. Freeman 2001

In this new edition, the Freemans have updated their classic text to address new trends and issues related to the teaching of multilingual students.

*Second Language Learning Motivation in a European Context: The Case of Hungary* - Kata Csizér 2021-01-04

This book provides an overview of second language (L2) motivation research in a specific European context: Hungary, which has proved to offer an important laboratory for such research, as a number of major political changes over the past 30 years have created a changing background for L2 learning in an increasingly globalized world. The book provides an overview of theoretical research on L2 motivation, together with detailed information on large-scale L2 motivation studies in Hungary. Further, it presents a meta-analysis of the most important investigations, and qualitative data on teachers' views regarding success in L2 learning. In turn, the interdisciplinary nature of L2

motivation is taken into account and relevant antecedent constructs to L2 motivation are investigated. Lastly, the book outlines possible future directions for L2 motivation research.

*Study Abroad and the Second Language Learner* - Martin Howard 2020-12-10

Situated at the interface between study abroad and second language acquisition research, this book adopts a threefold thematic focus to study abroad and the language learner, investigating learner beliefs about study abroad, learner experiences of study abroad in relation to a range of individual, cultural and social factors, and the nature of learner development while abroad at an intercultural, personal and linguistic level. Chapters present studies of learners in different geographical contexts, with different first and second language combinations. The studies draw on different methodologies, incorporating quantitative, qualitative and mixed-method approaches.

Presenting findings with implications for learner preparation, expectations and support during study abroad, and highlighting developmental issues within second language acquisition, Study Abroad and the Second Language Learner will be of interest to all study abroad and second language acquisition researchers, as well as programme organisers, language instructors and other stake holders.

**Engaging Students** - Carolyn Temple Adger 1995-06-16  
Classroom-tested ways to improve students' critical thinking and problem-solving skills.

**English Language Teaching in Its Social Context** -

Christopher Candlin 2001  
This text includes a selection of commissioned and classic articles that introduce a range of theories of second language acquisition and the contested explanations of effective language learning.

The Psychology of the Language Learner - Zoltán Dörnyei 2014-04-04

Research results over the past

decades have consistently demonstrated that a key reason why many second language learners fail--while some learners do better with less effort--lies in various learner attributes such as personality traits, motivation, or language aptitude. In psychology, these attributes have traditionally been called "individual differences." The scope of individual learner differences is broad--ranging from creativity to learner styles and anxiety--yet there is no current, comprehensive, and unified volume that provides an overview of the considerable amount of research conducted on various language learner differences, until now. Each chapter in this new volume focuses on a different individual difference variable. Besides a review of the relevant second language literature, Zoltán Dörnyei presents a concise overview of the psychological research involving each topic. A key concern for the author has been to define the various learner factors as measurable

constructs and therefore the discussion includes a summary of the most famous tests and questionnaires in each domain. A wide range of readers will benefit from this book-- students in linguistics, applied linguistics, modern languages, and psychology programs; second language teachers participating in in-service training courses; and researchers in second language acquisition and psychology.

Readings in Second Language Pedagogy and Second

Language Acquisition - Asako Yoshitomi 2006-01-01

The selected contributions of this volume focuses on various issues related to second language pedagogy and second language acquisition in the Japanese context. Part I covers such topics as discourse pragmatics and cross-cultural pragmatics in language teaching; the instruction of conversation through training in story telling skills; task activities as a means for grammarization in grammar teaching; the development of a computerized speaking test

and a proficiency scale for EFL learners; and the social aspects of the language teacher expertise. Part II deals with the cognitive transformation involved in the acquisition of syntactic structures; the application of ZPD to adult learners not only in terms of interpersonal interaction but also through interfacing with other media; examination of learners' narrative data to analyze linguistic and gestural reference and to investigate learners' use of phrasal verbs; learner's strategy use in self-instruction that utilizes audiovisual materials; and network computer technology in computer-assisted language learning.

Open Education and Second Language Learning and

Teaching - Carl S. Blyth 2021-02-03

Compared with STEM fields, foreign language (FL) education and second language acquisition have only slowly embraced open education and the new knowledge ecologies it produces. FL educators may have been hesitant to

participate in the open education movement due to a lack of research which investigates the benefits and challenges of FL learning and teaching in open environments. This book contextualizes open education in FL learning and teaching via an historical overview of the movement, along with an in-depth exploration of how the open movement affects FL education beyond the classroom context; fills the research void by exploring aspects of open second language learning and teaching across a range of educational contexts; and illustrates new ways of creating, adapting and curating FL materials that are freely shared among FL educators and students. This book is open access under a CC BY ND licence.

*Second Language Acquisition in a Study Abroad Context* - Barbara F. Freed 1995-10-12  
Second Language Acquisition in a Study Abroad Context brings together for the first time a series of studies which explore the relationship

between language learning and the study abroad experience. Utilizing different research methodologies (quantitative, qualitative, descriptive), the focus in this collection is on various aspects of second language learning, including the acquisition of sociolinguistic competence, the acquisition of fluency, the use of communicative strategies and the development of oral and written skills. The studies are cross-linguistic and deal with student populations at the secondary and college levels who spent between three months and one year in study abroad or exchange programs in Japan, Russia, Spain, Mexico, France or Canada.

