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KEY=ENGLISH - ALVARO DECKER

Attitudes to Modern Foreign Language Learning

Insights from Comparative Education

A&C Black Draws on comparative education to offer an insight into the development of modern foreign language learning.

Individual Differences in Second Language Learning

Routledge Understanding the way in which learners differ from one another is of fundamental concern to those involved in second-language acquisition, either as researchers or teachers. This account is the first to review at book length the important research into differences, considering matters such as aptitude, motivation, learner strategies, personality and interaction between learner characteristics and types of instruction.

Recent Tools for Computer- and Mobile-Assisted Foreign Language Learning

IGI Global The use of technological tools to foster language development has led to advances in language methodologies and changed the approach towards language instruction. The tendency towards developing more autonomous learners has emphasized the need for technological tools that could contribute to this shift in foreign language learning. Computer-assisted language learning and mobile-assisted language learning have greatly collaborated to foster language instruction out of the classroom environment, offering possibilities for distance learning and expanding in-class time. *Recent Tools for Computer- and Mobile-Assisted Foreign Language Learning* is a scholarly research book that explores current strategies for foreign language learning through the use of technology and introduces new technological tools and evaluates existing ones that foster language development. Highlighting a wide array of topics such as gamification, mobile technologies, and virtual reality, this book is essential for language educators, educational software developers, IT consultants, K-20 institutions, principals, professionals, academicians, researchers, curriculum designers, and students.

Mainstream Teacher Attitudes Toward English Language Learners

The purpose of this study was to collect and analyze data from practicing mainstream K-12 teachers currently enrolled in graduate courses at a large, urban, Midwest university regarding four categories of their attitudes toward English language learners: (a) inclusion of ELLs, (b) the second language acquisition process/language and language learning, (c) modification of coursework, and (d) ESL professional development. Though studies on teacher attitudes toward ELLs remain sparse, research on this topic is important for two reasons. First, as the rigor of grade level curriculum increases (i.e. high school graduation requirements, state MEAP testing, NCLB) understanding complexities of ELLs and background knowledge of the language acquisition process can be beneficial for educators, parents, and students in educational reform efforts of ELLs, whose academic performance currently substantially lags behind their native English speaking peers. Second, an examination of teacher attitudes toward English language learners might provide support for the importance of requiring coursework in the areas of language acquisition and methodology for all preservice teachers at institutions that offer teacher preparation programs. At the time of this study, the National Council for Accreditation of Teacher Education (NCATE) did not require this type of coursework. Three statistically significant findings emerged from this research study regarding

teacher attitudes toward English Language Learners: (a) past coursework in ESL positively impacts teachers' attitudes toward ELLs; (b) professional development was positively associated with past coursework in ESL; (c) an association was found between teacher's attitudes toward professional development and the number of graduate and undergraduate credit hours that deal specifically with language minority students. These findings confirmed the value for teachers to take courses in ESL, and also suggested the need for state policy makers to consider requiring coursework in ESL for preservice teachers. As the influx of ELLs continues to impact public schools throughout the nation, school systems and educators must be appropriately prepared.

English-Medium Instruction in Chinese Universities

Perspectives, discourse and evaluation

Routledge *This edited book is about the rationale, practice and classroom implementation of English-medium instruction courses in Chinese universities. It specifically focuses on classroom discourse analysis across different disciplines and settings. The main themes of this book are: describing the state educational policies toward English-medium instruction at the tertiary level; distinguishing English-medium instruction from mainstream foreign language learning; analyzing curricula and discourse at the classroom level and evaluating the learning effectiveness of these courses. This book covers the widespread implementation of English-medium courses in China across different disciplines, and it provides a window for researchers and practitioners from other parts of the world to see the curriculum design, lesson planning, discourse features and teacher-student interaction in English-medium classrooms in China. Contributors to this volume consists of a panel of highly respected researchers in the fields of bilingual education, English-medium instruction, classroom discourse analysis and language program evaluation. Chapters include, Balance of Content and Language in English-Medium Instruction Classrooms English-Medium Instruction in a Math Classroom: An Observation Study of Classroom Discourse Asking and answering questions in EMI classrooms: What is the Cognitive and Syntactic Complexity Level?*

Attitudes and Language

Multilingual Matters *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.

