

MOTIVATING LANGUAGE LEARners

Gary N. Chambers

MODERN LANGUAGES IN PRACTICE

Motivating Language Learners Modern Language In Practice

Gary N. Chambers

Motivating Language Learners Modern Language In Practice:

Motivating Language Learners Gary N. Chambers,1999-01-01 This book is informed by pupils perceptions of the foreign language learning experience attitudes brought from primary school from home visits abroad the classroom What are the implications of these for teachers The author provides practical strategies to enhance a the enjoyment of the in class experience and b the status of modern languages on the curriculum

The Palgrave Handbook of Motivation for Language Learning

Martin Lamb,Kata Csizér,Alastair Henry,Stephen Ryan,2020-01-11 This handbook offers an authoritative one stop reference work for the dynamic and expanding field of language learning motivation The 32 chapters have been specially commissioned from the field s most influential researchers and writers Together they present a compelling picture of the motivations people have for learning languages the diverse ways we can research motivation and the implications for promoting and sustaining learners motivation The first section outlines the main theoretical approaches to language learning motivation the next section presents ways in which motivation theory has been applied in practice the third section showcases examples of motivation research in particular contexts and with particular types of language learners and the final section describes the exciting directions that contemporary research is taking promising important new insights for academics and practitioners alike

New Perspectives on Teaching and Learning Modern Languages

Simon Green,2000-01-01 This exciting new publication featuring chapters from some of the foremost practitioners in the field of modern languages today closely examines research based analysis structural contexts and classroom practice in teaching and learning After analysing the current situation each author proposes radical solutions to current problems and the whole book provides much needed fresh thinking on methodology and pedagogy

Teaching and Researching: Autonomy in Language Learning

Phil Benson,2013-11-04 Autonomy has become a keyword of language policy in education systems around the world as the importance of independent learning and new technologies has grown Now in a fully revised and updated second edition Teaching and Researching Autonomy provides an accessible and comprehensive critical account of the theory and practice of autonomy Examining the history of the concept it addresses important questions of how we can identify autonomy in language learning behaviours and how we can evaluate the wide variety of educational practices that have been designed to foster autonomy in learning Topics new to this edition include Autonomy and new technologies Teacher autonomy The sociocultural implications of autonomy With over three hundred new references and five new case studies of research on autonomy providing practical advice on research methods and topics in the field Teaching and Researching Autonomy will be an essential introduction for teachers and students to a subject at the cutting edge of language teaching and research

Motivation and Foreign Language Learning David Lasagabaster,Aintzane Doiz,Juan Manuel Sierra,2014-07-31 Motivation is a key aspect of second language learning There is no doubt that abstract models are basic to gain theoretical insights into motivation however teachers and researchers demand comprehensible explanations for

motivation that can help them to improve their everyday teaching and research The aim of this book is to provide both theoretical insights and practical suggestions to improve motivation in the classroom With this in mind the book is divided into two sections the first part includes innovative ideas regarding language learning motivation whereas the second is focused on the relationship between different approaches to foreign language learning such as EFL English as a foreign language CLIL Content and Language Integrated Learning or immersion and motivation Both sections have an emphasis on pedagogical implications that are rooted in both theoretical and empirical work Motivating Learning Jill Hadfield,Zoltán Dörnyei,2014-06-03 Motivation is a vital element in learning and the most commonly cited explanation for success or failure in language learning Jill Hadfield and Zoltán Dörnyei present a new theory of motivation centred around the notion of the Ideal Future Language Self arguing that if students have a rich and inspiring vision of themselves as successful future language learners and users they will be motivated to work hard to actualise the vision and become that learner This book integrates the latest research in language teaching with innovative classroom practice offers suggestions on how the various components of the theory could be structured into a teaching sequence includes a variety of imaginative classroom activities designed to aid both student and teacher in creating and actualising the Ideal Self through visualisation goal setting task identification and planning and a selection of appropriate learning strategies shows how teachers can undertake motivation related research in their own classrooms This is an ideal guide to and activity book for the theory and practice of motivation in language learning for students and teachers alike

