

Attitudes Motivation And Second Language Learning A

In this instant New York Times bestseller, Angela Duckworth shows anyone striving to succeed that the secret to outstanding achievement is not talent, but a special blend of passion and persistence she calls "grit." "Inspiration for non-geniuses everywhere" (People). The daughter of a scientist who frequently noted her lack of "genius," Angela Duckworth is now a celebrated researcher and professor. It was her early eye-opening stints in teaching, business consulting, and neuroscience that led to her hypothesis about what really drives success: not genius, but a unique combination of passion and long-term perseverance. In Grit, she takes us into the field to visit cadets struggling through their first days at West Point, teachers working in some of the toughest schools, and young finalists in the National Spelling Bee. She also mines fascinating insights from history and shows what can be gleaned from modern experiments in peak performance. Finally, she shares what she's learned from interviewing dozens of high achievers—from JP Morgan CEO Jamie Dimon to New Yorker cartoon editor Bob Mankoff to Seattle Seahawks Coach Pete Carroll. "Duckworth's ideas about the cultivation of tenacity have clearly changed some lives for the better" (The New York Times Book Review). Among Grit's most valuable insights: any effort you make ultimately counts twice toward your goal; grit can be learned, regardless of IQ or circumstances; when it comes to child-rearing, neither a warm embrace nor high standards will work by themselves; how to trigger lifelong interest; the magic of the Hard Thing Rule; and so much more. Winningly personal, insightful, and even life-changing, Grit is a book about what goes through your head when you fall down, and how that—not talent or luck—makes all the difference. This is "a fascinating tour of the psychological research on success" (The Wall Street Journal).

The Routledge Handbook of Chinese Second Language Acquisition is the first reference work of its kind. The handbook contains twenty contributions from leading experts in the field of Chinese SLA, covering a wide range of topics such as social contexts, linguistic perspectives, skill learning, individual differences and learning settings and testing. Each chapter covers historical perspectives, core issues and key findings, research approaches, pedagogical implications, future research direction and additional references. The Routledge Handbook of Chinese Second Language Acquisition is an essential reference for Chinese language teachers and researchers in Chinese applied linguistics and second language acquisition.

English for Specific Purposes offers the teacher a new perspective on this important field. The main concern is effective learning and how this can best be achieved in ESP courses. The authors discuss the evolution of ESP and its position today; the role of the ESP teacher; course design; syllabuses; materials; teaching methods, and evaluation procedures. It will be of interest to all teachers who are concerned with ESP. Those who are new to the field will find it a thorough, practical introduction while those with more extensive experience will find its approach both stimulating and innovative.
Contemporary Language Motivation Theory

The McGill Conference in Honour of Wallace E. Lambert

60 Years Since Gardner and Lambert (1959)

Stereotypes and Language Learning Motivation

Motivation in second language acquisition

The Routledge Handbook of Instructed Second Language Acquisition is the first collection of state-of-the-art papers pertaining to Instructed Second Language Acquisition (ISLA). Written by 45 world-renowned experts, the entries are full-length articles detailing pertinent issues with up-to-date references. Each chapter serves three purposes: (1) provide a review of current literature and discussions of cutting edge issues; (2) share the authors' understanding of, and approaches to, the issues; and (3) provide direct links between research and practice. In short, based on the chapters in this handbook, ISLA has attained a level of theoretical and methodological maturity that provides a solid foundation for future empirical and pedagogical discovery. This handbook is the ideal resource for researchers, graduate students, upper-level undergraduate students, teachers, and teacher-educators who are interested in second language learning and teaching. .

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, How People Learn: Brain, Mind, Experience, and School: Expanded Edition was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. How People Learn II: Learners, Contexts, and Cultures provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. How People Learn II will become an indispensable resource to

understand learning throughout the lifespan for educators of students and adults.

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.