Chinese Students' Cultural Values and Their Attitudes Toward English-language Learning and Teaching English Medium Instruction

Oxford University Press Ernesto Macaro brings together a wealth of research on the rapidly expanding phenomenon of English Medium Instruction. Against a backdrop of theory, policy documents, and examples of practice, he weaves together research in both secondary and tertiary education, with a particular focus on the key stakeholders involved in EMI: the teachers and the students. Whilst acknowledging that the momentum of EMI is unlikely to be diminished, and identifying its potential benefits, the author raises questions about the ways it has been introduced and developed, and explores how we can arrive at a true cost-benefit analysis of its future impact. "This state-of-the-art monograph presents a wide-ranging, multi-perspectival yet coherent overview of research, policy, and practice of English Medium Instruction around the globe. It gives a thorough, in-depth, and thought-provoking treatment of an educational phenomenon that is spreading on an unprecedented scale." Guangwei Hu, National Institute of Education, Singapore Additional online resources are available at www.oup.com/elt/teacher/emi Ernesto Macaro is Professor of Applied Linguistics at the University of Oxford and is the founding Director of the Centre for Research and Development on English Medium Instruction at the university. Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman

Attitudes of English language learners towards computer assisted language learning in Karachi

GRIN Verlag Research Paper (undergraduate) from the year 2014 in the subject English - Pedagogy, Didactics, Literature Studies, National University of Modern Languages, Islamabad, language: English, abstract: This study is primarily concerned with the students' attitudes towards computer-assisted language learning. Its main purpose is to investigate what the students' attitudes are towards computer-assisted language learning (CALL) in different higher secondary schools and colleges where English language is being taught in addition to the courses of English included in the prescribed syllabus. The study has been carried out in different schools in Karachi

where English language is being taught in addition to their prescribed syllabus of general studies. The participants are students from different educational settings. The main topics discussed are the attitudes of students towards Computer-Assisted Language Learning. Both negative as well as positive attitudes of the students have been discussed in this study. Finally, factors affecting students' attitudes and the relationships among computer-assisted learning, computer-assisted language learning and foreign language learning are also explored within the scope of the study. The findings demonstrate that most of the students have positive attitudes towards computer-assisted learning, computer assisted language learning and foreign language learning. Moreover, students' attitudes towards computer assisted language learning, and foreign language learning are, indeed, interrelated.

Attitudes towards English in Europe

Walter de Gruyter GmbH & Co KG *The status of English in Europe is changing, and this book offers a series of studies of attitudes to English today. Until recently English was often seen as an opportunity for Europeans to take part in the global market, but increasingly English is viewed as a threat to the national languages of Europe, and the idea that Europeans are equally at home in English is being challenged. This book will appeal to anyone interested in global English.*

The Social Psychology of English as a Global Language

Attitudes, Awareness and Identity in the Japanese Context

Springer Science & Business Media *This ground-breaking work is a detailed account of an innovative and in-depth study of the attitudes of in excess of 500 Japanese learners towards a number of standard and non-standard as well as native and non-native varieties of English speech. The research conducted refines the investigation of learner attitudes by employing a range of pioneering techniques of attitude measurement. These methods are largely incorporated from the strong traditions that exist in the fields of social psychology and second language acquisition and utilize both direct and indirect techniques of attitude measurement. The author locates the findings in the context of the wealth of literature on native speaker evaluations of languages and language varieties. The study is unique in that the results provide clear evidence of both attitude change and high levels of linguistic awareness among the informants of social and geographical diversity within the English language. These findings are analyzed in detail in relation to the global spread of English as well as in terms of the pedagogical implications for the choice of linguistic model employed in English language classrooms both inside and outside Japan. The issues examined are of particular interest to educators, researchers and*

students in the fields of applied linguistics, TESOL, second language acquisition, social psychology of language and sociolinguistics. The pedagogical and language policy implications of the findings obtained make essential reading for those with a specific focus on the role of the English language and English language teaching, both in Japan and beyond.

