

**AFFECT IN  
FOREIGN  
LANGUAGE  
AND  
SECOND  
LANGUAGE  
LEARNING**

**A PRACTICAL GUIDE  
TO  
CREATING A LOW-ANXIETY  
CLASSROOM ATMOSPHERE**

**DEBB JENNIFER TORRE, EDITOR**

# Affect In Language Learning

**Ying Liu**



## **Affect In Language Learning:**

Affect in Language Learning Jane Arnold, 1999-01-14 This book examines the role of affect and cognition in language learning

*AFFECT IN FOREIGN LANGUAGE AND SECOND LANGUAGE LEARNING* Dolly J. Young, 1999 Affect in Foreign Language and Second Language Learning offers high school and college university second language teachers or teachers in training practical suggestions for creating activities that take into account learner anxieties frustrations or discomfort in the language learning process The objective of the book is to offer concrete instructional approaches for language learning that are rooted in second language acquisition research and at the same time that promote a low anxiety classroom environment The authors of each chapter are specialists in specific areas of language learning and their essays composed specifically for this volume lay the groundwork for continued research on affect in language learning This text is part of the McGraw Hill Second Language Professional Series edited by James F Lee and Bill VanPatten

*Affect in Language Learning* Jane Arnold, 1999

**Emotions and Affect in Language Learning** Larisa Nikitina, 2025-04-17 This book explores emotions and affect in language learning during total lockdown during the early phase of the COVID 19 pandemic when all teaching and learning activities had to transition online Having classes online and learning in lockdown was an unknown disconcerting and emotionally saturated experience for both the teachers and their students majoring in foreign languages To explore this the author conducted a study at a Malaysian university using perezhivanie a concept introduced by Lev Vygotsky 1896 1934 as a theoretical foundation for pedagogically oriented research on affect and emotions It refers to an intense emotional lived through experience that often leads to a qualitative change within an individual To capture the students experiences of learning in total lockdown she also employs photovoice methodology as an analytical approach In her book Nikitina demonstrates using the photovoice method to capture the emotional ebbs and flows inherent in perezhivania The theoretical framework of perezhivanie and novel photovoice methodology adopted in this book can be employed in future explorations of emotional labours of students and their teachers in a wide range of educational settings This book s theoretical anchoring robust methodology and rigorous analysis of visual and linguistic data findings presented in this book will contribute to a better understanding of learning and teaching during challenging circumstances for students and academics of applied linguistics psychology of language learning or second language acquisition

*Language in Cognition and Affect* Ewa Piechurska-Kuciel, Elżbieta Szymańska-Czaplak, 2013-01-30 The volume contains most updated theoretical and empirical research on foreign or second language processes analyzed from the perspective of cognition and affect It consists of articles devoted to various issued related to such broad topics as gender literacy translation or culture to mention a few The collection of papers offers a constructive and inspiring insight into a fuller understanding of the interconnection of the language cognition affect trichotomy

**Foreign and Second Language Learning** William Littlewood, 1984-04-26 The relevance of language acquisition to the day to day concerns of teaching and learning languages

**Exploring Psychology**

**in Language Learning and Teaching** Marion Williams, Sarah Mercer, 2016-06-28 This book explores key areas of educational and social psychology and considers their relevance to language learning and teaching using activities and questions for reflection. The topics discussed in the book include learners and teachers' beliefs about how a language should be learned and taught, learning and working in groups, relationships with others, the role of the self in teaching and learning, motivation to start and persist with tasks, the role of emotions in learning. The authors provide useful insights for the understanding of language learning and discuss the important implications for language teaching pedagogy. Extra resources are available on the website [www.oup.com/elt/teacher/exploringpsychology](http://www.oup.com/elt/teacher/exploringpsychology). Marion Williams was formerly Reader in Applied Linguistics at the University of Exeter and is a past president of IATEFL. Sarah Mercer is Professor of Foreign Language Teaching at the University of Graz, Austria. Stephen Ryan is Professor in the School of Economics at Senshu University, Tokyo.

*The Neurobiology of Affect in Language Learning* John H. Schumann, 1999-06-18 This book presents a theory of how the psychology and neurobiology of stimulus appraisal influences the variability in second language acquisition. It then extends the notion of affect developed for second language acquisition to primary language acquisition and to cognition in general. Written by one of the leading scholars in the field, this book is an important research tool for students and professors of language studies and linguistics.

