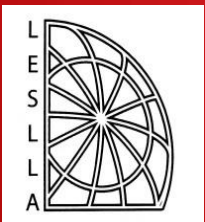


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and Roeland van Hout (eds.)

Adult Literacy, Second Language and Cognition

Low-educated second language and literacy (LESLLA) learners are still a largely ignored group in research and education. This tenth volume covers a wide range of acquisition contexts and issues from interdisciplinary and policy perspectives: second language and literacy acquisition by adult and younger migrants, the role of L1 phonology and orthography, impact of literacy on cognition, vocational training of low-literates, teacher competences, teaching experiments, reading pedagogy for adult learners, and learner autonomy. One of the central issues highlights the importance of language technology and digital courseware for reading and/or second language instruction, particularly for our target group of alphabetic literacy learners who approach the language learning task in ways other than those of literate learners.



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