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KEY=HIGHER - WEST DAVILA

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 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.

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 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.

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 pass port 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,bye 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 quiet 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

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.

STUDY OF SECONDARY STUDENTS AT

Open Dissertation Press This dissertation, "A Study of Secondary Students' Attitudes Towards English" by King-fong, Tang, 唐, 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

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.

SECOND LANGUAGE RESEARCH METHODS - OXFORD APPLIED LINGUISTICS:

Oxford University Press Based on a set of four research parameters, this book discusses the development of research questions and hypotheses, naturalistic and experimental research, data collection, and validation of research instruments. Each chapter includes examples and activities.

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.

MOROCCAN FEMALE RURAL STUDENTS' ATTITUDES TOWARDS LEARNING ENGLISH

Investigating female rural students' attitudes towards learning English is a substantial need to identify EFL learners' perception of English and provide language teachers and textbook designers with research evidence. For this reason, numerous studies have been conducted to determine the correlation between learners' background and their language learning attitudes. However, very few research studies have targeted female rural students' language attitude to determine whether there is a correlation between their socio-economic background and language attitude. Therefore, this study was conducted on a sample of 90 female rural students of two high schools located in two small Moroccan villages to identify whether they held a positive or negative attitude towards learning English and to specify the variables that shaped their attitudes. Participants were randomly selected and filled in a five likert scale questionnaire. The significant findings of the study include the participants' preference to study English rather than other foreign languages at high school; they displayed high motivation and frequent classroom participation in the English class, strong desire to improve their English communicative competence, negative attitude towards the culture used in the English textbook, and positive social value to a person who speaks English. Thus, this study concluded that there was no correlation between female rural students' socio-economic background and their positive attitude to study English.

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.

INTERNATIONAL HANDBOOK OF ENGLISH LANGUAGE TEACHING

Springer Science & Business Media This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second language acquisition and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for effective English language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching research.

PRIMARY TEACHERS' ATTITUDE TOWARDS ENGLISH TEACHING

Lulu.com

EXPLORING CORRELATIONS AMONG ATTITUDE, SELF-EFFICACY AND ENGLISH LANGUAGE ACHIEVEMENT

Blue Rose Publishers Attitude, Self-efficacy and English communication skills become an integral part to provide appropriate careers to students. Learners suffer from low self-efficacy which is an impediment in their involvement in learning tasks. Poor learning strategies diminish their motivation and consequently their language proficiency. It has been proved that self-efficacy is used an instrument to amplify positive attitude among learners towards English Communication Skills. There is a positive relationship among the attitude, self-efficacy and English language achievement of learners. It provides a framework to understand communication practices of engineering students in India. This book aims to help the language practitioners and educators to look for concrete ways to assist learners to develop a positive attitude and learn more effectively by empowering them to take ownership of learning and to manage their own learning.

INTRODUCING APPLIED LINGUISTICS

CONCEPTS AND SKILLS

Routledge Introducing Applied Linguistics provides in-depth coverage of key areas in the subject, as well as introducing the essential study skills needed for academic success in the field. Introducing Applied Linguistics: • is organised into two Sections: the first introducing Key Concepts in Applied Linguistics; and the second devoted to the Study Skills students need to succeed. • features specially commissioned chapters from key authorities who address core areas of Applied Linguistics, including both traditional and more cutting edge topics, such as: grammar, vocabulary, language in the media, forensic linguistics, and much more. • contains a study skills section offering guidance on a range of skills, such as: how to structure and organise an essay, the conventions of referencing, how to design research projects, plus many more. • is supported by a lively Companion Website, which includes interactive exercises, information about the contributors and why they've written the book, and annotated weblinks to help facilitate further independent learning. Ideal for advanced undergraduate and postgraduate students of Applied Linguistics and TEFL/TESOL, Introducing Applied Linguistics not only presents selected key concepts in depth, but also initiates the student into the discourse of Applied Linguistics. Susan Hunston is Professor of English Language and Head of the School of English, Drama, and American & Canadian Studies, at the University of Birmingham, UK. David Oakey is an Assistant Professor in the Applied Linguistics Program at Iowa State University, USA. Contributing authors: Svenja Adolphs, Aileen Bloomer, Zoltán Dörnyei, Adrian Holliday, Alison Johnson, Chris Kennedy, Almut Koester, Ruby Macksoud, Kirsten Malmkjaer, Kieran O'Halloran, David Oakey, Juup Stelma, Joan Swann, Geoff Thompson, Dave Willis, Jane Willis and David Woolls.

