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Affect In Language Learning

**Ewa Piechurska-Kuciel, Elżbieta
Szymańska-Czaplak**



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Affect in Language Learning Jane Arnold, 1999-01-14 This book examines the role of affect and cognition in language learning

AFFECT IN FOREIGN LANGUAGE AND SECOND LANGUAGE LEARNING Dolly J. Young, 1999 Affect in Foreign Language and Second Language Learning offers high school and college university second language teachers or teachers in training practical suggestions for creating activities that take into account learner anxieties frustrations or discomfort in the language learning process The objective of the book is to offer concrete instructional approaches for language learning that are rooted in second language acquisition research and at the same time that promote a low anxiety classroom environment The authors of each chapter are specialists in specific areas of language learning and their essays composed specifically for this volume lay the groundwork for continued research on affect in language learning This text is part of the McGraw Hill Second Language Professional Series edited by James F Lee and Bill VanPatten

Emotions and Affect in Language Learning Larisa Nikitina, 2025-04-17 This book explores emotions and affect in language learning during total lockdown during the early phase of the COVID 19 pandemic when all teaching and learning activities had to transition online Having classes online and learning in lockdown was an unknown disconcerting and emotionally saturated experience for both the teachers and their students majoring in foreign languages To explore this the author conducted a study at a Malaysian university using perezhivanie a concept introduced by Lev Vygotsky 1896 1934 as a theoretical foundation for pedagogically oriented research on affect and emotions It refers to an intense emotional lived through experience that often leads to a qualitative change within an individual To capture the students experiences of learning in total lockdown she also employs photovoice methodology as an analytical approach In her book Nikitina demonstrates using the photovoice method to capture the emotional ebbs and flows inherent in perezhivania The theoretical framework of perezhivanie and novel photovoice methodology adopted in this book can be employed in future explorations of emotional labours of students and their teachers in a wide range of educational settings This book s theoretical anchoring robust methodology and rigorous analysis of visual and linguistic data findings presented in this book will contribute to a better understanding of learning and teaching during challenging circumstances for students and academics of applied linguistics psychology of language learning or second language acquisition

Exploring Psychology in Language Learning and Teaching Marion Williams, Sarah Mercer, 2016-06-28 This book explores key areas of educational and social psychology and considers their relevance to language learning and teaching using activities and questions for reflection The topics discussed in the book include learners and teachers beliefs about how a language should be learned and taught learning and working in groups relationships with others the role of the self in teaching and learning motivation to start and persist with tasks the role of emotions in learning The authors provide useful insights for the understanding of language learning and discuss the important implications for language teaching pedagogy Extra resources are available on the website www.oup.com/elt/teacher/exploringpsychology

Marion Williams was formerly Reader in Applied Linguistics at the University of Exeter and is a past president of IATEFL Sarah Mercer is Professor of Foreign Language Teaching at the University of Graz Austria Stephen Ryan is Professor in the School of Economics at Senshu University Tokyo Language in Cognition and Affect Ewa Piechurska-Kuciel, Elżbieta Szymańska-Czaplak, 2013-01-30 The volume contains most updated theoretical and empirical research on foreign or second language processes analyzed from the perspective of cognition and affect It consists of articles devoted to various issues related to such broad topics as gender literacy translation or culture to mention a few The collection of papers offers a constructive and inspiring insight into a fuller understanding of the interconnection of the language cognition affect trichotomy

How Myths about Language Affect Education David Johnson, 2008-05-27 How Myths about Language Affect Education What Every Teacher Should Know clarifies some of the most common misconceptions about language particularly those that affect teachers and the decisions they make when they teach English language learners The chapters in this book address myths about language in general about first and second language acquisition about language and society and about language and thinking Each chapter concludes with activities for teachers that give examples exercises or simple questions that relate directly to teachers everyday dealings with ELLs and language How Myths about Language Affect Education is not intended to be a complete introduction to linguistics it does not contain information on phonetics or complex syntactic explanations and technical jargon is kept to a minimum The aim of this book is not to settle language issues but rather to highlight popular misconceptions and the ways that they influence debates regarding language and affect language policies in and out of the classroom

Foreign and Second Language Learning William Littlewood, 1984-04-26 The relevance of language acquisition to the day to day concerns of teaching and learning languages

Focus on Affect in Language Learning Jane Arnold, 2011

Cognitive, Affective, Behavioral and Multidimensional Domain Research in STEM Education: Active Approaches and Methods towards Sustainable Development Goals (SDGs) Jin Su Jeong, David Gonzalez-Gomez, Jianpeng Guo, James Robbe Kraly, 2022-04-25

The Neurobiology of Affect in Language Learning John H. Schumann, 1999-06-18 This book presents a theory of how the psychology and neurobiology of stimulus appraisal influences the variability in second language acquisition It then extends the notion of affect developed for second language acquisition to primary language acquisition and to cognition in general Written by one of the leading scholars in the field this book is an important research tool for students and professors of language studies and linguistics

