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Barbara F. Freed

Second Language Acquisition In A Study Abroad Context

Liliana Piasecka, Ewa Piechurska-Kuciel



Second Language Acquisition In A Study Abroad Context:

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

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 SECOND LANGUAGE ACQUISITION IN A STUDY ABROAD CONTEXT Dianah Buchete Kitiabi, 2018 This study examines the experiences of graduate international students experiences in Study Abroad SA in order to understand the evolution of their second language L2 skills during the period of their sojourn abroad The study documents students perspectives through analysis of interview data situated within the context of their overall SA experience Based on a phenomenological approach the study focuses on a sample of nine graduate students with at least one year of SA experience Gass Mackey s 2007 interaction approach and Vygotsky s 1962 sociocultural theory help frame the study within the discourse of second language acquisition SLA in SA such as to highlight the effects of SA on L2 skills of advanced level learners The findings of the study are first presented as individual case vignettes where students interpretations of their personal experiences are described in entirety then followed by an analysis across the cases which highlights emergent themes The results of this study show that linguistic outcomes of international students studying abroad are highly individualized Although the students reported to have improved some of their L2 skills they also reported a lack of improvement in other L2 skills most of which differed by case What emerges is that besides contextual factors students pre program exposure to L2 interactions with NSs frequency of L2 use in context and personal beliefs contribute to their linguistic gains in SA *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. **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 stakeholders.

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 Second Language Acquisition in a Study Abroad Context Barbara F. Freed,1995-01-01 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 *The Acquisition of Sociolinguistic Competence in a Study Abroad Context* Vera Regan,Martin Howard,Isabelle Lemée,2009-05-11 This volume explores the relationship between study abroad and the acquisition of sociolinguistic competence the ability to communicate in socially appropriate ways The volume looks at language development and use during study abroad in France by examining patterns of variation in the speech of advanced L2 speakers Within a variationist paradigm fine grained empirical analyses of speech illuminate choices the L2 speaker makes in relation to their new identity gender patterns closeness or distance maintained in the social context in which they find themselves Using both cross sectional and longitudinal data four variable features of contemporary spoken French are analysed in a large population of advanced Irish English speakers of French This close up picture provides empirical evidence by which to evaluate the wide spread assumption that Study Abroad is highly beneficial for second language learning Acquisition in Interlanguage Pragmatics Anne Barron,2003-04-28 Acquisition in Interlanguage Pragmatics provides readers with a much needed insight into the development of pragmatic competence an area of research long neglected in interlanguage pragmatics The longitudinal investigation which provides the basic material for this book consists of a corpus of requests offers and refusals of offers elicited from Irish learners of German over a ten month study abroad period using production questionnaires and a variety of metapragmatic instruments The analysis focuses on developments in these learners knowledge of discourse structure pragmatic routines and internal modification Findings present valuable information pertaining to the process of acquisition of pragmatic competence They also point to the favourable but imperfect nature of the study abroad context for the development of pragmatic competence A comprehensive discussion of theoretical and methodological issues an in depth analysis and an extensive bibliography make this book of interest to both researchers and students in interlanguage pragmatics cross cultural pragmatics German as a foreign language and study abroad research Language Learners in Study Abroad Contexts Margaret A. DuFon,Eton E. Churchill,2006-01-18 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 Study Abroad and the Second Language Acquisition of Sociolinguistic Variation in Spanish Sara L. Zahler, Avizia Y. Long, Bret Linford, 2023-06-06 This volume offers a comprehensive snapshot of the breadth of empirical research currently being conducted on the second language acquisition of sociolinguistic variation in Spanish during study abroad Research on this topic spans diverse methodological approaches types of programs linguistic structures and learner characteristics which is reflected in the contributions in this volume This diversity of approaches illustrates how the second language development of sociolinguistic variation during study abroad depends crucially on a number of linguistic and extralinguistic factors and can be measured in distinct ways Thus this collection will be an indispensable resource to researchers and students of second language acquisition sociolinguistics applied linguistics education and other fields interested in language development during study abroad **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 *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 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 Perez Vidal Sonia Lopez Jennifer Ament and Dakota Thomas Wilhelm all served on the organizing committee for the EUROSLA workshop held at the Universitat Pompeu Fabra Barcelona in May 2016 It is from this workshop that this monograph was inspired

"Second Language Acquisition in a Study Abroad Context Melanie J. Jones, 2006 Second Language Acquisition Susan M. Gass, 2013-08-21 Now in a fourth edition this bestselling introductory textbook remains the cornerstone volume for the study of second language acquisition SLA Its chapters have been fully updated and reorganized where appropriate to provide a comprehensive yet accessible overview of the field and its related disciplines To reflect current developments new sections on using learner corpora semantics and morphosyntax within formal approaches to SLA sociocultural approaches gesture priming research and chaos theory have been added Students will also find expanded discussions of heritage language learning bilingualism pragmatics and much more The redesigned fourth edition of Second Language Acquisition retains the features that students found useful in the current edition but also provides new pedagogical tools that encourage students to reflect upon the experiences of second language learners As with previous editions discussion questions and problems at the end of each chapter help students apply their knowledge and a glossary defines and reinforces must know terminology This clearly written comprehensive and current textbook by expert Sue Gass is the ideal textbook for the introductory SLA course in second language studies applied linguistics linguistics TESOL and language education programs

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

The Handbook of Language Teaching Michael H. Long, Catherine J. Doughty, 2011-08-15 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

The New Handbook of Second Language Acquisition William C. Ritchie, Tej K. Bhatia, 2009 The New Handbook of Second Language Acquisition is a thoroughly revised re organized and re worked edition of Ritchie and Bhatia's 1996 handbook The work is divided into six parts each devoted to a different aspect of the study of SLA Part I includes a recent history of methods used in SLA research and an overview of currently used methods Part II contains chapters on Universal Grammar emergentism variationism information processing sociocultural and cognitive linguistic Part III is devoted to overviews of SLA research on lexicon morphosyntax phonology pragmatics sentence processing and the distinction between implicit and explicit knowledge Part IV examines neuropsychology of SLA another on child SLA and the effects of age on second language acquisition and use Part V is concerned with the contribution of the linguistic environment to SLA including work on acquisition in different environments through the Internet and by deaf learners Finally Part VI treats social factors in SLA including research on acquisition in contact circumstances on social identity in SLA on individual differences in SLA and on the final state of SLA bilingualism

Variability and Stability in Foreign and Second Language Learning Contexts Liliana Piasecka, Ewa Piechurska-Kuciel, 2011-12-08 This book contains a wide spectrum of topics organized within a relatively fixed framework of Applied Linguistics theory and practice revolving around the concepts of stability and variability that capture the dynamic nature of the phenomena characterizing language learning and teaching The primary strength of individual chapters lies in the fact that the vast majority report original empirical studies carried out in diverse second foreign language learning contexts investigating interesting issues across various nationalities ages educational and professional groups of language learners and teachers The issues under scrutiny entail the classic recurrent topics related to language learning and teaching such as communicative competence input orality and literacy learner characteristics and strategies and teacher development to mention just a few In addition recent arrivals to borrow a marketing metaphor are also present as the authors consider learning and teaching implications resulting from the status of English as a language of international communication and discuss related concepts of intercultural competence along with language learners identity and creativity The multilingual and multicultural contributors to the present volume are researchers foreign and second language learners and teachers themselves who offer the reader a range of methodological designs that have been successfully used in Applied Linguistics

research The framework of stability and variability suggests that changes leading to progress and development derive from stable foundations that account for the sense of continuity and belonging in applied linguists communities of practice

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