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Helping language learners think about learning

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Abstract

The analysis of semi-structured interviews of 34 adult language learners studying English as a second language at the American Language Program (Columbia University, New York) revealed that they had explicit beliefs about

how to learn a second language. Moreover, these beliefs seemed to influence what they actually did to help themselves learn. These beliefs will be described briefly. Then, a set of modules that can be used to help second language learners 'think about learning' in order to discover their own beliefs and consider alternative views will be described. Finally, the educational value of such activities will be discussed.

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