Foreign Language and Culture Learning from a Dialogic Perspective Carol Morgan,Albane Cain,2000 This book analyses an intercultural project undertaken by French and English 14 year olds based on an exchange of materials created by the pupils and focused on the topic of law and order The project was based on a view of learning as a dialogic process interacting with others A first language and home culture is acquired through such interaction This project sought to realise this dialogic process in a more meaningful way than is often the case in foreign language classrooms How to Teach Modern Languages-- and Survive! Jan Pleuger,2001 This text offers practical advice on teaching and learning modern foreign languages and making it fun It is designed so as to be easy to dip in and out of for busy teachers Motivating Language Learners Wing-Yu Cheng,2017-01-26 This dissertation Motivating Language Learners Effects of Motivational Strategies on Student Motivation in Chinese Foreign Language Classroom by Wing Yu Cheng 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 The objective of this study is to investigate the effects of teacher motivational strategies on student motivational behavior in Chinese Foreign Language classroom Specifically the study attempted to explore the relationship between motivational strategies and student actual classroom behavior and students

preference on motivational strategies in enhancing student motivational behavior The participants were three Chinese foreign language teachers and their Year 8 classes 78 pupils of the two lowest levels class of Chinese in the school The study was conducted during the second and third term of the 2010 2011 academic year in an international school in Hong Kong Using a MOLT observation scheme a check list of motivated practices five classes of each teacher were observed to gather data on their motivated behaviors in their classroom Post lesson interview was also conducted with the students after the observed lessons It is revealed that teacher motivated practice is associated with student motivational behavior and that Activity Design related practices are more prominent factors On the other hand it is also discovered that effective motivated practice are varied according to teachers i e how teachers employ the strategies in class and the learning environment they provided for students In short the findings of the study might provide teacher insights on effective practices that enhance student motivated behavior and implications on classroom practice other that motivational strategies DOI 10 5353 th_b4836570 Subjects Motivation in education China Hong Kong Chinese language Study and teaching Higher China Hong Kong Language and languages Study and teaching Foreign speakers

Developing Intercultural Competence in Practice Michael Byram,Adam Nichols,David Stevens,2001 This text gives examples of good practice in intercultural competence in a variety of subjects and illustrates the importance of combining theory and practice **French Words** M. H. Offord,2001 Using an original mode of presentation the textbite this book seeks to approach the French vocabulary from as many angles as possible showing how French words are constructed the difficulties inherent in defining a word the relationships words enter into their origins and recent trends in word formation Examples and exercises are provided throughout **Teaching and Researching: Motivation** Zoltán Dörnyei,Ema Ushioda,2013-11-26 Cultivating motivation is crucial to a language learner s success and therefore crucial for the language teacher and researcher to understand This fully revised edition of a groundbreaking work reflects the dramatic changes the field of motivation research has undergone in recent years including the impact of language globalisation and various dynamic and relational research methodologies and offers ways in which this research can be put to practical use in the classroom and in research Key new features and material A brand new chapter on current socio dynamic and complex systems perspectives New approaches to motivating students based on the L2 Motivational Self System Illustrative summaries of qualitative and mixed methods studies Samples of new self related motivation measures Providing a clear and comprehensive theory driven account of motivation Teaching and Researching Motivation examines how theoretical insights can be used in everyday teaching practice and offers practical tips The final section provides a range of useful resources including relevant websites key reference works and tried and tested example questionnaires Written in an accessible style and illustrated with concrete examples it is an invaluable resource for teachers and researchers alike **Essential Competencies for English-medium University Teaching** Ruth Breeze,Carmen Sancho Guinda,2016-10-06 As English gains prominence as the language of higher education across the

world many institutions and lecturers are becoming increasingly concerned with the implications of this trend for the quality of university teaching and learning. With an innovative approach in both theme and scope this book addresses four major competencies that are essential to ensure the effectiveness of English medium higher education: creativity, critical thinking, autonomy and motivation. It offers an integrated perspective both theoretical and practical which defines these competences from different angles within ELT and Applied Linguistics while also exploring their points of contact and applications to classroom routines. This approach is intended to provide practical guidance and inspiration in the form of pedagogical proposals, examples of teaching practice and cutting edge research by scholars and university teachers from all over the world. To that end a leading specialist in the field introduces each of the four competencies explaining concepts accessibly and synthetically, exposing false myths, presenting an updated state of the art and opening windows for future studies. These introductions are followed by practitioner chapters written by teachers and scholars from different cultures and university contexts who reflect on their experience and/or research and share effective procedures and suggestions for the university class with English as a vehicle for instruction.