*Readings in Second Language Pedagogy and Second Language Acquisition* - Asako Yoshitomi 2006-06-30

The selected contributions of this volume focus on various issues related to second language pedagogy and second language acquisition in the Japanese context. Part I covers such topics as discourse pragmatics and cross-cultural



pragmatics in language teaching; the instruction of conversation through training in story telling skills; task activities as a means for grammarization in grammar teaching; the development of a computerized speaking test and a proficiency scale for EFL learners; and the social aspects of the language teacher expertise. Part II deals with the cognitive transformation involved in the acquisition of syntactic structures; the application of ZPD to adult learners not only in terms of interpersonal interaction but also through interfacing with other media; examination of learners' narrative data to analyze linguistic and gestural reference and to investigate learners' use of phrasal verbs; learner's strategy use in self-instruction that utilizes audiovisual materials; and network computer technology in computer-assisted language learning.

**Second Language Learning in the Early School Years: Trends and Contexts - Oxford Applied Linguistics -**

Victoria A. Murphy 2014-05-07  
Provides a much-needed overview of current themes and research on child second language learning.

Introducing Second Language Acquisition - Muriel Saville-Troike 2012-04-05

A clear and practical introduction to second language acquisition, written for students encountering the topic for the first time.

*Strategic Language Learning* - Xuesong Gao 2010

"This monograph reports on a longitudinal inquiry into mainland Chinese undergraduates' language learning experiences at an English medium university in a multilingual setting with a focus on their strategic language learning efforts. This book examines the issue as to what extent language learners' strategic learning efforts depend on their 'choice', if 'the element of choice' is the defining characteristic of language learners' strategic learning behavior. The inquiry, using a qualitative and ethnographic research

approach, reveals dynamic interaction between learners' agency and contextual conditions underlying the participants' strategic learning process. Such understanding informs pedagogical efforts to foster individual learners' capacity for strategic learning and their capacities in opening up and sustaining a social learning space for exercising their strategic learning capacity or utilizing their strategic learning knowledge." --Book Jacket.

Second Language Acquisition and the Younger Learner -

Jenefer Philp 2008-10-01

This new volume of work highlights the distinctiveness of child SLA through a collection of different types of empirical research specific to younger learners.

Characteristics of children's cognitive, emotional, and social development distinguish their experiences from those of adult L2 learners, creating intriguing issues for SLA research, and also raising important practical questions regarding effective pedagogical techniques for

learners of different ages. While child SLA is often typically thought of as simple (and often enjoyable and universally effortless), in other words, as "child's play", the complex portraits of young second language learners which emerge in the 16 papers collected in this book invite the reader to reconsider the reality for many younger learners. Chapters by internationally renowned authors together with reports by emerging researchers describe second and foreign language learning by children ranging from pre-schoolers to young adolescents, in home and school contexts, with caregivers, peers, and teachers as interlocutors.

**Second Language Literacy Practices and Language Learning Outside the Classroom** - Miho Inaba

2018-11-21

This book presents a comprehensive and detailed study of literacy practices and language use outside of the classroom by university students of Japanese. It investigates both tasks related

to classes (e.g. homework and preparation for classes) and voluntary activities in the target language (e.g. watching TV and writing emails) and discusses how values, motivations and types of activities differ between the two contexts. It employs sociocultural perspectives to observe reading and writing activities within and under the influence of individual and social contexts, such as learner motives, peer networks and the language classroom, and contributes to the related research areas in the field of second language acquisition, such as motivation, autonomous language learning and language learning strategies. Crucially, the book not only documents out-of-class literacy activities, but also examines which teaching practices facilitate and promote such out-of-class language learning and use. It considers which literacy activities in the target language students undertake out-of-class, which factors encourage or discourage such

out-of-class activity and how and with which tools they undertake these activities. As such the book provides guidance for classroom teaching and suggests that slight changes to teaching practices in the classroom may enhance autonomous learning outside the classroom.

Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching - 2009

Implicit/ explicit knowledge constitutes a key distinction in the study of second language acquisition. This book reports a project that investigated ways of measuring implicit/explicit L2 knowledge, the relationship between the two types of knowledge and language proficiency, and the effect that different types of form-focused instruction had on their acquisition.

Individual Differences in Second Language Learning -

Peter Skehan 2014-04-04  
Understanding the way in which learners differ from one another is of fundamental concern to those involved in

second-language acquisition, either as researchers or teachers. This account is the first to review at book length the important research into differences, considering matters such as aptitude, motivation, learner strategies, personality and interaction between learner characteristics and types of instruction.

Language Learners in Study Abroad Contexts - Margaret A.

DuFon 2006-01-01

Examining the overseas

experience of language learners in diverse contexts through a variety of theoretical and methodological approaches, studies in this volume look at the acquisition of language use, socialization processes, learner motivation, identity and learning strategies. In this way, the volume offers a privileged window into learner experiences abroad while addressing current concerns central to second language acquisition.