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Titolo	Learners in transition : Chinese students' journeys from EFL to ESL and EIL // by Yoke Sim Fong
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Edizione	[1st ed.]
Descrizione fisica	1 online resource (180 pages)
Classificazione	EDU029080LAN000000LAN020000
Disciplina	428.0071/051
Soggetti	English language - Study and teaching - Chinese speakers Second language acquisition Language and culture
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	TCLL and the Chinese student in the literature -- Culture : foundational but not all-encompassing -- The NUS learning context : opportunities and empowerment -- Beliefs and strategies : enlarging the vision and fueling the action -- Motivation and identity : the power of real and imagined communities -- Affect matters : learners are propelled by the trajectory of their emotions.
Sommario/riassunto	"As the number of Chinese students learning English increases, the need for teachers to understand the characteristics and challenges facing this group of learners grows. This is particularly true for those moving from an English as a Foreign Language context to studying English as a Second Language/International Language who experience academic, linguistic and sociocultural transitions. Drawing on over 20 years' experience teaching intensive English courses to Chinese learners, the author aims to highlight key findings to aid understanding, improve teachers' practice and offer pedagogical recommendations. Using students' voices, the book covers: how the traditional Chinese culture of learning plays a role; how these learning contexts provide opportunities and empowerment; how learners' beliefs

and strategies are interconnected; their motivation and identity underscore the power of real and imagined communities, and finally, that affect matters showing how learners are propelled by the trajectory of their emotions. The book cites from the rich data collected over a five-year period to authenticate the findings and recommendations but also give voice to this group of learners to challenge the stereotype of the passive 'Chinese learner'. The essential insights contained within are useful for pre- and in-service teachers of English and researchers interested in language education around the world"--

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