

MOTIVATING LANGUAGE LEARNERS

Gary N. Chambers



MODERN LANGUAGES IN PRACTICE

Motivating Language Learners Modern Language In Practice

Norbert Pachler, Ann Barnes, Kit Field



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

How to Teach Modern Languages-- and Survive! Jan Pleuger, 2001 This book sets out some of the practical techniques Jan Pleuger has used with children of all ages and abilities and most of the ideas can also be applied to adult learners These practical strategies are aimed at reducing both pupil and teacher anxiety and provides a deep understanding of the psychological dynamics of the modern language classroom The result is an enjoyable book entertainingly written and bursting with tips for busy Modern Language teachers

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

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

Young Language Learners' Motivation and Attitudes Sybille Heinzmann, 2013-06-20 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.

The Psychology of the Language Learner Revisited Zoltan Dörnyei, Stephen Ryan, 2015-04-24 Over the past decade the focus of inquiry into the psychology of SLA has shifted from the analysis of various characteristics within individuals towards a greater consideration of individuals' dynamic interactions with diverse contexts. This revisit of the bestselling *The Psychology of the Language Learner* reflects on these developments by challenging some of the assumptions upon which the original text was based, maintaining the familiar structure of the original while situating the discussion within a very different theoretical framework. Written in a lively accessible style, the book considers how the field has evolved and maintains a keen eye on the future, suggesting exciting new directions for the psychology of SLA. *The Psychology of the Language Learner Revisited* will appeal to students and researchers in a wide range of disciplines including applied linguistics, second language acquisition, modern languages and psychology.

Language Learning Motivation in a Multilingual Chinese Context Mairin Hennebry-Leung, Xuesong (Andy) Gao, 2022-07-13 Drawing on quantitative and qualitative data from teachers and students in Hong Kong's secondary schools, this book examines critical questions in relation to language learning motivation and instructional contexts. Readers are provided with a critical overview of developments in theory and research on language learning motivation and the potential to further extend these developments. Grounded in the Douglas Fir Group conceptualization of language learning, the book explores the complex interplay of diverse factors that shape learners' motivation. It offers a unique window into the situated nature of language learning motivation in the macro, meso and micro contexts of a Chinese heritage society. In so doing, it brings the Chinese voice into the theorization of this important language learning construct. Potential future research avenues are suggested and implications for policy and practice are discussed. This book will be a useful resource for academics and postgraduates interested in the fields of English as a second language, ESL, English language teaching, language teaching and learning.

Learning to Teach Modern Languages in the Secondary School Norbert Pachler, Ann Barnes, Kit Field, 2013-11-19 Focused on the key skills needed to teach modern languages at the secondary school level, this text covers a range of issues that include the use of new technology, assessment of students, awareness of culture and the teaching of grammar.

Teaching and Researching Motivation Zoltán Dörnyei, Ema Ushioda, 2021-04-21 Cultivating motivation is crucial to a language learner's success and therefore crucial for

the language teacher and researcher to understand The third edition of *Teaching and Researching Motivation* reflects the dramatic changes in the field of motivation research With an increased emphasis on dynamic perspectives on motivation and its relations with other individual social and contextual factors this book offers ways in which advances in the field can be put to practical use in the classroom and in research Key new features and material exploration of the motivation to learn languages other than English LOTE principles for designing L2 motivational studies discussion of emerging areas of research including unconscious motivation and language learning mindsets 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 The final section provides a range of useful resources including relevant websites key reference works and an online repository of tools and instruments for researching language learning motivation Fully revised by pre eminent researchers in this field Zolt n D rnyei and Ema Ushioda this is an invaluable resource for teachers and researchers alike

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

A Practical Guide to Teaching Foreign Languages in the Secondary School Norbert Pachler, Ana Redondo, 2014-03-04 How can you effectively motivate young people to engage with foreign language learning How can young people engage with new ideas and cultural experiences within and outside the classroom The new edition of *A Practical Guide to Teaching Foreign Languages in the Secondary School* offers straightforward advice and inspiration for training teachers NQTs and teachers in their early professional development Written by a team of expert professionals it offers a wide range of strategies for successful teaching in the languages classroom Key topics covered include Helping pupils develop better listening skills Effective speaking activities Choosing the best texts and technology for reading skills Teaching grammar Internet tools and services for teaching and learning Integrating formative assessment The intercultural dimension of language teaching Collaborating with primary schools and successful transition Teaching Arabic and Mandarin Working with TAs and FLAs Classroom research and reflective practice This fully revised and updated second edition includes new chapters on homework motivation and less widely taught

languages while the core sections on reading and writing planning and culture and diversity have been significantly updated to reflect important changes in research practice and policy A Practical Guide to Teaching Foreign Languages in the Secondary School extends the popular Learning to Teach Foreign Languages in the Secondary School by providing detailed examples of theory in practice based on the most up to date research and practice as well as links to relevant sources supporting evidence informed practice It is an essential compendium of support and ideas for all those embarking upon their first steps in a successful career in teaching foreign languages

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

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

Researching Language Learning

Motivation Ali H. Al-Hoorie, Fruzsina Szabó, 2022-01-27 One of the most active areas in the field of second language acquisition language learning motivation is a burgeoning area of research Yet the plethora of new ideas and research directions can be confusing for newcomers to the discipline to navigate Offering concise bite size overviews of key contemporary research concepts and directions this book provides an invaluable guide to the contemporary state of the field

