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Nota di contenuto	Front matter -- Contents -- Contributors -- Acknowledgements -- Introduction -- 1. Is Intensive Learning Effective? Reflecting on the Results from Cognitive Psychology and the Second Language Acquisition Literature -- 2. Intensive L2 Instruction in Canada: Why not Immersion? -- 3. Closing the Gap: Intensity and Proficiency -- 4. When Comprehensible Input is not Comprehensive Input: A Multi-dimensional Analysis of Instructional Input in Intensive English as a Foreign Language -- 5. What Language is Promoted in Intensive Programs? Analyzing Language Generated from Oral Assessment Tasks -- 6. Time and Amount of L2 Contact Inside and Outside the School – Insights from the European Schools -- 7. The Significance of Intensive Exposure as a Turning Point in Learners' Histories -- 8. Change or Stability in Learners' Perceptions as a Result of Study Abroad -- 9. The Impact of Study Abroad and Age on Second Language Accuracy Development -- 10. Oral and Written Development in Formal Instruction and Study Abroad: Differential Effects of Learning Context -- 11. Differences in L2 Segmental Perception: The Effects of Age and L2 Learning Experience -- Index
Sommario/riassunto	This volume brings together studies dealing with second language learning in contexts that provide intensive exposure to the target language. In doing so, it highlights the role of intensive exposure as a critical distinctive characteristic in the comparison of learning processes and outcomes from different learning contexts: naturalistic and foreign language instruction, stay abroad and at home, and extensive and intensive instruction programmes. The different chapters represent a wide range of learning contexts and types of learning, as well as different approaches that yield much needed evidence on the role of context of acquisition in second language learning.