Motivation, Language Identity and the L2 Self

Zoltán Dörnyei, Ema Ushioda, 2009. Due to its theoretical and educational significance within the language learning process the study of L2 motivation has been an important area of second language acquisition research for several decades. Over the last few years L2 motivation research has taken an exciting new turn by focusing increasingly on the language learner's situated identity and various self perceptions. As a result the concept of L2 motivation is currently in the process of being radically reconceptualised and re theorised in the context of contemporary notions of self and identity. With contributions by leading European, North American and Asian scholars this volume brings together the first comprehensive anthology of key conceptual and empirical papers that mark this important paradigmatic shift.

Early Learning of Modern Foreign Languages Marianne Nikolov, 2009. Modern languages are offered to young learners at an increasingly early age in many countries yet few publications have focused on what is available to children in different contexts. This volume fills this gap by documenting the state of the art in researching young language learners using a variety of research methods. It demonstrates how young children progress and benefit from an early exposure to modern languages in different educational contexts and how affective, cognitive, social, linguistic and classroom related factors interact in the processes. A special strength is the range of languages although English is the most widely learnt language chapters focus on various target languages: Croatian, French, English, German, Italian, Spanish and Ukrainian and the contexts include China, Croatia, Greece, Hungary, Ireland, Norway, Poland, the Ukraine and the United Kingdom.

Identity Trajectories of Adult Second Language Learners Cristiana Palmieri, 2018-12-07. This book explores the motivations of adult second language L2 learners to learn Italian in continuing education settings in Australia. It focuses on their motivational drives, learning trajectories and related dynamics of identity development triggered by the learning process. Central to the study are adult L2 learners who are still a largely under-

researched and growing group of learners and readers will gain a better understanding of the learning process of this specific group of learners and ideas for sustaining L2 adult learning motivation in continuing education settings Furthermore the book discusses the role played by the Italian migrant community in Australia in making Italian a sought after language to learn It explores how a migrant community may influence motivation and highlights and expands on the notion of L2 learning contexts showing the existence of sociocultural environments where second language learning trajectories are affected by the presence of migrant groups **Language Learning Motivation** Ema Ushioda,2020-07-13 In this thought provoking book Ema Ushioda asks why we research language learning motivation whose interests the research serves and who ultimately benefits Examining the major theoretical and research developments in this vibrant field from its origins to the present day the author interrogates the goals and values driving academic inquiry and argues for a more socially conscious and socially responsive orientation to researching language learning motivation The book challenges this research field to contribute to critical movements in applied linguistics to address globally and locally relevant societal issues where language and motivation matter Ema Ushioda's compelling authoritative and timely book re writes the story of L2 motivation research through the ethical lens Her probing reflection is not meant to soothe but to ask difficult questions about why we research and for whom It is impossible to imagine future L2 motivation scholarship that does not treat them seriously Maggie Kubanyiova Professor of Language Education University of Leeds Ema Ushioda is a Professor and Head of the Department of Applied Linguistics at the University of Warwick Oxford Applied Linguistics Series Advisers Anne Burns and Diane Larsen Freeman **Current Index to Journals in Education** ,2002 **Beyond the Boundaries: Changing Contexts in Language Learning** Roberta Levine,2001-03-15 McGraw Hill World Languages is pleased to announce our collaboration with the Northeast Conference on the Teaching of Foreign Languages in the publication of their annual conference report commencing with the 2001 report The chapters in Beyond the Boundaries reflect and comment on the new contexts for language learning that continue to emerge in this country These changes motivated by factors such as changing societal attitude towards language learning globalization of U S economy and increased global awareness include a growing interest in study abroad opportunities community based outreach programs and life long learning Beyond the Boundaries is ideal for use in teacher education and methods courses or for undergraduate and graduate seminars that deal with issues in language education or language acquisition **Adult Vocational ESL** Jo Ann Crandall,1979

The Enigmatic Realm of **Motivating Language Learners Modern Language In Practice**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **Motivating Language Learners Modern Language In Practice** a literary masterpiece penned by a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting affect on the hearts and minds of those that partake in its reading experience.

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