

Attitudes Toward English Language Learning In

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

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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

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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

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support, participants in this study tended to perceive insufficient/limited support from ELL teachers.

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

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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

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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.

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

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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,
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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

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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,

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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. ? Ernesto Macaro brings together a wealth of

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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

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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-

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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

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South Korea

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

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 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. When trying to explain any success or failure in second language (L2) learning, the term 'motivation' is often used by teachers and students alike. Indeed, motivation is one of the key learner factors that determines the rate and success of L2 attainment: it provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals. This book takes a practical approach to teaching motivational

strategies in the language classroom, and gives the teacher strategies that they can use to motivate language learners.

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

Teacher Attitudes Toward English Language Learners Attitudes and Language

Crossing Borders in East Asian Higher Education

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

***Exploring Correlations among
Attitude, Self-Efficacy and
English Language Achievement
Motivational Strategies in the
Language Classroom***

***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. 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 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

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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

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.

This dissertation, "A Study of

Secondary Students' Attitudes Towards English" by King-fong, Tang, ???, 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

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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 Mississippi Mainstream Teachers' Attitudes and Perceptions Toward English Language Learner Inclusion Attitudes to English Study among Japanese, Chinese and Korean Women Elementary Teacher Attitudes Toward Including English

***Language Learners in General
Education Classrooms
Individual Differences in Second
Language Learning
Teaching and Learning Issues
A Study of Preservice Teachers'
Attitudes Toward English
Language Learners and
Perceptions of Their
Professional Education Training
and Instructional Strategies
Regarding English Language
Learners***

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

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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,

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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.

This book assesses theories of learning across all ages to construct a new model for

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analysing how humans learn. 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

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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

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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

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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.

Pinocchio, The Tale of a Puppet follows the adventures of a talking wooden puppet whose nose grew longer whenever he told a lie and who wanted more than anything else to become a real boy. As carpenter Master Antonio begins to carve a block of pinewood into a leg for his table the log shouts out, "Don't strike me too hard!" Frightened by the talking log, Master Cherry does not know what to do until his neighbor Geppetto drops by

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looking for a piece of wood to build a marionette. Antonio gives the block to Geppetto. And thus begins the life of Pinocchio, the puppet that turns into a boy. Pinocchio, The Tale of a Puppet is a novel for children by Carlo Collodi is about the mischievous adventures of Pinocchio, an animated marionette, and his poor father and woodcarver Geppetto. It is considered a classic of children's literature and has spawned many derivative works of art. But this is not the story we've seen in film but the original version full of harrowing adventures faced by Pinnocchio. It includes 40

Bookmark File PDF Attitudes Toward English Language Learning In illustrations.

Motivations, Expectations and
Identity
Insights from Comparative
Education

The Good Language Learner
Improving Students' Attitude
Towards English Learning
Attitudes to Language

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

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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

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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. 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

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Learning In 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

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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. 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

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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

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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. 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.

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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

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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,

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Learning In 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.

Attitudes towards English in Europe
Bilingualism,
Multiculturalism, and Second
Language Learning
English Medium Instruction
Moroccan Female Rural
Students' Attitudes Towards

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Learning In Learning English Student Attitudes to Learning English in a Dai Community in Southwest China English-Medium Instruction in Chinese Universities

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

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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

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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

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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.

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

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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

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interests the reader. 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.

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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

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contribute to the field of WE, where studies relating to the South Korean context are largely limited.

No Child Left Behind (NCLB) has created a situation in which teachers are required to educate English Language Learners (ELLs) at the same level of proficiency as native speakers.

However, there is a paucity of research concerning teacher attitudes regarding ELLs, and thus, little is known about how these attitudes will impact instruction.

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The purpose of this study was to examine regular education teachers' attitudes toward the inclusion of ELLs in the regular education classroom. More specifically this study sought to understand whether teacher attitudes were influenced by the specific instructional factors of support, expertise, and time. The study was conducted in conjunction with a large, metropolitan school system in Tennessee. In the study, several schools were selected based on

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their ELL populations over the past three years. Teachers at these schools were invited to participate in the study, and were asked to respond to a survey instrument which was adapted from the Opinions Relative to Integration (ORI). The adapted ORI was used to quantify teacher attitudes regarding the inclusion of ELLs in regular education classrooms, and the results were subsequently used to generate an index score of teacher acceptance of ELLs in the regular education

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classroom. Additionally, teachers were asked to respond to a survey instrument which examined whether the teacher felt they had the necessary amounts of support, expertise, and time to teach ELLs. The data were analyzed using a three-way ANOVA, and the results suggest that teachers' attitudes are influenced by a scarcity of instructional factors. This paper discusses the extent to which the three specific instructional factors of support, expertise, and time

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influenced teacher attitudes. Additionally, the paper considers how educational leaders might use these findings to improve teacher attitudes toward ELLs.

Attitudes to Modern Foreign Language Learning
Pinocchio, the Tale of a Puppet

Key Topics in Second Language Acquisition

The History of War of Words

A Sociolinguistic Overview
Attitudes to World Englishes

This book examines issues that have emerged as higher education

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

institutions on a more equal footing.

**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.

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? 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.

**Young Language Learners'
Motivation and Attitudes**

**Longitudinal, comparative and
explanatory perspectives**

**Preparing Pre-service and In-
service Teachers**

Introducing Applied Linguistics

English Language in India

**Chinese Students' Cultural Values
and Their Attitudes Toward**

**English-language Learning and
Teaching**

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.

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

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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

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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

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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.

Attitudes to Modern Foreign Language Learning Insights from Comparative Education A&C Black

"This book argues for the need to empower African indigenous languages for greater functions in national life. It makes an important and useful contribution to the understanding of the sociolinguistic and sociopolitical

dimensions of language attitudes in the sub-Saharan African language context." "Overall, the book will interest all sociolinguists, language in education researchers and scholars, language policy makers in multilingual situations, and even politicians. Also, anyone interested in the complex African language context will find the book very informative, even stirring, while those involved with language issues in multilingual situations all over the world will find Language Attitudes in Sub-Saharan Africa interesting, stimulating, and valuable."--BOOK JACKET.Title Summary field provided by Blackwell North America, Inc. All Rights Reserved

Concepts and Skills

Language Attitudes in Sub-Saharan Africa

EIL, ELF, Global English

EFL Students' Attitudes Towards Plurilingualism

Attitudes Toward English Usage

STUDY OF SECONDARY

STUDENTS AT

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

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

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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.

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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 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.

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Moreover, students' attitudes towards computer assisted language learning, and foreign language learning are, indeed, interrelated.

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.

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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.

The McGill Conference in Honour
of Wallace E. Lambert
Mainstream Teacher Attitudes

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Toward English Language
Learners

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

Turkish Students Attitudes
Towards English and English
Language Learning

Teaching English Language Arts
to English Language Learners

Implications of teachers' attitudes
of ELL inclusion and
recommendations for program
development conclude this
study.