Attitudes to World Englishes Implications for Teaching English in South Korea

Taylor & Francis This book critically examines South Korean English teachers' awareness of and attitude towards eight varieties of English and how they respond to the proposal of a World Englishes approach in their teaching practice. It showcases the deeply rooted favouritism towards American English and illustrates how relevant challenges arising from this attitude can be addressed to meet the changing needs of future participants in international contexts. This book argues that disclosing and questioning the hidden discursive practices embedded in the English education policy in South Korea may be the first step in raising awareness of and in changing negative attitudes towards embracing diversified Englishes. The findings are systemically discussed in relation to the implications that researching awareness and attitude has for pedagogical considerations and for teacher training. This book aims to contribute to the field of WE, where studies relating to the South Korean context are largely limited.

Mississippi Mainstream Teachers' Attitudes and Perceptions Toward English Language Learner Inclusion

Abstract: The purpose of this study was to explore mainstream Mississippi K-12 classroom teachers' attitudes toward enrolled English Language Learning students. Four research questions and five hypotheses guided this study. The findings of this study were based on a sample of Mississippi K-12 teachers within one district. This study's participants indicated a welcoming attitude toward ELL students; however, they believed that ELL students should attain a minimum amount of English proficiency before entering the mainstream classroom. The study's participants generally believed that ELL students should be able to acquire English within two years of enrolling in a U.S. school, tended to assume that immersion in an English-rich environment was ideal for English acquisition, and 92% of the participants strongly agreed or agreed that English should be the official language of the United States. The majority of this study's participants also indicated a tolerance for giving

ELL students more time to complete coursework and the desire for training in working with ELL students. In terms of support, participants in this study tended to perceive insufficient/limited support from ELL teachers.

Attitudes to Language

Cambridge University Press Just about everyone seems to have views about language. Language attitudes and language ideologies permeate our daily lives. Our competence, intelligence, friendliness, trustworthiness, social status, group memberships, and so on, are often judged from the way we communicate. Even the speed at which we speak can evoke reactions. And we often try to anticipate such judgements as we communicate. In this lively introduction, Peter Garrett draws upon research carried out over recent decades in order to discuss such attitudes and the implications they have for our use of language, for social advantage or discrimination, and for social identity. Using a range of examples that includes punctuation, words, grammar, pronunciation, accents, dialects and languages, this book explores the intricate and fascinating ways in which language influences our everyday thoughts, feelings and behaviour.

Attitudes to English Study among Japanese, Chinese and Korean Women

Motivations, Expectations and Identity

Routledge This edited book comprises chapters integrated around a central theme on college-educated Japanese, Korean, and Chinese women's orientation to English study. The collection is composed of two parts: (1) East Asian women's motivation to study in the West and (2) East Asian women's dream to use English as a career. The first part discusses their international migration as facilitated by factors characteristic of East Asian nations (e.g. middle-class women's access to advanced education and yet unequal access to professional career) and other factors inherent in each nation (e.g. different social evaluations of women equipped with competitive overseas degrees and English proficiency). The second part sheds light on the dreams and realities of East Asian female adults who, having been avid English learners, aim for "dream jobs" (e.g. interpreters) or have few other career choices but to be re-trained as English specialists or even as Japanese language teachers working abroad. This collection is suitable for any scholar interested in the lives and voices of young educated women who strive to empower themselves with language skills in the seemingly promising neoliberal world that is, however, riddled with

ideological contradictions.

