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# Language Learners in Study Abroad Contexts



Edited by Margaret A. DuFon and Elen Churchill

# Language Learners In Study Abroad Contexts

**Margaret A. DuFon, Eton Churchill**



## **Language Learners In Study Abroad Contexts:**

*Language Learners in Study Abroad Contexts* Margaret A. DuFon, Eton Churchill, 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

**Language Acquisition in Study Abroad and Formal Instruction Contexts** Carmen Pérez-Vidal, 2014-07-15 This publication constitutes essential reading for academics teachers and language policy makers wanting to understand plan and implement an educational language program involving learner mobility The book provides data and analyses from a long term program of research on study abroad the SALA Project which looked into the short and long term effects of instructional and mobility contexts on language and cultural development from two perspectives the participants language acquisition development over 2 5 years and the practitioners perspective in relation to the design and implementation of a mobility program The book is innovative in the longitudinal data it offers the light it sheds on i an array of language skills both productive and receptive oral and written tapping into phonology lexis grammar and discourse ii the role of individual differences including attitudes motivation beliefs and intercultural awareness and iii the insights on the effects of length of stay In sum this book represents a welcome addition to previous research on the outcomes of mobility policies to promote L2 learners linguistic development and the individual and educational conditions that appear to facilitate success in study abroad programs

*Study Abroad Contexts for Enhanced Foreign Language Learning* Velliaris, Donna M., 2018-04-13 Popular opinion has long assumed that learning a foreign language requires not only traditional classroom instruction but also immersion among native speakers of the language This opinion is so strongly held that students who study through immersion are believed to become more proficient than those who do not Study Abroad Contexts for Enhanced Foreign Language Learning is a critical scholarly publication that explores the importance and efficacy of international travel in the learning of a second or additional language Including various topics such as auditory orthographic training grammatical ability and learner autonomy this book is geared toward academicians students and professionals seeking current and relevant research on language acquisition through immersion and its value

*Language Learning in Study Abroad* Wenhao Diao, Emma Trentman, 2021-03-04 Vestiges of monolingual bias are present in the portrayal of study abroad as an idealized monolingual immersion experience and the steps many programs take to encourage or enforce target language monolingualism In reality study abroad is often inherently multilingual This book addresses the need for a recognition of the multilingual realities of study abroad across a variety of traditional and non traditional national contexts and target languages The chapters examine multilingual socialization and translanguaging with peers local hosts and instructors how the target language is necessarily entwined in global local and historical contexts and how students

negotiate the use of local and global varieties of English Together the chapters present a powerful argument for scholars and study abroad practitioners to consider and critically incorporate multilingual realities into their research and planning

**Researching Second Language Acquisition in the Study Abroad Learning Environment** Christina L.

Isabelli-García, Casilde A. Isabelli, 2019-09-26 This book is intended to introduce novice student researchers to second language acquisition in the study abroad learning environment It reviews the existing literature and provides the emerging researcher an overview of the important factors to consider informs them where to begin and how to move forth an agenda for future research in this field The book recognizes that aside from the academic advantages study abroad programmes are an excellent tool for fostering extended and relevant interaction with native speakers It provides reflection questions and activities and guides the novice researcher in critically analysing existing research and to eventually carry out their own study The book will be of use to beginning researchers who are new to linguistics in the areas of study abroad and second language acquisition     Learning context effects Carmen Pérez Vidal, Sonia López-Serrano, Jennifer Ament ,Dakota J. Thomas-Wilhelm ,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 P rez 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 P rez Vidal Sonia L pez Jennifer Ament and Dakota Thomas Wilhelm all served on the organizing committee for the EUOSLA workshop held at the Universitat Pompeu Fabra Barcelona in May 2016 It is from this workshop that this monograph was inspired     *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 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 **Language, Mobility and Study Abroad in the Contemporary European Context** Rosamond Mitchell, Henry Tyne, 2021-05-11 This collection explores student mobility and study abroad programmes across Europe presenting original research on personal linguistic and intercultural development during study abroad experiences The volume synthesizes work from the 2016 2020 Cost Action 15130 Study Abroad Research in European Perspective research network offering a multidisciplinary account of the intersection of language learning and study abroad in Europe amidst the changing contemporary higher education landscape as well as new directions for future research The initial section comprises short survey chapters outlining key themes and literature connecting traditional study abroad research with new multilingual and transnational realities This is supported by a main section containing original empirical studies in a wide range of European contexts and a short afterword bringing together policy and pedagogical proposals Taken together the collection shines a light on the impact of the internationalisation of higher education on linguistic dimensions of student mobility while including a range of lesser studied settings and languages New insights are offered on language learning identity interculturality student agency and motivation and transnational social networks in the study abroad context This book will be of particular interest to students researchers and institutions interested in the intersection of language learning and study abroad including such areas as multilingualism higher education and applied linguistics Chapter 8 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