AN EXPLORATION OF ENGLISH AS A FOREIGN LANGUAGE TEACHERS' ATTITUDES TOWARDS CURRICULUM DESIGN AND DEVELOPMENT AT THE ENGLISH LANGUAGE TEACHING DEPARTMENT IN THE SYRIAN HIGHER INSTITUTE OF LANGUAGES

ADULT ENGLISH LANGUAGE TEACHING

TRANSFORMATION THROUGH LIFELONG LEARNING

Springer Nature This book explores cross-international experiences in the field of adult English language teaching and learning, using cross-cultural dialogues to hear voices from different countries and different settings - formal, informal and non-formal - discussing how their lifelong learning has or is still in the process of helping them to change their lives. The book addresses two major questions: (1) How do adults learn languages and transform themselves through learning? (2) How do authorities and societies build capacity for

sustainable language development? It will be of interest to researchers, policymakers and adult language teachers, concerned with diverse aspects of teaching and learning English as lingua franca for enhancing the public good internationally. The book draws on the way in which the Western paradigm of lifelong learning was applied by an international team of inspired professionals to English language education in the Tempus project "Lifelong Language Learning University Centre Network for New Career Opportunities and Personal Development (UNICO)". This project was undertaken by eleven universities in three countries: the Siberian Federal District of the Russian Federation, the Kyrgyz Republic, and the Republic of Tajikistan, in partnership with the Charles University in Prague, the Institute of Education from the University College London, and the University of Córdoba in Spain.

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.

SECOND LANGUAGE RESEARCH METHODS

Oxford University Press Based on a set of four research parameters, this book discusses the development of research questions and hypotheses, naturalistic and experimental research, data collection, and validation of research instruments. Each chapter includes examples and activities.

UAE HIGH SCHOOL STUDENTS' ATTITUDES TOWARDS USING AUTHENTIC MATERIALS

"This study is an attempt to investigate the impact of using authentic materials on some of my high school students, especially those who have poor attitudes towards learning the English language. In fact, lack of motivation, and the unwillingness to learn English among them has always been one of my major interests and concerns in the same time. Many of the students attribute their poor attitudes to their textbooks which they describe as being boring and insufficient. Hence, this study attempts to identify the weaknesses in the prescribed textbooks from my students' points of view and to determine the students' attitudes towards incorporating authentic materials in their ESL classes."--Abstract, p. iii.

PROCEEDINGS OF MAC 2018

MAC Prague consulting Multidisciplinary Academic Conference on Education, Teaching and Learning, Czech Republic, Prague (MAC-ETL 2018) Multidisciplinary Academic Conference on Management, Marketing and Economics, Czech Republic, Prague (MAC-MME 2018) Multidisciplinary Academic Conference on Transport, Tourism and Sport Science, Czech Republic, Prague (MAC-TTSS 2018) Friday - Sunday, December 7 - 9, 2018

INVESTIGATION OF DIFFERENT ATTITUDES TOWARDS L2 LEARNING

AN ATTITUDINAL PERSPECTIVE

LAP Lambert Academic Publishing Attitude is defined as a learned tendency to evaluate things in a certain way. This can include evaluations of people, issues, objects or events. Such evaluations are often positive or negative, but they can also be uncertain at times. Attitude is an integral part of learning and that it should, therefore become a significant component of second and foreign language learning pedagogy. Man's variables including affective, holistically construct his entity so that any educational endeavor should take these variables into great consideration. This research as an attitudinal perspective has brought about lucrative results. Following this, Akbari has in this volume tried to explore the type of attitude (high/ low) EFL learners hold towards the English language status and its effects on the learners' reading achievement. Conducted in an Iranian EFL context, the findings sustain the validity of the present perspective.