EIL, ELF, Global English

Teaching and Learning Issues

Peter Lang *How can you teach the English language to global English speakers? Can English be taught as an international language? Is it worth teaching? Isn't it more proper and profitable to learn a standard variety of English? How realistic and useful is the identification of an EIL/ELF variety? Can an EIL/ELF standard be identified? These are some of the questions the present volume has addressed with the contribution of some of the most qualified scholars in the field of English linguistics. The book is divided into four sections. The first part deals with the definition of English as an international language and English as a lingua franca. Section two takes six different teaching issues into consideration. The third section examines some learning issues and the last part of the volume debates the relationship between teacher and student in an English as a lingua franca environment.*

Attitudes Toward English Teaching

Introducing Second Language

Acquisition

Cambridge University Press *A clear and practical introduction to second language acquisition, written for students encountering the topic for the first time.*

Attitude, Motivation and English Language Learning in a Mexican College Context

Attitude, motivation and English language learning in a Mexican context
 By Angelica Sandoval-Pineda
ABSTRACT *This dissertation examined the relationship between attitude and motivation with English language achievement among Mexican university students across three undergraduate academic programs. This study also aimed at enhancing theoretical knowledge about students' motivation and attitudes towards learning English as a second language through the use of quantitative (a survey and an adapted version of the AMTB) as well as qualitative research instruments and techniques (interviews, class observations, and a questionnaire). The major results in this dissertation are: 1) Student participants display positive motivation and attitudes toward learning English as a second language in general, but these motivation and attitudes towards the English classes they receive in the*

University of Aztlán (fictitious name for the research site of this dissertation) are lower. 2) These attitudes and motivations can be affected by the way in which the English language program is structured. 3) Students' interest in foreign languages, motivational intensity to learn English and teacher evaluation can impact students' scores in their English exams when they are first assessed, but that scores improve once students understand the assessment process, discover what information is evaluated in the exams, and focus on the areas to be assessed. 4) Students with more previous English contact before enrolling the university, obtain higher scores than students with limited previous contact with the language. 5) Interviews and class observations proved to be the most effective research techniques to identify the actual activities that are performed in the research site, which suggests that continuous and accurate English program evaluation is necessary in Mexican universities for the benefit of students, teachers and society in general.

EFL Students' Attitudes Towards Plurilingualism

GRIN Verlag Examination Thesis in the subject Didactics - English - Miscellaneous, , language: English, abstract: This paper aims to gather evidence and improve existing knowledge about the factors that influence EFL students' attitudes towards plurilingualism as well as to investigate the extent to which EFL students' attitudes towards EFL learning foster or hinder plurilingualism. An ideal way to investigate these questions would be through interviews, surveys or classroom observations. However, I believe that social science research should not be limited to primary data, especially during a pandemic when schools and children are overwhelmed by social distancing and the overuse of virtual learning. Therefore, in this paper, I examine existing empirical studies on language learning to answer the research questions. EFL stands for English as a foreign language. This term is most commonly used for students whose first language is not English and who learn English while living in their home country. The term 'monolingual' in this paper refers to those who speak the language of their nation as their mother tongue. A bilingual person is someone who can speak two languages at a high level, and a multilingual person is someone who can communicate in more than two languages at a high level. 'L1' refers to one's mother tongue, and 'L2' is the language learned after the first language, generally after the mother tongue. First, a brief overview of the transition of language education from monolingualism to plurilingualism is given. Then plurilingualism and attitudes are defined and discussed. After that, the traces of plurilingualism and attitude in foreign language teaching-learning practices in schools are then discussed. To this end, some empirical studies dealing with pupils' attitudes towards plurilingualism will be presented and critically examined. This is followed by a conclusion that includes the limitations of the work and suggestions for future research.

Key Topics in Second Language Acquisition

Multilingual Matters 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.

Improving Students' Attitude Towards English Learning

English Language in India

English is an international language used for communication all over the world. The knowledge of English, especially in its communicative approach has become a passport for employment opportunities across various employment sectors all over the countries. The concept of globalization enables everyone to find an opportunity anywhere in the world provided the job seeker has a very good communicative skill in English. Proficiency in English Language has innumerable benefits and makes to perform excellently in the carriers one has chosen to work. In almost all the countries it is taught either as a foreign language or as a second language. When it comes as a language for learning in India, pupils find it very difficult as it has own its peculiarities. Especially the rural children seem to have developed a strong aversion to it. The causes for this sorry state of affairs include various types of boards of Education imparting various levels of quality Education, low level of usage of technology in class rooms, dominance of private bodies on Education sector, low level of focus on communicative English and lack of formal English Grammar teaching, low proficiency in English among English teachers, too much of emphasis only on writing skills ignoring the other English Language Learning skills. Moreover the student English teacher ratio is also high. Above all, almost all students irrespective of their socio-economic background, by and large have unconsciously developed a negative attitude towards learning English. Many of the parents are either less educated or not educated and hence students are not able to get their guidance in practising the various skills of English Language. As the parents do not speak in English at their respective homes, the only place is the schools where they students get an exposure to English Language Learning. Even at schools, one period each day accounting forty