Attitudes, Motivation and Achievement in the Learning of Spanish as a Second Language

The Importance of Motivation in Second Language Acquisition

Advances in Theory, Research, and Applications

The Routledge Handbook of Instructed Second Language Acquisition

The Socio-educational Model

Attitudes, Motivation and Second Language Acquisition in the Context of Bilingualism

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.

This study examined attitudes and motivation of second language learners in Kuwait. A self-report questionnaire was adapted from Gardner's (1985) Attitude and Motivation Test Battery and translated into Arabic, the participants' first language. Several methods were used in dealing with the data collected: descriptive statistics, correlation, and t-test. Scores on each measure were used as separate variables to examine the relationship between any two variables (nine hypotheses). The findings were consistent with those of the other researchers': there are significant correlations between affective variables (attitudes and motivation) and learning a second language. Also, a significant level of English class anxiety was revealed upon which future investigations were recommended. Pedagogical implications were proposed in an effort to enhance the learners' interest in learning a second language in Kuwait.

This book synthesises current theory and research on L2 motivation in the EFL Japanese context covering topics such as the issues of cultural identity, demotivation, language communities, positive psychology, possible L2 selves and internationalisation within a key EFL context. The studies examine L2 motivation in primary, secondary and tertiary education utilising a wide variety of research methodologies to do so.

Individual Differences and Instructed Language Learning

The Attitude/motivation Test Battery

English for Specific Purposes

A Study of the Roles of Attitudes and Motivation in Second Language Learning

Technology and the Psychology of Second Language Learners and Users

A Hungarian Perspective

The purpose of this qualitative study was to understand how the setting of personal language goals affects student attitudes, motivation, and attention towards learning English as a second language (ESL). Twelve majority-aged students in secondary education ESL program, hereafter referred to as adult students, one 17-year-old student and one 16-year-old student in the same secondary education ESL program, hereafter referred to as minor students, their ESL teachers, and their mainstream teachers participated in the study. First, all participants answered a questionnaire focusing on perceptions of student attitudes, motivation, and attention towards learning English. Next, students received instruction on setting language goals, and measurement of success (Board of Regents of the University of Wisconsin System, 2012a). Students designed and implemented daily language goals and reflected in a writing journal once per week about their experiences with goal setting for ten weeks. Finally, students and staff completed the same questionnaire a second time. The questionnaires, daily goal logs, and journal entries were analyzed and the data suggested that the process of designing, applying, and reflecting on student designed language goals for individual class periods significantly improved student motivation to complete language activities, increased attention towards language development, and directly affected attitudes towards the language development process within the designated class period.

Attitudes and Motivation in Second-language Learning Motivation and Second Language Acquisition The Socio-educational Model Peter Lang

Provides information and advice for teachers on multilingual issues, including teaching multilingual students and promoting the acquisition of multiple languages

Attitudes and Motivation in Second Language Acquisition

Global Practices of Language Teaching: Proceedings of the 2008 International Online Language Conference (IOLC 2008)

Key Topics in Second Language Acquisition

Motivation, Identity and Target Variety

Adult Minority Language Learning

How People Learn II

This edited volume brings together large-scale research as well as case studies from a range of geographical contexts and represents a variety of educational settings involving second language learners and users. Its aim is to explore the interrelated issues of psychology and technology use in second language learning settings as well as in more autonomous environments. As language learning professionals continue to devote more time and attention to making various technological tools an integral part of the classroom, it is just as important to understand the influences that these tools have on the psychological state of the learners who use them. In consideration of this objective, the volume examines factors such as learner attitudes and motivation, emotion and behaviour, and the cognitive processes that are at play in the minds of the language users. This volume will be of interest not only to language teachers but also to researchers working in second language acquisition (SLA), applied linguistics, and educational psychology.