The Effect of Community Context on Intergenerational Spanish Maintenance and English Proficiency Among Latina and Latino Children Nancy Alison Garrett, 1997 In this dissertation I investigate how community context affects Spanish language use and English proficiency among Latina and Latino children in the United States focusing on the children of immigrants I view children's language attributes through a sociological perspective that recognizes that children learn and use languages within specific social and cultural contexts and that these contexts have an important effect on language acquisition and use This theoretical

perspective leads to the hypothesis that children's language skills and language use will be affected by the communities they live in. I predict that living in a metropolitan area with a greater propinquity and availability of Spanish speakers will increase a child's likelihood of speaking Spanish because this will increase opportunities for using and hearing Spanish and promote Spanish within a larger United States context that often devalues languages other than English. At the same time, I hypothesize that community context will have little effect on children's English skills because of the ubiquitous presence of English in the daily life of any U.S. child. I test these hypotheses using a national sample of children who live in metropolitan areas drawn from the 1990 Census. I find that levels of Spanish maintenance are extremely high among children of Latino immigrants and that a large majority of children who are born in the U.S. speak English fluently. Multivariate analysis demonstrates that several dimensions of a metropolitan area's language context, in particular the saturation and segregation of Spanish speakers, have a strong effect on second-generation children's likelihood of speaking Spanish that persists even after controlling for household and individual level variables. Contrary to my original hypothesis, I also find that the language characteristics of the metropolitan area have a significant effect on children's English proficiency. This effect, however, is smaller than the effect of metropolitan context on Spanish use. This analysis produces a better understanding of the specific elements of household and community context that affect language use. The results imply that children of immigrants are following multiple paths to language adaptation and that metropolitan context is an important influence on this process of adaptation.

Cognitive and Educational Psychology for TESOL Andrzej Cirocki, Bimali Indrarathne, Sharon McCulloch, 2024-08-19

This volume has been written specifically with TESOL teacher educators, practitioners, and classrooms in mind. It is divided into three sections: cognitive aspects of language learning, individual differences, and language learning difficulties and challenging behaviours. Structured in this way, it enables TESOL teacher educators and practitioners to better understand how language learners process and retain new information, improving their overall ability to learn and remember. In addition to supporting TESOL teacher educators and practitioners in promoting effective language learning, this volume explains individual differences among language learners and the importance of developing learners' emotional, social, and behavioural skills while addressing learning difficulties, disorders, disabilities, and challenging behaviours whenever required. The individual chapters are written in an accessible style to enable readers to explore various psychological concepts in their pedagogical practice by engaging in reflective teaching through action research. This volume is a vital resource for pre- and in-service language teachers and will encourage language teacher educators to reassess their existing practices. Chapter 2 is available open access under a Creative Commons Attribution 4.0 International License via link.springer.com.

Hybrid Learning Philip Tsang, Simon K.S. Cheung, Victor S.K. Lee, Ronghuai Huang, 2010-07-30. This book constitutes the proceedings of the Third International Conference on Hybrid Learning (ICHL 2010) held in Beijing, China, in August 2010. The 50 contributions presented in this volume were carefully reviewed and selected from 225 submissions. In addition, two keynote

talks are included in this book The topics covered are interactive hybrid learning systems content management for hybrid learning pedagogical and psychological issues outcome based teaching and learning instructional design issues experiences in hybrid learning improved flexibility of learning processes computer supported collaborative learning assessment strategies for hybrid learning and organisational frameworks and institutional policies Saral Prashnottar MA Semester 1 - English III paper Saral Study Group 2025-01-14 Linguistics and English Language Teaching Questions and answers for English III paper semester 1 of Postgraduate courses of Indian universities in line with National Education Policy 2020

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 Zoltán Dörnyei and Ema Ushioda this is an invaluable resource for teachers and researchers alike

Attention to Affect in Language Learning Jane Arnold, 2011 As language teachers we have to pay attention to many things in our work so why add attention to affect Perhaps the simplest most direct answer is that whatever we focus most on in our particular context be it general English morphosyntax phonetics literature English for academic writing or any other special area attention to affect will make our teaching more effective If I want to communicate to my students my respect for and interest in what I teach and to encourage them to share this interest I have a valuable ally in attention to affect This article will provide a more in depth answer to the question of why affect is important and will discuss some options for dealing with it in the classroom

Proceedings of the Tenth Annual Conference of the Polish Association for the Study of English Elżbieta Mańczak-Wohlfeld, 2002

Русский Язык, 2005

Motivational Dynamics in Language Learning Zoltán Dörnyei, Peter D. MacIntyre, Alastair Henry, 2014-10-14 This landmark volume offers a collection of conceptual papers and empirical research studies that investigate the dynamics of language learning motivation from a complex dynamic systems perspective The contributors include some of the most well established scholars from three continents all addressing the question of how we can understand motivation if we perceive it as continuously changing and evolving rather than as a fixed learner trait The data based studies also provide useful research

models and templates for graduate students and scholars in the fields of applied linguistics and SLA who are interested in engaging with the intriguing area of examining language learning in a dynamic vein **Communication and Affect**
Thomas Alloway, Lester Krames, Patricia Pliner, 1972

Embracing the Tune of Phrase: An Emotional Symphony within **Affect In Language Learning**

In a world used by monitors and the ceaseless chatter of immediate connection, the melodic elegance and emotional symphony produced by the published term often diminish into the background, eclipsed by the relentless noise and disruptions that permeate our lives. Nevertheless, nestled within the pages of **Affect In Language Learning** a marvelous literary treasure brimming with organic feelings, lies an immersive symphony waiting to be embraced. Constructed by a masterful musician of language, this fascinating masterpiece conducts readers on an emotional trip, skillfully unraveling the hidden melodies and profound affect resonating within each cautiously constructed phrase. Within the depths with this touching assessment, we can investigate the book is central harmonies, analyze their enthralling publishing type, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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