five minutes is devoted for English Language Learning which is quite insufficient to learn a foreign like English. The prescribed English text books are expected to cover more basic elements of English language from simple level to complex level. Every student must be given adequate opportunities to develop his English Language learning skills and to achieve this end, evaluation scheme has to be fine tuned with the introduction of modern technological devices without any further delay. Previously the students had two papers for two hundred marks and presently it is of one paper accounting for hundred marks only. Hence importance and time for learning English is considerably reduced. This will certainly tell upon the proficiency of students in English Language and will lead to a negative impact on the students' attitude towards English Language learning. The immediate and urgent need is to bring about a high positive attitude among all types and ages of students towards learning English. The book has exhaustively analysed the present attitude level of Indian students towards learning English, causes and possible recommendations to improve the same, taking the students from the state of Tamilnadu as sample. As such it has become a great concern for all academicians related to English language teaching. In the book, the author has expressed his serious concern over the appalling standard of English in Indian schools and he has suggested certain measures to improve the attitude of students towards English Learning. Novelty and variety are the two factors which are expected to do well with an effective learning. English Language Learning is no way exceptional to this concept. The book is a research based one and sure to contribute towards making betterment in teaching of English on the part of English teachers. The book will be an eye opener for all academicians for improving a positive attitude towards English learning as it is the need of the hour

Teaching English Language Arts to English Language Learners

Preparing Pre-service and In-service Teachers

Springer This book focuses on the ways in which English language arts (ELA) pre-service and in-service teachers have developed - or may develop - instructional effectiveness for working with English language learners (ELL) in the secondary English classroom. Chapter topics are grounded in both research and practice, addressing a range of timely topics including the current state of ELL education in the ELA classroom, and approaches to leveraging the talents and strengths of bilingual students in heterogeneous classrooms. Chapters also offer advice on best practices in teaching ELA to multilingual students and ways to infuse the secondary English teacher preparation curriculum with ELL pedagogy. Comprehensive in scope and content and examining topics relevant to all teachers of ELLs, teacher educators

and researchers, this book appeals to an audience beyond ELA teachers and teacher educators.

STUDY OF SECONDARY STUDENTS AT

Open Dissertation Press This dissertation, "A Study of Secondary Students' Attitudes Towards English" by King-fong, Tang, 譚景豐, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. Abstract: Abstract of thesis entitled A Study of Secondary Students' Attitudes towards English submitted by Tang King Fong for the degree of MA in Applied Linguistics, at the University of Hong Kong August, 2004 This research studies the attitudes of a group of F.4 students in a local EMI school (English as the medium of instruction) towards the English language, the English culture and English-speaking people. Questionnaires and semi-structured interviews were used to collect data. Results showed that the 105 subjects taking part in the study were positive towards the English language, English culture and English-speaking people. Their positive attitudes comprised affective, cognitive and behavioural components. Further, results show that the subjects especially liked the sound of the English language and their Chinese identity was not threatened even if they were good at English. The results also show that the subjects in this study held a more instrumental orientation towards English and that they were willing to learn the language even if it was not a compulsory subject in school. It is proposed that a study could be carried out to compare students' attitudes towards English culture and English-speaking people before and after taking part in immersion courses in English-speaking countries or joint-school functions with international schools. Suggestions are made to maximize students' positive attitudes towards English to enhance their performance in English language learning. DOI: 10.5353/th_b2967750 Subjects: English language British High school seniors - China - Hong Kong - Attitudes Secondary students - Attitudes