ANALYSIS OF STUDENTS' ATTITUDES ON PERFORMANCE-BASED ASSESSMENT

GRIN Verlag Research Paper (postgraduate) from the year 2020 in the subject Pedagogy - School System, Educational and School Politics, grade: Tertiary, , course: Doctor of Education, language: English, abstract: Performance-based assessment is the thrust of Higher Education Institutions in the Philippines. Rural schools are faced with variety of pressures that are competing for attention within the community. This research assessed students' attitudes towards performance-based assessment. It also aimed that instructional material will be developed. It utilized descriptive-quantitative research design and used weighted mean, t-test for two independent groups and Pearson r. Respondents of the study were 29 teachers and 238 students. The assessment ratings of students towards their attitude on the four types of assessment is significantly different from the assessment ratings of the teachers. The assessment ratings of students towards their attitude on performance-based assessment is not significantly different from the assessment ratings of the teachers. The students' attitude on the four types of assessment as assessed by the students have significant relationship with the students' attitude on performance-based assessment. The students' attitude on the four types of assessment as assessed by the teachers have no significant relationship with the students' attitude on performance-based assessment. The school officials should encourage teachers to always exhibit positive teaching behavior to further learning of students. An instructional material can be developed emphasizing the usage of performance-based assessment tools.

PUERTO RICAN 9TH GRADE PUBLIC-SCHOOL STUDENT ATTITUDES TOWARDS ENGLISH AS A SECOND LANGUAGE

Abstract: This research project compared mean scores for political affiliation (pro-statehood, pro-independence, or pro-commonwealth), level of parental education (elementary school, high school diploma or college degree) time spent in the mainland (less than 3 months, between three and twelve months or more than 12 months) and gender (male or female) against indexes and subscales of the Espejo de Actitudes, a Spanish-language version of selected indexes and subscales of the Attitude-Motivation Test Battery. The indexes tested comprised the Instrumental Index, the Motivation Index, the Integrative Index and the English Anxiety Index. The component subscales of the Integrative Index were the Attitudes Towards Americans, Attitudes Towards Foreigners and the Integrative Orientation. The Motivation Index comprised the Interest in Foreign languages, Desire to Learn English and Motivational Intensity subscales. The English Class Anxiety and English Use Anxiety subscales composed the English Anxiety Index. Results indicated that political affiliation, time spent on the mainland and gender had no significant differences in mean scores on any of the Indexes or subscales. Level of Parental Education yielded two potentially significant results. Students whose parents have only reached an elementary-school level of education as their highest education level attained might be statistically more likely to have lower scores on the Integrative Index and the Interest in Foreign Languages subscales. Given the limited number of cases corresponding to the elementary-education level of the parental education predictor variable ($n = 1$), which prevented SPSS from being able to conduct post-hoc analysis, the more prudent and responsible conclusion to draw is that Puerto Rican 9th grade public school students whose parents only have an elementary school education are potentially statistically more likely to have a lower score on the Integrative Index of the Espejo de Actitudes. Overall, results indicate that Puerto Rican 9th grade public-school students have slightly positive overall levels of motivation to learn English and a neutral attitude toward the instrumental and integrative value of learning English. Their level of English anxiety in the classroom and when using English in general is equally neutral. They have a moderately positive interest in foreign languages and self-report moderate levels of effort applied to learn English. They have a slightly positive desire to learn English and a slightly favorable attitude towards Americans. They have a neutral attitude towards foreigners, but have a moderately negative affective reaction to learning English. Attitude towards foreigners was a significant predictor of affective reaction to learning English to a marked degree while overall motivation levels and overall value of learning English for integrative reasons were also significant predictors with a moderate degree of correlation. Attitudes towards Americans, overall motivation levels and overall value of learning English for integrative reasons were significant predictors of desire to learn English with a high degree of correlation while self-reported effort was a significant predictor of desire to learn English with a moderate degree of correlation. Integrative orientation, English use anxiety and the instrumental value of learning English were significant predictors of English class anxiety a high levels of correlation. The instrumental value of learning English, English class anxiety and integrative orientation were significant predictors of English use anxiety with high levels of correlation.