Making the discussion of key topics accessible to a wider audience each chapter is written by a leading expert and reflects on cutting edge research issues From well established concepts such as engagement and learning goals to emerging ideas including contagion and plurilingualism this book provides easy to understand overviews and analysis of key contemporary themes Helping readers understand a field which can appear highly technical and overwhelming Researching Language Learning Motivation provides valuable insights perspectives and practical applications The Routledge Handbook of Materials Development for Language Teaching Julie Norton, Heather Buchanan, 2022-03-16 The Routledge Handbook of Materials Development for Language Teaching is the definitive resource for all working in this area of language and English language teaching With 34 chapters authored by leading figures from around the world the Handbook provides an historical overview of the development of language teaching materials critical discussion of core issues and an assessment of future directions The contributions represent a range of different international contexts providing insightful state of the art coverage of the field Structured in nine sections the Handbook covers changes and developments in language teaching materials controversial issues in materials development research and materials development materials for language learning and skills development materials evaluation and adaptation materials for specific contexts materials development and technology developing materials for publication professional development and materials writing Demonstrating throughout the dynamic relationship between theory and practice this accessible Handbook is essential reading for researchers scholars and students on MA programmes in ELT TESOL and applied linguistics Improving Foreign Language Teaching Ernesto Macaro, Suzanne Graham, Robert Woore, 2015-09-16 Improving Foreign Language Teaching provides teachers and teacher trainers with a research based structure for the effective teaching and assessment of second languages As well as outlining a model for teacher development the book identifies and exemplifies eight key principles for effective language learning which can be used to guide curriculum design and decisions about classroom pedagogy Improving Foreign Language Teaching also presents practical activities related materials and guidance on how student progress can be monitored and recorded Based on the research of the authors and other international experts together with the work of a consortium established by the authors and teachers in a range of secondary schools the book focusses on the development of language skills and communicative competence It also proposes an assessment system which better reflects how learners progress in language learning than current models Taking as its starting point the challenge of a curriculum in flux and complex pedagogical approaches this book offers clear research informed guidance for effective planning teaching and learning It will be essential reading for all those concerned with the improvement of language learning and teaching in the secondary classroom

Foreign Language Enjoyment and Anxiety Among Polish EFL Students Ewelina Mierzwa-Kamińska, 2025-05-10

This book provides a comprehensive overview of the theoretical issues and existing research in relation to the emotions that learners experience when learning and using a FL highlighting the two emotions under investigation enjoyment and anxiety

which are the focus of the empirical research reported later in the book Highlighting the crucial role of emotions in the foreign language FL learning process this book reports the findings of a study investigating the relationship between foreign language enjoyment FLE and foreign language anxiety FLA in the context of Polish secondary school students learning English as a FL Chapter 1 conceptualizes emotions and introduces their different typologies Chapter 2 looks at the constructs of FLE and FLA while Chapter 3 presents findings from a selection of studies on FLE FLA and the relationship between them Chapter 4 describes the rationale for conducting the study and includes a detailed description of the analytical procedures It goes on to present the results of the study the discussion and the study limitations Finally Chapter 5 highlights the pedagogical implications of the study and suggests some directions for future research The book is of interest to specialists researching the role of emotions in SLA as well as to FL teachers looking for realistic recommendations for their work with FL learners

Motivation to Learn Multiple Languages in Japan Chika Takahashi, 2022-11-22 This book provides rare insights into motivation among extremely successful learners of English and languages other than English LOTE through the analysis of a longitudinal study and the examination of the factors involved in becoming multilingual in a non multilingual environment Based on sixteen interview sessions conducted over the course of nine years while the learners progressed from high school to the world of work this book offers the story of how two learners persist in English LOTE learning The study illuminates the long term processes through which the interviewees develop ideal English LOTE selves in an environment where multilingualism is not emphasized and where both English and LOTE can still be described as foreign languages Educators and researchers will learn from this study which stretches our understanding of motivation beyond the recent theorizing of L2 motivation and contributes to the limited research in long term motivational trajectories and LOTE learning motivation which is particularly scarce in non European contexts The book will be of interest not only to readers in Japan but also to those in other contexts as it offers an example of successful learners who go beyond the pragmatic and instrumentalist view of language learning to hold a more holistic view thus revealing the factors which can sustain multiple language learning even in foreign language contexts

L2 Selves and Motivations in Asian Contexts Matthew T. Apple, Dexter Da Silva, Terry Fellner, 2016-11-23 This book fills an existing gap in language learning motivation research by examining the applications of current motivational theories and models from WEIRD Western educated industrialized rich developed contexts to educational systems in Asian contexts All chapters are focused on second language L2 motivation as it applies to the EFL situation in Asian countries where English is a mandatory subject in school Themes in the volume cover the use of possible L2 selves as a theoretical model of motivation the role of teacher motivation and demotivation in non European educational systems study abroad motivation among adolescents cross cultural differences in learner motivation among Asian cultures and the influence of native speakerism on language motivation and cultural identity This book will appeal to ESL EFL educators postgraduate students researchers and teacher trainers both inside and outside Asian countries

who are interested in research on L2 motivation in general and within Asian contexts in particular

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