Origins and development of language attitudes towards the Irish language in the Republic of

Ireland

GRIN Verlag Master's Thesis from the year 2005 in the subject English Language and Literature Studies - Linguistics, grade: 1,3, Birkbeck, University of London, language: English, abstract: Abstract Given the existing relations between language attitudes and linguistic competence, and places in the bilingual context of the Republic of Ireland (Irish/English) the goal of the present study is twofold: first, attitudes towards the Irish language are described, and second, variables that can explain such attitudes are studied. These include: family language, linguistic proficiency in Irish, residence (Gaeltacht vs. Galltacht), cultural identity, socio-educational background and gender. In addition, attitudes towards Irish and English will be compared. A questionnaire that had been successfully used in other areas was adapted and used in a sample of 62 adult speakers of Irish, about half of them (N=27) coming from traditionally Irish-speaking areas, or Gaeltacht, and the other half (N=35) coming from English-speaking areas, or Galltacht. 33 females and 29 males took part in the study. The mean age was $M=35.5$, $SD=10.35$. All participants had undergone secondary education in the Republic of Ireland. Globally, results show neutral attitudes towards Irish and somewhat unfavourable attitudes towards English. The information of the participants' attitudes to the Irish language proved not to be correlated with any of the independent variables. Possible intervening variables, unaccounted for in the questionnaire design, were suspected to be responsible for shaping the respondents' Irish language attitudes. An open-ended question in the survey revealed great dissatisfaction over the way Irish is taught in schools as well as lament over the lack of opportunities to use the language in an everyday context.

Towards a Comprehensive Theory of Human Learning

Routledge As interest grows in theories of lifelong learning not only across society but also as an area of serious academic study, the need has arisen for a thorough and critical study of the phenomenon. This distillation of the work of renowned writer Peter Jarvis addresses this need, looking at the processes involved in human learning from birth to old age and moving the field on from previous unsystematic and mainly psychological studies. Instead, Jarvis argues that learning is existential, and so its study must be complex and interdisciplinary. The result is a giant step towards building a complete and integrated theory of how humans learn, taking account of existing theories to see if they can be reconciled with a more complex model. Applying his expert analytical approach to this wide-ranging topic, Jarvis looks in detail at: learning in the social context the transformation of experience the outcomes of learning learning and action cognitive theories emotions and learning experiential learning.

A Comparison of Out-of-class English Language Learning Activities, Learning Strategies, and Attitudes Towards Autonomous English Language Learning of English Program and Regular Program Students in Secondary Schools

The present study aimed to examine and compare three variables indicating learner autonomy which were out-of-class English language learning activities, learning strategies, and attitudes towards autonomous English language learning of students in English Program and regular program. Furthermore, factors affecting learner autonomy of high and low autonomous learners were investigated. The participants were 499 ninth grade students in English Program and regular program in public secondary schools in Bangkok. A questionnaire and interview questions were used to collect the data. The findings revealed that (1) both English Program and regular program students reported engaging in listening and reading skill activities more often than in speaking and writing skill activities. When comparing the results between two groups, English Program students reported doing English activities outside class more often than regular program students at the significant level of 0.05. (2) Students in both programs reported that they used cognitive strategies most frequently to conduct English language learning activities on their own. English Program students were found to use all learning strategies more often than regular program students at the significant level of 0.05. (3) Both English Program and regular program students were found to have positive attitudes toward autonomous English language learning. However, English Program students seemed to have higher positive attitudes toward autonomous English language learning at the significant level of 0.05. (4) Factors affecting high and low autonomous learners in this present study were found to be intrinsic motivation, metacognitive knowledge about task and strategies, and support from school and family.

How Languages are Learned

An Introduction to the Main Theories of First and Second Language Acquisition (now in a New, Updated Edition).

Oxford University Press 'How Languages Are Learned' provides a readable introduction to the main theories of first and second language acquisition, relating them to approaches to classroom methodology and practice.