**The Effect of Community Context on Intergenerational Spanish Maintenance and English Proficiency Among Latina and Latino Children** Nancy Alison Garrett, 1997 In this dissertation I investigate how community context affects Spanish language use and English proficiency among Latina and Latino children in the United States, focusing on the children of immigrants. I view children's language attributes through a sociological perspective that recognizes that children learn and use languages within specific social and cultural contexts and that these contexts have an important effect on language acquisition and use. This theoretical perspective leads to the hypothesis that children's language skills and language use will be affected by the communities they live in. I predict that living in a metropolitan area with a greater propinquity and availability of Spanish speakers will increase a child's likelihood of speaking Spanish because this will increase opportunities for using and hearing Spanish and promote Spanish within a larger United States context that often devalues languages other than English. At the same time I hypothesize that community context will have little effect on children's English skills because of the ubiquitous presence of English in the daily life of any U.S. child. I test these hypotheses using a national sample of children who live in metropolitan areas drawn from the 1990 Census. I find that levels of Spanish maintenance are extremely high among children of Latino immigrants and that a large majority of children who are born in the U.S. speak English fluently. Multivariate analysis demonstrates that several dimensions of a metropolitan area's language context, in particular the saturation and segregation of Spanish speakers, have a strong effect on second-generation children's likelihood of speaking Spanish that persists even after controlling for household and individual level variables. Contrary to my original hypothesis, I also find that the language characteristics of the metropolitan area have a significant effect on children

s English proficiency This effect however is smaller than the effect of metropolitan context on Spanish use This analysis produces a better understanding of the specific elements of household and community context that affect language use The results imply that children of immigrants are following multiple paths to language adaptation and that metropolitan context is an important influence on this process of adaptation

Cognitive and Educational Psychology for TESOL Andrzej Cirocki, Bimali Indrarathne, Sharon McCulloch, 2024-08-19 This volume has been written specifically with TESOL teacher educators practitioners and classrooms in mind It is divided into three sections cognitive aspects of language learning individual differences and language learning difficulties and challenging behaviours Structured in this way it enables TESOL teacher educators and practitioners to better understand how language learners process and retain new information improving their overall ability to learn and remember In addition to supporting TESOL teacher educators and practitioners in promoting effective language learning this volume explains individual differences among language learners and the importance of developing learners emotional social and behavioural skills while addressing learning difficulties disorders disabilities and challenging behaviours whenever required The individual chapters are written in an accessible style to enable readers to explore various psychological concepts in their pedagogical practice by engaging in reflective teaching through action research This volume is a vital resource for pre and in service language teachers and will encourage language teacher educators to reassess their existing practices Chapter 2 is available open access under a Creative Commons Attribution 4.0 International License via link [springer.com](https://www.springer.com)

**Cognitive, Affective, Behavioral and Multidimensional Domain Research in STEM Education: Active Approaches and Methods towards Sustainable Development Goals (SDGs)** Jin Su Jeong, David Gonzalez-Gomez, Jianpeng Guo, James Robbe Kraly, 2022-04-25

**Teaching and Researching Motivation** Zoltán Dörnyei, Ema Ushioda, 2021-04-21 Cultivating motivation is crucial to a language learner's success and therefore crucial for the language teacher and researcher to understand The third edition of Teaching and Researching Motivation reflects the dramatic changes in the field of motivation research With an increased emphasis on dynamic perspectives on motivation and its relations with other individual social and contextual factors this book offers ways in which advances in the field can be put to practical use in the classroom and in research Key new features and material exploration of the motivation to learn languages other than English LOTE's principles for designing L2 motivational studies discussion of emerging areas of research including unconscious motivation and language learning mindsets Providing a clear and comprehensive theory driven account of motivation Teaching and Researching Motivation examines how theoretical insights can be used in everyday teaching practice The final section provides a range of useful resources including relevant websites key reference works and an online repository of tools and instruments for researching language learning motivation Fully revised by pre eminent researchers in this field Zoltán Dörnyei and Ema Ushioda this is an invaluable resource for teachers and researchers alike

*Saral Prashnottar MA Semester 1 - English III paper Saral Study Group* □□□ □□□□□

□□□□,2025-01-14 Linguistics and English Language Teaching Questions and answers for English III paper semester 1 of Postgraduate courses of Indian universities in line with National Education Policy 2020     **Hybrid Learning** Philip Tsang,Simon K.S. Cheung,Victor S.K. Lee,Ronghuai Huang,2010-07-30 This book constitutes the proceedings of the Third International Conference on Hybrid Learning ICHL 2010 held in Beijing China in August 2010 The 50 contributions presented in this volume were carefully reviewed and selected from 225 submissions In addition two keynote talks are included in this book The topics covered are interactive hybrid learning systems content management for hybrid learning pedagogical and psychological issues outcome based teaching and learning instructional design issues experiences in hybrid learning improved flexibility of learning processes computer supported collaborative learning assessment strategies for hybrid learning and organisational frameworks and institutional policies     *Proceedings of the Tenth Annual Conference of the Polish Association for the Study of English* Elżbieta Mańczak-Wohlfeld,2002     Focus on Affect in Language Learning Jane Arnold,2011     **Русский Язык** ,2005     **Caribbean Journal of Education** ,2003     □□□□ ,2013-12  
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