

In this book, Madeline Ehrman and Zoltan Dornyei demonstrate how concepts from clinical and social psychology can help linguists and teachers understand the conditions which make second language learning more or less effective. In particular, the authors show how unconscious `scripts can cause unproductive conflict, demotivation and eventual aversion to language learning. Moreover, the text shows how learning can be facilitated by appropriate use of interpersonal dynamics.

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