Attitudes Toward English Usage

The History of War of Words

Researching Second Language Classrooms

*Routledge This text introduces teachers to research methods they can use to examine their own classrooms in order to become more effective teachers. Becoming familiar with classroom-based research methods not only enables teachers to do research in their own classrooms, it also provides a basis for assessing the findings of existing research. McKay emphasizes throughout that what a teacher chooses to examine will dictate which method is most effective. Each chapter includes activities to help readers apply the methods described in the chapter, often by analyzing research data. *Chapter I, Classroom Research, introduces the reader to major research purposes and research types as they relate to classroom research, the distinction between quantitative and qualitative research, the formulation of research questions and research designs, and ethical issues in research. *Chapter II, Researching Teachers and Learners, presents research methods that can be used to examine teachers' and learners' attitudes and behaviors: action research, survey research, interviews, verbal reports, diary studies, case studies, and ethnographies. *Chapter III, Researching Classroom Discourse, deals with methods that can be used to study the oral and written discourse of classrooms: interaction analysis, discourse analysis, text analysis, and ways to examine the social and political assumptions underlying the choice and presentation of content in second language teaching materials. *Chapter IV, Writing Research*

Reports, provides guidelines for both thesis writing and journal articles. Researching Second Language Classrooms is an ideal text for TESOL research methods courses and an essential resource for inservice teachers who wish to undertake classroom research.

Turkish Students Attitudes Towards English and English Language Learning

The Phonology of English as an International Language

Oxford University Press This book advocates a new approach to pronunciation teaching, in which the goal is mutual intelligibility among non-native speakers, rather than imitating native speakers. It will be of interest to all teachers of English as an International Language, especially Business English. It proposes a basic core of phonological teaching, with controversial suggestions for what should be included.

Bilingualism, Multiculturalism, and Second Language Learning

The McGill Conference in Honour of Wallace E. Lambert

Psychology Press 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.

Attitudes to World Englishes

Implications for teaching English in South Korea

Routledge This book critically examines South Korean English teachers' awareness of and attitude towards eight varieties of English and how they respond to the proposal of a World Englishes approach in their teaching practice. It showcases the deeply rooted favouritism towards American English and illustrates how relevant challenges arising from this attitude can be addressed to meet the changing needs of future participants in international contexts. This book argues that disclosing and questioning the hidden discursive practices embedded in the English education policy in South Korea may be the first step in raising awareness of and in changing negative attitudes towards embracing diversified Englishes. The findings are systemically discussed in relation to the implications that researching awareness and attitude has for pedagogical considerations and for teacher training. This book aims to contribute to the field of WE, where studies relating to the South Korean context are largely limited.

The Effect of Using Some Democratic Practices on the University Students' Attitudes Towards English Language Learning

The present study aimed at identifying the democratic practices that can be followed in the EFL university classes and investigating their effect on the students' attitude towards the English language learning at the postgraduate level. A democratic practices list was identified. These practices were followed in EFL classes all the academic year by both the students and/or the instructor. A democratic practices scale of 40 items was developed and administered to the students to rate them. Another scale of 12 items was developed to examine the effect of using the democratic practices on the students' attitude towards English language course. The findings of the first scale showed that the democratic practices were followed and practiced in EFL classes during the academic year 2003-2004. Four items of freedom of self-expression were agreed to by the students without gender differences. Eleven items of the mutual respect dimension, except item number 2: "The instructor used tough utterances in his treatment with students in the EFL classes", five items of

taking responsibility, three of taking decisions, six items of equality, six items of justice dimension and 3 items of common interest dimension were used and practiced in the EFL classes. Few gender differences had been reported. The second scale revealed that the students benefited very much from the English language course taught accompanying the democratic practices. All the students reported their positive attitudes towards leaning the EFL classes because they were very useful to them. Appended are: (1) 40-item democratic practices scale written in Arabic; and (2) 12-item attitude scale written in Arabic. (Contains 10 tables.).