This volume presents the results of the largest ever language attitude/motivation survey in second language studies. The research team gathered data from over 13,000 Hungarian language learners on three successive occasions: in 1993, 1999 and 2004. The examined period covers a particularly prominent time in Hungary's history, the transition from a closed, Communist society to a western-style democracy that became a member of the European Union in 2004. Thus, the book provides an 'attitudinal/motivational flow-chart' describing how significant sociopolitical changes affect the language disposition of a nation. The investigation focused on the appraisal of five target languages - English, German, French, Italian and Russian - and this multi-language design made it also possible to observe the changing status of the different languages in relation to each other over the examined 12-year period. Thus, the authors were in an ideal position to investigate the ongoing impact of language globalisation in a context where for various political/historical reasons certain transformation processes took place with unusual intensity and speed. The result is a unique blueprint of how and why language globalisation takes place in an actual language learning environment.

This book explores stereotypes that learners of six Asian languages- Japanese, Mandarin, Korean, Myanmar, Thai and Vietnamese- hold about the target language country, its cultures and people. Some of the findings, such as the language learners' mental images of Myanmar, Thailand and Vietnam, are presented here for the first time. Recognizing that stereotypes, and attitudes embedded in them, have an impact on people's actions and behavioural intentions, this book examines whether and how the country stereotypes held by the students influenced their motivation to learn the target language. Besides providing worthwhile insights into the content and structure of the country stereotypes and their relationship with language learning motivation, this book offers methodological and theoretical advancements. Drawing on intellectual heritage of Russian psychologist Lev Vygotsky (1896-1934) the book highlights how the concepts of word meaning (znachenie slova) and word sense (smysl) could be fruitfully employed in studies on stereotypes that people learning a foreign language hold about a target language country. This book will appeal to all readers interested in stereotypes that people have about foreign countries and also to educators and researchers who study language learning motivation.

Attitudes and Motivation

A Study of Attitudes and Motivation in Second Language Learning

The Power of Passion and Perseverance

The Routledge Handbook of Chinese Second Language Acquisition

A Study of the Arab Students in the Intensive English Program at Indiana University, Bloomington

A Psycholinguistic Study

This book examines issues that have emerged as higher education systems and individual institutions across East Asia confront and adapt to the changing economic, social, and educational environments in which they now operate. The book's focus is on how higher education systems learn from each other and on the ways in which they collaborate to address new challenges. The sub-theme that runs through this volume concerns the changing nature of cross-border sharing. In particular, the provision of technical assistance by more industrialized countries to lower and middle income countries has given way to collaborations that place the latter's participating institutions on a more equal footing.

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 first International Online Language Conference was successfully held in September 2008. This event invited professors, Masters and Ph.D. students, and academicians from around the world to submit papers in areas related to the conference theme. The event was organized by International Online Knowledge Service Provider (IOKSP). The main conference objectives were as follows: to provide a platform for language educators, academicians, and researchers from diverse cultural backgrounds to exchange ideas and the best practices for effective language teaching and learning; to promote better understanding of cultural diversity in language learning; to encourage language educators to be involved in the research process in order to achieve comprehensive excellence; and to produce a collection of scholarly papers.

Learners, Contexts, and Cultures

Student Designed Language Goals to Affect Attitude, Motivation, and Attention of English Language Learners

Final Technical Report, November 25, 1961

ATTITUDES, MOTIVATION AND ACHIEVEMENT IN ENGLISH AS A SECOND LANGUAGE : A PSYCHOLINGUISTIC STUDY

Attitudes, Motivation, and Orientation in Learning English as a Second Language

Multilingualism and Multilingual Education

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.

This book examines the role of affective variables in the process of learning a minority language. It presents a comprehensive account of how adult learners' attitude, motivation and identity are related to their awareness of, and commitment to, different dialects and varieties as target speech models. These issues are examined in the context of Irish, a minority language which does not have a standard spoken variety and where the vast majority of learners have no regular contact with native speakers. Using a mixed methods research approach, this study explores the relationships that exist between, on the one hand, learners' attitudes towards the three main traditional dialects of Irish and non-traditional second language varieties, and on the other, their motivation and self-concept as second language learners.

" The motivated individual expends effort, is persistent and attentive to the task at hand, has goals desires, and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and/or failure, is aroused, and makes use of strategies to aid in achieving goals. That is, the motivated individual exhibits many behaviors, feelings, cognitions, etc., that the individual who is unmotivated does not" (Masgoret & Gardner, 2003, p. 128).