*Foreign Language Learning in Study-abroad and At-home Contexts* Xiaoru Yu, 2021 This thesis studies second language development in various learning contexts with a particular emphasis on study abroad language learning Second language learning contexts e g regular classroom study abroad and domestic immersion vary widely in terms of quality quantity and type of language exposure as well as opportunities for interaction This variation may inevitably contribute to diversity in L2 development trajectories 00We carried out empirical investigations that zoomed in on listening comprehension which is the least researched area in the field of second language acquisition research Results show that knowledge and processing aspects of L2 proficiency may not be equally affected by learning context At home learning contexts seem to have limited effect on facilitating language processing efficiency especially for intermediate to advanced learners Study abroad may be an effective intervention for the acquisition of L2 processing efficiency speed in particular but not necessarily for vocabulary acquisition Furthermore the relation between individual capacities e g language aptitude and second language learning seems to be insensitive to learning contexts 00We also investigated the effect of study abroad on second language development in general by conducting a systematic review of existing study abroad research A multi level meta analysis yielded a small to medium overall effect of studying abroad on second language development Further analyses showed that the magnitude of the study abroad effect was mediated by study characteristics such as research design and type of measurement and by length of stay 00All in all this thesis contributes to our understanding of how learning context and individual capacities are associated with second language learning 0

*Social and Cultural Aspects of Language Learning in Study Abroad* Celeste Kinginger, 2013-07-31 The papers in this volume offer a sampling of contemporary efforts to update the portrayal of study abroad in the applied linguistics literature through attention to its social and cultural aspects The volume illustrates diversification of theory and method refinement of approaches to social interactive language use and expansion in the range of populations and languages under scrutiny Part I offers a topical orientation outlining the rationale for the project Part II presents six qualitative case studies adopting sociocultural activity theoretical poststructuralist or discourse analytic methodologies The four chapters in Part III illustrate a variety of approaches and foci in research on the pragmatic capabilities of study abroad participants in relation to second language identities The volume will be of interest to a broad audience of applied linguistics researchers language educators and professionals engaged in the design oversight and assessment of study abroad programs

*Study Abroad, Second Language Acquisition and Interculturality* Martin Howard, 2019-08-07 This book unites a range of emerging topics in the burgeoning transdisciplinary fields of second language acquisition and interculturality in a study abroad context It explores key issues trends and approaches within each strand and how the strands relate to one another painting a big picture of the diversity and complexity underpinning second language acquisition in a study abroad context The chapters highlight themes such as social networks input and interaction issues learner identities and study abroad in lingua franca contexts while also presenting other themes spanning the breadth

