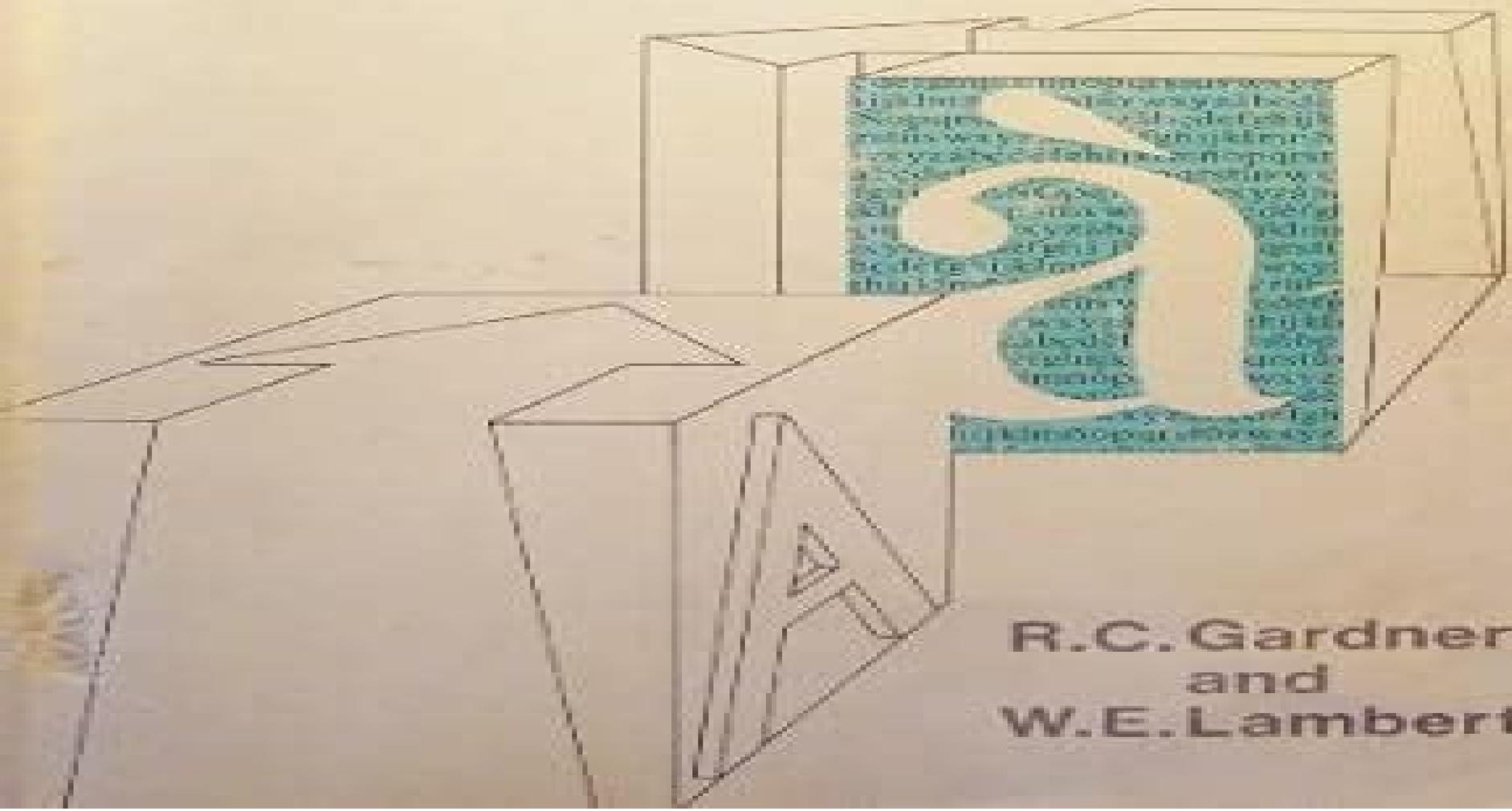


Attitudes and Motivation

In Second-Language Learning



R.C. Gardner
and
W.E. Lambert

Attitudes Motivation And Second Language Learning A

Colin Baker



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Attitudes and Motivation in Second-language Learning Robert C. Gardner, Wallace E. Lambert, 1972 *Motivation and Second Language Acquisition* Robert C. Gardner, 2010 Offering a historical and empirical account this book provides a comprehensive overview of the socio educational model of second language acquisition This approach to understanding motivational variables that promote success in the learning of a second or foreign language distinguishing between language classroom motivation and language learning motivation is a major one in the history of this field of research Chapters include a discussion of the definition and measurement of motivation historical foundations of the model recent studies with the International Attitude Motivation Test Battery for English as a foreign language in different countries the implications of the model to the classroom context and a discussion of criticisms and misconceptions of the model The book provides graduate students and researchers with unique coverage of this research oriented approach as well as serving as a source book for the area It is ideal for courses on motivation in second language learning or as a supplemental text for research oriented courses in applied linguistics educational psychology or language research in general

