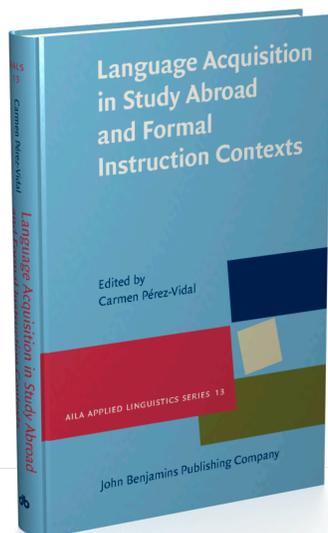


NEW BOOK INFORMATION

Applied linguistics / Language acquisition / Language teaching



Language Acquisition in Study Abroad and Formal Instruction Contexts

Edited by Carmen Pérez-Vidal

Universitat Pompeu Fabra

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.

[AILA Applied Linguistics Series, 13] 2014. vi, 329 pp.

HB 978 90 272 0531 5 EUR 95.00

E-BOOK 978 90 272 7023 8 EUR 95.00

Table of contents

Chapter 1. Contributions of study abroad research to our understanding of SLA processes and outcomes: The SALA Project, an appraisal
Cristina Sanz

Part I. The SALA Project: An overview

Chapter 2. Study abroad and formal instruction contrasted: The SALA Project
Carmen Pérez-Vidal

Chapter 3. The 'ins and outs' of a study abroad programme: The SALA exchange programme
John Beattie

Part II. The SALA Project: Empirical findings

Chapter 4. Oral accuracy growth after formal instruction and study abroad: Onset level, contact factors and long-term effects
Maria Juan-Garau

Chapter 5. L2 fluency development in formal instruction and study abroad: The role of initial fluency level and language contact
Margalida Valls-Ferrer and Joan C. Mora

Chapter 6. Phonological development in L2 speech production during study abroad programmes differing in length of stay
Pilar Avello and Ann Rebecca Lara

Chapter 7. The role of onset level on L2 perceptual phonological development after formal instruction and study abroad
Joan C. Mora

Chapter 8. Listening performance and onset level in formal instruction and study abroad
John Beattie, Margalida Valls-Ferrer and Carmen Pérez-Vidal

Chapter 9. Comparing progress in academic writing after formal instruction and study abroad
Carmen Pérez-Vidal and Elisa Barquin

Chapter 10. English L2 learners' lexico-grammatical and motivational development at home and abroad
Maria Juan-Garau, Juana Salazar-Noguera and José Igor Prieto-Arranz

Chapter 11. A longitudinal study of learners' motivation and beliefs in at home and study abroad contexts
Mireia Trenchs-Parera and Maria Juan-Garau

Chapter 12. Contrasting intercultural awareness at home and abroad
Elena Merino and Pilar Avello

Part III. The SALA Project and beyond

Chapter 13. Research on language development during study abroad
Robert M. DeKeyser

Index

JOHN BENJAMINS PUBLISHING COMPANY
www.benjamins.com