THE GOOD LANGUAGE LEARNER

Multilingual Matters This book is one of the most influential research studies on Second Language Learning ever undertaken. The Good Language Learner addresses key problems for teachers about the strategies that successful learners use, the attitudes they show to the language they are learning, the nature of their most successful experiences and similar issues. It is based on the direct experience of a wide range of learners. It enables us to recognise the combined roles of fluency activity and natural communication on the one hand, and accuracy activity with formal understanding of the language system and the mistakes that one is liable to make as a learner, on the other hand. Few works of empirical analysis in language teaching have had so much influence, and this edition should be an essential component of any teacher's library in local authority centres, schools, teacher education institutions, and the home library of language teachers.

ESL READERS AND WRITERS IN HIGHER EDUCATION

UNDERSTANDING CHALLENGES, PROVIDING SUPPORT

Routledge ESL Readers and Writers in Higher Education describes the challenges ESL students in U.S. postsecondary institutions face when studying in a second language, and offers suggestions for how teachers, advisors, tutors, and institutions might provide support that meets the reading and writing needs of this very important student population. Because the ESL profession as a whole, including what professionals are doing in the classroom, sits under the umbrella of an institutional response to a language-related challenge, some solutions aimed at helping students achieve optimal proficiency lie outside of the classroom. As such, this book is based on the assertion that language development support is not

the sole responsibility of language teachers. Everyone on campuses that hosts ESL students bears some responsibility for these students' language development. Chapters are therefore, intentionally adapted to appeal to a wide variety of readers from classroom teachers, and teachers in training, to admissions officers, academic advisors, and international student advisors.

TEACHING SCIENCE TO ENGLISH LANGUAGE LEARNERS

PREPARING PRE-SERVICE AND IN-SERVICE TEACHERS

Springer This edited collection explores how science can be taught to English language learners (ELLs) in 21st century classrooms. The authors focus on the ways in which pre-service and in-service science teachers have developed—or may develop—instructional effectiveness for working with ELLs in the secondary 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 secondary science classroom, approaches to leveraging the talents and strengths of bilingual students in heterogeneous classrooms, best practices in teaching science to multilingual students, and ways to infuse the secondary science teacher preparation curriculum with ELL pedagogy. This book will appeal to an audience beyond secondary content area teachers and teacher educators to all teachers of ELLs, teacher educators and researchers of language acquisition more broadly.

TEACHING THE CONTENT AREAS TO ENGLISH LANGUAGE LEARNERS IN SECONDARY SCHOOLS

ENGLISH LANGUAGE ARTS, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES

Springer This practitioner-based book provides different approaches for reaching an increasing population in today's schools - English language learners (ELLs). The recent development and adoption of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CCSS-ELA/Literacy), the Common Core State Standards for Mathematics, the C3 Framework, and the Next Generation Science Standards (NGSS) highlight the role that teachers have in developing discipline-specific competencies. This requires new and innovative approaches for teaching the content areas to all students. The book begins with an introduction that contextualizes the chapters in which the editors highlight transdisciplinary theories and approaches that cut across content areas. In addition, the editors include a table that provides a matrix of how strategies and theories map across the chapters. The four sections of the book represent the following content areas: English language arts, mathematics, science, and social studies. This book offers practical guidance that is grounded in relevant theory and research and offers teachers suggestions on how to use the approaches described.