Social Psychology and Second Language Learning Robert C. Gardner, 1985 **Individual Differences and Instructed Language Learning** Peter Robinson, 2002 Second language learners differ in how successfully they adapt to and profit from instruction This book aims to show that adaptation to L2 instruction and subsequent L2 learning is a result of the interaction between learner characteristics and learning contexts Describing and explaining these interactions is fundamentally important to theories of instructed SLA and for effective L2 pedagogy This collection is the first to explore this important issue in contemporary task based immersion and communicative pedagogic settings In the first section leading experts in individual differences research describe recent advances in theories of intelligence L2 aptitude motivation anxiety and emotion and the relationship of native language abilities to L2 learning In the second section these theoretical insights are applied to empirical studies of individual differences treatment interactions in classroom learning experimental studies of the effects of focus on form and incidental learning and studies of naturalistic versus instructed SLA

Attitudes and Motivation in Foreign Language Learning Maria C. Delgado-Chinchilla, 1989 **Age and the Rate of Foreign Language Learning** Carmen Muñoz, 2006-07-07 This book examines the various ways in which age affects the process and the product of foreign language learning in a school setting It presents studies that cover a wide range of topics from phonetics to learning strategies It will be of interest to students and researchers working in SLA research language planning and language teaching

Sociolinguistics and Language Teaching Sandra Lee McKay, Nancy H. Hornberger, 1996 This text provides an introduction to the field of sociolinguistics for second and foreign language teachers This book provides an introduction to the field of sociolinguistics for second and foreign language teachers Chapters cover the basic areas of sociolinguistics including regional and social variations in dialects language and gender World English and intercultural communication Each chapter has been specially

written for this collection by an individual who has done extensive research on the topic explored This is the first introductory text to address explicitly the pedagogical implications of current theory and research in sociolinguistics The book will also be of interest to any teachers with students from linguistically diverse backgrounds

Motivation and Second Language Acquisition Zoltán Dörnyei, Richard Schmidt, Richard W. Schmidt, 2001 This volume the second in this series concerned with motivation and foreign language learning includes papers presented at a colloquium on second language motivation at the American Association for Applied Linguistics as well as a number of specially commissioned surveys

The Routledge Handbook of Second Language Acquisition and Individual Differences Shaofeng Li, Phil Hiver, Mostafa Papi, 2022-05-30 The Routledge Handbook of Second Language Acquisition and Individual Differences provides a thorough in depth discussion of the theory research and pedagogy pertaining to the role individual difference ID factors play in second language acquisition SLA It goes beyond the traditional repertoire and includes 32 chapters covering a full spectrum of topics on learners cognitive conative affective and demographic sociocultural variation The volume examines IDs from two perspectives one is how each ID variable is associated with learning behaviors processes and outcomes the other is how each domain of SLA such as vocabulary or reading is affected by clusters of ID variables The volume also includes a section on the common methods used in ID research including data elicitation instruments such as surveys interviews and psychometric testing as well as methods of data analysis such as structural equation modeling The book is a must read for any second language researcher or applied linguist interested in investigating the effects of IDs on language learning and for any educator interested in taking account of learners individual differences to maximize the effects of second language instruction

Secondary Education Issues and Challenges Hans V. Knudsen, 2008 Secondary education is the final stage of compulsory education preceded by primary education and followed by higher education It is characterised by transition from the typically compulsory comprehensive primary education for minors to the optional selective tertiary post secondary or higher education e g university vocational school for adults Depending on the system schools for this period or a part of it may be called secondary schools high schools gymnasiums lyceums middle schools colleges vocational schools and preparatory schools and the exact meaning of any of these varies between the systems The exact boundary between primary and secondary education varies from country to country and even within them but is generally around the fifth to the tenth year of education Secondary education occurs mainly during the teenage years In the United States and Canada primary and secondary education together are sometimes referred to as K 12 education The purpose of secondary education can be to give common knowledge to prepare for either higher education or vocational education or to train directly for a profession This new book presents the latest research in the field