Re-positioning Accent Attitude in the Global Englishes Paradigm

A Critical Phenomenological Case Study in the Chinese Context

Routledge This book revisits the issue of China English as a developing variety of English and scrutinises students' and teachers' attitudes towards their own and other English accents from the critical phenomenological perspective of Global Englishes (GE) in the Chinese context. The research contributes to the field of GE by proposing a model of pronunciation teaching called ToPIC (Teaching of Pronunciation for Intercultural Communication) informed by interculturally responsive language pedagogy. Combining theory and empirical data, the book presents ground-breaking research on accent attitudes in the Chinese context within the GE paradigm and raises issues and concerns regarding teaching English, particularly speaking and pronunciation, from the GE perspective. Unpacking attitudes towards English accents from a critical perspective, this book will both show policy makers the need to consider the impacts of GE and help practitioners and language learners re-evaluate the goals and needs of English learning. The ToPIC approach also has significance for curriculum reform as it readdresses various issues in language policy and practice. The ToPIC approach is recommended for those interested in teaching and learning English in the expanding circle context and those seeking to learn more about learning and using English across the world.

Young Language Learners' Motivation and Attitudes

Longitudinal, comparative and

explanatory perspectives

A&C Black Taking three different perspectives, this book looks at primary school children's language learning motivation and language attitudes. In adopting a longitudinal perspective, the book fills a research gap and provides a macro-level analysis of motivational development over time. It reveals a surprising amount of stability in primary school children's motivational and attitudinal development. The comparative perspective looks at the learners' affective dispositions with regard to English (theorized as a 'global language') and French (theorized as a 'national language'). The comparisons between global language and national language are relevant across the world, especially in situations where instruction in languages other than English struggles to get attention. The results reveal sizeable differences between the two languages, with children being substantially more motivated to learn English than to learn French. Finally, the explanatory section identifies key antecedents of the learners' motivational and attitudinal dispositions - and thereby opens up paths for intervention relevant for those working in the field of language instruction.

Student Attitudes to Learning English in a Dai Community in Southwest China

This study inquires into the English language learning experiences of Dai nationality students in a middle school in Southwest China. In particular, it focuses on attitudes towards the learning of English and the socio-economic, cultural, educational and language factors which shape these attitudes. A complicating factor for these students is that their native language is not Han (Mandarin) Chinese, the language of formal instruction in Chinese schools. 132 Dai students and 10 teachers in Fa Pa Middle School, a Dai community school in Dehong, participated in this study. Questionnaires, interviews and observations are used: to gain insight into the broad factors that influence Dais' attitudes towards English language learning; to analyse the complexity of problems in Dais' bilingual (Dai and Han) education; and to examine the relationship between Han language and proficiency in English language learning. The findings indicate that people in this Dai community hold negative attitudes towards English language learning because the living environment (cultural, geographical and socio-economic) does not encourage a change of lifestyle. Furthermore, the discontinuity of bilingual education (Dai and Han in the elementary school and Han only teaching in the middle school) results in deficiencies in both Han and mother tongue, so that English learning builds on a very shaky foundation. Overall, this study recognises the value of understanding Dai people's attitudes towards education, in particular towards English language learning. Such awareness may contribute to appropriate adjustment to Dai education in order to

meet the real needs of this Dai community, and, ultimately, to more effective English language teaching. #

Motivation and Second Language Acquisition

Natl Foreign Lg Resource Ctr *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.*

Longman Dictionary of Language Teaching and Applied Linguistics

Routledge *This best-selling dictionary is now in its 4th edition. Specifically written for students of language teaching and applied linguistics, it has become an indispensable resource for those engaged in courses in TEFL, TESOL, applied linguistics and introductory courses in general linguistics. Fully revised, this new edition includes over 350 new entries. Previous definitions have been revised or replaced in order to make this the most up-to-date and comprehensive dictionary available. Providing straightforward and accessible explanations of difficult terms and ideas in applied linguistics, this dictionary offers: Nearly 3000 detailed entries, from subject areas such as teaching methodology, curriculum development, sociolinguistics, syntax and phonetics. Clear and accurate definitions which assume no prior knowledge of the subject matter helpful diagrams and tables cross references throughout, linking related subject areas for ease of reference, and helping to broaden students' knowledge The Dictionary of Language Teaching and Applied Linguistics is the definitive resource for students.*