of second language acquisition and interculturality research such as individual differences and linguistic development This comprehensive and cohesive volume showcases the latest innovative research using quantitative qualitative and mixed method approaches across a range of source and target language learner cohorts and highlights emerging themes and directions for future research Language Learners' Sociocultural Interaction in a Study Abroad Context Deborah M. Levin,2001 **Acquisition in Interlanguage Pragmatics** Anne Barron,2003 This study reports on an investigation designed to in some way meet the need for acquisition research in L2 pragmatics in particular in the form of longitudinal studies and also to meet the need for research into the acquisition of L2 pragmatic competence in German Specifically it concerns a longitudinal study in which the development of the L2 pragmatic competence of a group of 32 Irish learners of German is investigated over ten months spent studying in the target speech community Germany The study is anchored in the field of interlanguage pragmatics and the approach taken is speech act based interest focusing on productions of requests offers and refusals of offers The study also draws on research from discourse analysis in the investigation of offer refusal of offer exchanges The objective of this study was to record any developments whether towards or away from the L2 norm in the L2 pragmatic competence of the current group of learners over time spent in the target community *Intensive Exposure Experiences in Second Language Learning* Carmen Muñoz,2012-10-01 This volume brings together studies from learning contexts that provide intensive exposure to the target language naturalistic immersion immigration and study abroad intensive instruction and informal intensive environments in foreign language settings Its chapters yield much needed evidence on the role of context of acquisition and highlight the unique role of intensive exposure in second language learning *Applied Language Learning* ,2018 *Advances in Spanish as a Heritage Language* Diego Pascual y Cabo,2016-07-20 Bringing together contributions from some of the leading experts in the field of Spanish as a Heritage Language this volume aims to provide an in depth understanding of current and emerging trends in research and praxis To this end the volume is divided into three thematic units The first unit surveys the study of Spanish heritage speaker bilingualism from a formal theoretical linguistic point of view The second unit focuses on issues shaping the current state of affairs in heritage language education Finally the third unit maps out future lines of development within heritage language instruction The wide topical scope within this single volume will undoubtedly provide a valuable resource for researchers students and professionals working in different areas of Spanish as a heritage language **The Routledge Handbook of Language Learning and Teaching Beyond the Classroom** Hayo Reinders,Chun Lai,Pia Sundqvist,2022-05-30 Informal language learning beyond the classroom plays an important and growing role in language learning and teaching This Handbook brings together the existing body of research and unites the various disciplines that have explored this area in order to present the current state of knowledge in one accessible resource Much of adult learning takes place outside of formal education and for language learning it is likely that out of class experiences play an equally important role It is therefore surprising that the role of

informal language learning has received little attention over the years with the vast majority of research instead focusing on the classroom. Researchers from a range of backgrounds however have started to realise the important contribution of informal language learning both in its own right and in its relationship with classroom learning. Studies in the areas of learner autonomy, learning strategies, study abroad, language support, learners' voices, computer-mediated communication, mobile-assisted language learning, digital gaming and many others all add to our understanding of the complex and intersecting ways in which learners construct their own language learning experiences drawing from a wide range of resources including materials, teachers, self-study, technology, other learners and native speakers. This Handbook provides a sound and comprehensive basis for researchers and graduate students to build upon in their own research of language learning and teaching beyond the classroom.

**Handbook for Arabic Language Teaching Professionals in the 21st Century, Volume II** Kassem M. Wahba, Liz England, Zeinab A. Taha, 2017-07-06

Drawing on the collective expertise of language scholars and educators in a variety of subdisciplines, the Handbook for Arabic Language Teaching Professionals in the 21st Century Volume II provides a comprehensive treatment of teaching and research in Arabic as a second and foreign language worldwide. Keeping a balance among theory, research and practice, the content is organized around 12 themes: Trends and Recent Issues in Teaching and Learning Arabic; Social, Political and Educational Contexts of Arabic Language Teaching and Learning; Identifying Core Issues in Practice; Language Variation; Communicative Competence and Using Frames in Arabic Language Teaching and Learning; Arabic Programs: Goals, Design and Curriculum; Teaching and Learning Approaches; Content-Based Instruction and Curriculum; Arabic Teaching and Learning Classroom Language Materials and Language Corpora; Assessment, Testing and Evaluation; Methodology of Teaching Arabic; Skills and Components; Teacher Education and Professional Development; Technology-Mediated Teaching and Learning; Future Directions. The field faces new challenges since the publication of Volume I, including increasing and diverse demands, motives and needs for learning Arabic across various contexts of use, a need for accountability and academic research given the growing recognition of the complexity and diverse contexts of teaching Arabic, and an increasing shortage of and need for quality of instruction. Volume II addresses these challenges. It is designed to generate a dialogue continued from Volume I among professionals in the field, leading to improved practice and to facilitate interactions not only among individuals but also among educational institutions within a single country and across different countries.

**The Handbook of Language Teaching** Michael H. Long, Catherine J. Doughty, 2011-07-05

Bringing together an international and interdisciplinary team of contributors, this Handbook is a wide-ranging and invaluable reference guide to language teaching. A comprehensive reference work on language teaching which combines the latest research findings, coverage of core topics and examples of teaching experience from a variety of languages and settings. Provides a unique breadth of coverage including the psycholinguistic underpinnings of language learning, social, political and educational contexts, program design, materials writing and course design, teaching and testing.

teacher education and assessment and evaluation Offers a balanced evaluation of the major positions and approaches including examining the increasingly important social and political context of language teaching Written by an international and interdisciplinary group of authors from a dozen different countries English is only one of the many languages used as examples throughout the volume

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