Attitudes and Motivation in Second Language Learning

Crossing Borders in East Asian Higher Education

Attitudes and motivation in second language acquisition

Motivation, Language Attitudes and Globalisation

Attitudes, Orientations, and Motivations in Language Learning

Attitudes and Motivation in Second Language Teaching

This textbook offers an introductory overview of eight hotly-debated topics in second language acquisition research. It offers a glimpse of how SLA researchers have tried to answer common questions about second language acquisition rather than being a comprehensive introduction to SLA research. Each chapter comprises an introductory discussion of the issues involved and suggestions for further reading and study. The reader is asked to consider the issues based on their own experiences, thus allowing them to compare their own intuitions and experiences with established research findings and gain an understanding of methodology. The topics are treated independently so that they can be read in any order that interests the reader.

This collection pays tribute to Professor Wallace E. Lambert and his contributions to the fields of language and linguistics. Each chapter, written by an internationally renowned theorist or researcher, traces the currents of theory and research within the topic area to the present day, provides a state-of-the-art review of the topic, and offers an outline for future research directions. The book concludes with an overview from Professor Lambert that critically examines the impact of the ideas in each individual chapter. This volume is organized around the three areas where Professor Lambert's unique contributions are most substantial and most evident: bilingualism, multiculturalism, and second language learning. Specifically, the papers presented discuss the topics of social, psychological, cognitive, and neuropsychological aspects of bilingualism and second language learning, the psychology of inter-group relations and multiculturalism, bilingual/immersion education, and language planning. Note: Royalties earned from sales of this book will go to the Wallace E. Lambert Student Research Fund at McGill University for use by students interested in second language acquisition, bilingualism, and/or multiculturalism.

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.

Bilingualism, Multiculturalism, and Second Language Learning

A Study of L2 Learners of Asian Languages

Attitudes, Motivation and Achievement in English as a Second Language

Motivation and Second Language Acquisition

Attitudes and Motivation of Second Language Learners in Kuwait

Attitudes and Motivation in Second-language Learning

Seminar paper from the year 2009 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,3, University of Hildesheim (Englisch als Fremdsprache), course: Language Acquisition, language: English, abstract: This paper is about motivation in second language acquisition. First the term "motivation" will be defined and explained. Afterwards this paper will explain what different kinds of motivation exist and how they help to learn language. I will focus on the work of Rod Ellis and Robert C. Gardner as well as the works of Kimberly A. Noels. The final part of the paper will discuss motivation in the classroom and how to improve the motivation of students as a teacher. For this part I will focus on the works of J. Brophy. Motivation is often named together with aptitude. Therefore it is vital to define the difference between aptitude and motivation. Ellis (2008:75) states while aptitude describes the "cognitive abilities that underlie successful L2 acquisition, motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2". So aptitude is a more or less stable component which the individual can not directly interfere with. Motivation on the other hand is a component that can change comparatively fast and can be altered by the learner himself. Gardner (2001) writes that motivation describes the driving force behind the effort of a learner. Motivation consists of three elements. The first element is "effort". A more motivated learner will put more effort in his or her studies. He will be open to do extra work in order to improve his language skills, spend more time with studying for the language and even deal with the subject on a subconscious level. [...]

This book brings together contributions from the leaders of the language learning motivation field. The varied chapters demonstrate how Gardner's work remains integral to a diverse range of contemporary theoretical issues underlying the psychology of language, even today, 60 years after the publication of Gardner and Lambert's seminal 1959 paper. The chapters cover a wide selection of topics related to applied linguistics, second language acquisition, social psychology, sociology, methodology and historical issues. The book advances thinking on cutting-edge topics in these diverse areas, providing a wealth of information for both students and established scholars that show the continuing and future importance of Gardner and Lambert's ideas.

Beyond Bilingualism

Technical Report

Language Learning Motivation in Japan

Grit