TEACHING ENGLISH AS A FOREIGN LANGUAGE IN MOROCCO

PERSPECTIVES AND ASPIRATIONS

Cambridge Scholars Publishing This book is an academic platform that brings to the fore various issues vis-à-vis the teaching of English in Morocco. It provides insightful findings and important implications for the educational landscape, including teaching practices in both secondary and tertiary education. As such the book will be useful for teachers, university professors, researchers and stakeholders. The findings obtained in each contribution are in line with many recent trends in English language teaching which aim at meeting the expectations of the 21st century learner.

COGNATE VOCABULARY IN LANGUAGE ACQUISITION AND USE

ATTITUDES, AWARENESS, ACTIVATION

Multilingual Matters This book brings together linguistic, psycholinguistic and educational perspectives on the phenomenon of cognate vocabulary across languages. It discusses extensive qualitative and quantitative data on Polish-English cognates and their use by learners/users of English to show the importance of cognates in language acquisition and learning.

SAUDI STUDENTS' ATTITUDES TOWARDS THE UTILITY OF ENGLISH AND THEIR WILLINGNESS TO LEARN IT

This study examined the attitudes of 40 Saudi students enrolled in an intensive English program at a US university towards the utility of English and their willingness to invest effort in learning it. Altogether, there were six major constructs that were explored in view of participants' professional achievement, personal growth, social contacts, benefit of their country, perceived ease of learning English, and willingness to learn English. These aspects represented the quantitative part of the study and were examined through descriptive and inferential statistics. In addition, this study included two open-ended questions which served as the qualitative part of the study. The two questions aimed to solicit participants' opinions about their main reason to learn English and what they think is the appropriate level for the English language to be introduced in the Saudi educational system. The instrument included a survey of 30 items, consisting of 24 quantitative attitude/opinion questions, two qualitative open-ended questions, and four questions for demographics. The data was analyzed through descriptive, inferential, and content analyses. Overall, the utility of English was positively perceived by the majority of the participants in this study. It was particularly valued as a means for academic and professional advancement of individual Saudi citizens and of their country. Driven by their instrumental goals for personal success and viewing English as a necessity for their country's integration in the world, participants demonstrated high willingness to invest effort to achieve confidence in speaking and using English. Another reason for their willingness was revealed by their overall perceptions of English as an "easy" language to learn. This fact was corroborated by the significant correlation by participants' perceived ease of learning English and their willingness to learn English. In addition, participants expressed strong support for the teaching of English as early as first grade in the Saudi school system. The study's findings contribute to the body of research on instrumental and integrative motivation factors in learning a second language, as in the context of this study with Saudi Arabian learners of English, instrumental motivation was found to be the major driving force in the pursuit of becoming competent users of English.

ATTITUDES OF GERMAN SPEAKERS TOWARDS NIGERIAN ENGLISH IN COMPARISON TO AMERICAN ENGLISH

GRIN Verlag Seminar paper from the year 2021 in the subject English Language and Literature Studies - Linguistics, grade: 1,0, University of Münster, language: English, abstract: There are few studies on the attitudes of linguistic outsiders, of people that are not from Nigeria, towards Nigerian English (NigE). Thus, this paper presents a small-scale study of attitudes of Non-Nigerians towards the NigE variety, intending to find out which attitudes the German-speaking participants show towards NigE. Herefore, the participants were asked to fill out an online questionnaire which used an indirect approach to eliciting language attitudes. The participants were not only asked to rate NigE on different scales, but to also rate General American English, which has been chosen since it is a prestigious inner circle variety, on the same scales as a means of comparison.

