

Study Abroad, Second Language Acquisition and Interculturality



Edited by Martin Howard

Second Language Acquisition In A Study Abroad Context

Anne Barron

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

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

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 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 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 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

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 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 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 EUROSLA workshop held at the Universitat Pompeu Fabra Barcelona in May

2016 It is from this workshop that this monograph was inspired **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

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