Motivation as a Factor in Second Language Acquisition, 2018-01-09 Seminar paper from the year 2017 in the subject Didactics for the subject English Miscellaneous grade 1 3 University of Duisburg Essen Department of Anglophone Studies language English

abstract The limits of my language are the limits of my world Ludwig Wittgenstein Ludwig Wittgenstein was a philosopher of the 19th century his quotation underlines the importance of second language acquisition We live in a globalised world where language is the most important way of communication People all over the world share their cultures and beliefs through their language and interact with each other Aside from social factors language plays an important economic role Nowadays it is not enough to speak one language many employers prefer employees who are multilingual Moreover many children are growing up multilingual which is regarded as a huge advantage In larger terms they are seen as positive result of our globalised world Besides this English is the world language and connects the world Many schools in foreign countries started offering English lessons in primary schools to increase the number of fluent English speakers According to this many teachers try to optimise their lessons and way of teaching Second language acquisition has become a huge field for further research Theories and models are getting improved in order to create better learning environments and help teachers to use authentic and optimised methods in their lessons Many theories and models underline the significance of motivation during language acquiring processes But how important is motivation in second language acquisition and what effect does it have while acquiring a new language This term paper will give a brief definition of the term motivation Then it will present some important and influential motivation theories in order to discuss the influences on second language acquisition Finally it will answer the question what teachers can do to increase the motivation in language classrooms

Second Language Learning Before Adulthood Vanessa De Wilde, Claire Goriot, 2022-10-24 Researchers have looked into the role of individual differences in second language learning and found that differences between learners in areas such as language aptitude language learning motivation and exposure to the language influence second language learning Most of this research concerned adults Far fewer studies have addressed the role of individual differences in second language learning of young learners As second language learning programmes tend to start earlier than before and children are nowadays frequently exposed to a foreign language in social settings such as online games and social media studying the role of individual differences in young learners can contribute both to SLA theories and to evidence based L2 education This book discusses recent findings concerning the role of individual differences in language learning in young learners The chapters in the book concern different topics linked to internal individual differences such as language aptitude motivation attitude and external individual differences such as exposure and type of instruction the relative contribution of internal and external factors to language learning and the interplay between the two types of individual differences

Attitudes, Orientations, and Motivations in Language Learning Zoltan Dornyei, 2003-04-11 Motivation is one of the key learner characteristics that determine the rate and success of language learning This volume addresses motivation in language learning motives associated with certain features of the language the language learner and the learning situation Discusses and dissects the intriguingly complex characteristic of motivation in the process of language learning Explores recent developments and the most important

research directions in the field including a selection of data based studies by some of the best known motivation researchers

Multiple Perspectives on the Self in SLA Sarah Mercer, Marion Williams, 2014-02-03 Instead of viewing different perspectives on the self as competing with each other and considering one perspective on the self as being inherently better than another this book takes the view that a fuller more comprehensive picture of the self in SLA can be gained by examining and combining insights from different perspectives This original collection of papers thus attempts to provide a thorough overview of the ways in which the self can be conceptualised in SLA contexts The editors have brought together a diverse range of theoretical perspectives on the self to allow the reader to appreciate the insights that each approach contributes to overall understandings of the self in the domain of second language acquisition and foreign language learning

Competition in Second Language Classrooms Nourollah Zarrinabadi, 2025-05-10 This book offers an in depth exploration of the causes and consequences of competition among language learners with a particular focus on understanding the intricate relationships between competitiveness beliefs about competition and other psychological variables pertinent to language learning such as motivation anxiety and mindsets The initial chapters provide a comprehensive review of various competition theories and the latest empirical research on competition across diverse domains including education and the workplace Subsequently the book qualitatively investigates the linguistic psychological educational cultural and contextual factors that contribute to competition in English language classrooms It also delves into the potential psychological educational and personal outcomes of such competition in second language L2 learning environments Furthermore this monograph scrutinizes the interplay between competition related variables and the motivational and emotional dimensions of L2 learning In its concluding sections the book offers practical insights for language educators guiding them on how to effectively manage competition among students to mitigate its adverse effects while leveraging its potential to enhance language learning and development

Attitudes and Language Colin Baker, 1992 The book aims to establish the concept of attitudes as more central to the study of minority and majority languages The strong tradition of attitude theory and research from social psychology is made relevant to language restoration and decay Original research shows how attitude to bilingualism is conceptually distinct from attitude to a specific language A piece of research in Wales investigates the origins of language attitudes in individual differences and in environmental attributes

Resources in Education , 1998-07

Attitudes, Motivation and Achievement in the Learning of Spanish as a Second Language Joaquin S. Vila Barreto, 1983

The Importance of Motivation in Second Language Acquisition , 2020-06-24 Seminar paper from the year 2020 in the subject Speech Science Linguistics grade 2 3 University of Cologne language English abstract This paper will look at one important factor in mastering the acquisition of a second language motivation It will be argued that the development of positive attitudes and motivation has a great impact on an individual s success in second language learning Evidence for these claims will be based on different studies including one by Moyer 1999 on highly motivated subjects

learning German and another by Pfenninger and Singleton 2016 which compares data from motivation questionnaires and language experience essays completed by 200 Swiss learners of English at both the beginning and the end of secondary school Various researchers believe that age is the one factor which determines whether a subject is able to master a second language to a native like level or not However in this paper it is argued that other factors such as motivational matters also play a vital role in the acquisition of a second language If indeed this is the case different concepts of motivation need to be taken into consideration **Educación** ,1998

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