FACTORS AFFECTING THE LEVEL OF ENGLISH PROFICIENCY

A CASE STUDY AMONG UNDERGRADUATE STUDENTS OF THE INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

GRIN Verlag Research Paper (undergraduate) from the year 2016 in the subject English Language and Literature Studies - Linguistics, grade: A, International Islamic University Malaysia, course: Bachelor of Arts (Honours) English for International Communication, language: English, abstract: The purpose of this study is to investigate the factors affecting the level of English proficiency among International Islamic University Malaysia (IIUM) undergraduate students. A set of questionnaires were distributed online and data from a sample of 75 students were collected through Google Forms. Two demographic factors, namely gender and years of learning English, were used as the variables. The finding of the study suggests that the factors affecting the level of English proficiency among IIUM undergraduate students were not affected by gender but were affected by the duration of learning English. The factors that were contributing to the level of English proficiency among IIUM undergraduate students were language anxiety, students' attitude and also peers, parental and teacher influences. Besides, the study also revealed that there is no significant relationship between cultural stereotypes and students' performance in second language acquisition. The level of English proficiency among Malaysian students are often questioned. Despite learning English for almost 10 years in school, the majority of Malaysian students still encounter difficulties in using the language effectively especially in tertiary education. Many local graduates are still unemployed due to their lack of fluency in English.

ARTIFICIAL INTELLIGENCE AND APPLIED MATHEMATICS IN ENGINEERING PROBLEMS

PROCEEDINGS OF THE INTERNATIONAL CONFERENCE ON ARTIFICIAL INTELLIGENCE AND APPLIED MATHEMATICS IN ENGINEERING (ICAIAME 2019)

Springer Nature This book features research presented at the 1st International Conference on Artificial Intelligence and Applied Mathematics in Engineering, held on 20-22 April 2019 at Antalya, Manavgat (Turkey). In today's world, various engineering areas are essential components of technological innovations and effective real-world solutions for a better future. In this context, the book focuses on problems in engineering and discusses research using artificial intelligence and applied mathematics. Intended for scientists, experts, M.Sc. and Ph.D. students, postdocs and anyone interested in the subjects covered, the book can also be used as a reference resource for courses related to artificial intelligence and applied mathematics.

CONFERENCE PROCEEDINGS. NEW PERSPECTIVES IN SCIENCE EDUCATION

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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.

ENGLISH LANGUAGE AND GENERAL STUDIES EDUCATION IN THE UNITED ARAB EMIRATES

THEORETICAL, EMPIRICAL AND PRACTICAL PERSPECTIVES

Springer Nature This book presents an up-to-date account of current English-language English teaching and General Studies practices in the UAE. The chapters, written by leading language teacher educators, feature theoretical and empirical aspects of teaching, learning, assessment as well as related research. Throughout the book, the link between theory and practice is highlighted and exemplified. This reader-friendly book is suitable for undergraduate and graduate students, teachers, researchers and administrators of English language and general studies programs in the UAE and beyond who wish to keep abreast of recent developments in the field.

ATTITUDES TO WELSH AND ENGLISH IN THE SCHOOLS OF WALES

A FULL REPORT WITH APPENDICES IN WELSH AND ENGLISH FROM THE SCHOOLS COUNCIL [RESEARCH AND DEVELOPMENT] PROJECT ON ATTITUDES TO AND MOTIVATION FOR THE LEARNING OF WELSH AND ENGLISH IN WALES, BASED AT THE DEPARTMENT OF EDUCATION, UNIVERSITY COLLEGE OF SWANSEA

ENGLISH EDUCATION AT THE TERTIARY LEVEL IN ASIA

FROM POLICY TO PRACTICE

Taylor & Francis This is the third volume of a trilogy on English Language education in Asia within the Routledge Critical Studies in Asian Education. Put together by editors and contributors selected by Asia TEFL, this book provides a timely and critical review of the current trends in tertiary level English education in Asia. It foregrounds the developments and trends, policies and implementation, as well as research and practice. Written by ELT scholars and educational leaders, this book presents articles on China, Hong Kong, India, Japan, Korea, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. While the authors focus on their own local issues, providing an overview of the state of tertiary English teaching in their respective territories, they also provide insights from their successes and failures which can help inspire solutions to similar challenges faced internationally in the field. Chapters in the book include: • Heading toward the global standardization of English education in Korean universities • English in tertiary education in India: A Janus-faced perspective with special reference to University of Delhi • Developing English language skills in the Singapore higher education context • ELT at tertiary institutions in China: A developmental perspective This book will be valued by administrators, researchers and scholars interested in bilingualism, language policy and planning in higher education.