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The Tapestry Of Language Learning

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*Scarcella, R. C., & Oxford, R. L. (1992).
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Scarcella and Oxford assert that "learning a language is very much like weaving a tapestry" and that proficiency skillily in represent this the finished tapestry (p. vii). The authors perceive nine parallel s between language learning and

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One image for teaching English as a second or foreign language (ESL/EFL) is that of a tapestry. The tapestry is woven from many strands, such as the characteristics of the teacher, the learner, the setting, and the relevant languages (i.e., English and the native languages of the learners and the teacher).

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Holmes, K. P., Rutledge, S., & Gauthier, L. R. (2009). Understanding the cultural-linguistic divide in american classrooms: Language learning strategies for a diverse student population Reading Horizons, 49(4), 285-300. Montes, F. (2002).

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