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How To Motivate Students To Learn English

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How To Motivate Students To Learn English:

Why Learn English? Cape Verdeans' First Year Undergraduate Students' Motivation Ernania Fortes, 2019-08-30 Academic Paper from the year 2016 in the subject Didactics for the subject English Pedagogy Literature Studies grade A Atlantic International University course MOTIVATION IN THE CLASSROOM language English abstract The purpose of this study is to identify what motivates the 1st year Undergraduate students from a public University located at the center of Mindelo City in Cape Verde to learn English as a foreign language Motivation is a relevant requisite in learning a foreign language and is an issue that has been discussed by many educators since it appears absent in many students and so present in others Furthermore this paper will also address what is the particular influence of Mindelo tourism in the students motivation and if the motivations presented contribute with their learning outcomes in English language Twenty 1st year undergraduate students of English Studies from the University of Cape Verde in the city of Mindelo Cape Verde participated in this study There were 8 females and 12 male student participants with an age range from 19 to 31 years old Having in mind the purpose of this study this research focused on qualitative data collection and the data was collected through questionnaire and semi structured interviews After analysing and discussing the obtained data the results suggest that the participants of this study display an extrinsic and instrumental motivation since it is the region s tourism that influences the motivation of these students in a positive way to the English learning resulting in a good general performance of these students

Essential Speaking Skills Joanna Baker, Heather Westrup, 2003-03-26 Practical and easy to use Essential Speaking Skills is the definitive guide to teaching speaking to students of English as a second or additional language Brimming with invaluable advice on teaching approaches and practical classroom ideas and learning activities the handbook is specifically designed for teachers who teach large classes with very few resources The clear explanations and the activities are suited to both new and experienced teachers of English and can be used in junior and senior secondary school classrooms and for adult learners

The Discursive Construction of Second Language Learners' Motivation Mingyue Gu, 2009 This longitudinal qualitative study explores the motivation and identity development of students in a comprehensive university who are learning English as a second language L2 It is set in the contemporary People s Republic of China where dramatic sociocultural political and economical changes are taking place Multiple research methods including interviews diary studies and recorded interactions are employed The author considers in her study both the impact of broader issues such as globalization and more local social development on language learners at tertiary level in China and the effects of discourse and community in constructing motivation This study combines detailed linguistic analysis with sociocultural theory together with the concept of communities of practice In so doing the author investigates the social historical linguistic and individualistic factors that combine dynamically over time to co construct learners motivation A critical discourse analysis approach to exploring language learner motivation presents an enhanced understanding of the relationship between

motivation and interaction providing a line of enquiry and manifold new insights

Motivating Students to Learn English Through Language Arts Activities Chung-Keung Alain Li, 2017-01-27 This dissertation *Motivating Students to Learn English Through Language Arts Activities an Exploratory Study* by Chung keung Alain Li 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 *Motivating Students to Learn English through Language Arts Activities An Exploratory Study* submitted by Li Chung Keung Alain for the degree of Master of Arts in Applied Linguistics at the University of Hong Kong September 2003 It is widely perceived that Hong Kong students English proficiency has been declining in recent decades ESL educators and researchers find that most students have primarily instrumental or extrinsic motives for learning English but are not effectively motivated The Chairman of the Standing Committee on Language Education SCOLAR alleges that the key problem of English education is that lessons are far too boring The education authorities suggest the use of language arts i e the use of literature as a resource in the classroom to arouse students interest in English This is an exploratory study with a general aim to explore whether language arts represented by songs and films in this case can motivate students to learn English There is also a specific aim to find out that if language arts can motivate students to learn English then how it is related to students interest in and the usefulness of language arts Quantitative data from two rounds of questionnaire studies after a language arts teaching programme and a conventional teaching programme are compared Qualitative data from two rounds of journal studies and one round of interviews are condensed and categorized It is found that language arts can motivate students to learn English and interest is more powerful than usefulness in effecting motivation i DOI 10.5353/eth_b2705127 Subjects Language arts Secondary China Hong Kong Motivation in education English language Study and teaching Secondary China Hong Kong

PISA How 15-Year-Olds Learn English Case Studies from Finland, Greece, Israel, the Netherlands and Portugal OECD, 2024-02-20 This report presents country findings from interviews with 15 year olds English language teachers and school principals and wider background research as well as a comparative chapter on key international insights

Teaching English, How To.....: Raymond Stopper, Shirley DeLano Ryan, 2004-07-19 *Teaching English How To* emphasizes three fundamental teaching techniques directing reading assignments modeling skills and using students questions to motivate learning and discussion Three special features are daily ten minute writing sessions to improve style and correctness preparing students for the SAT 20 minute essay and a problem centered grammar program designed to be applied to writing This book contains specific recommendations for teaching almost every aspect of secondary English

Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2019-01-04 In a diverse society the ability to cross communication barriers is critical to

the success of any individual personally professionally and academically With the constant acceleration of course programs and technology educators are continually being challenged to develop and implement creative methods for engaging English speaking and non English speaking learners Computer Assisted Language Learning Concepts Methodologies Tools and Applications is a vital reference source that examines the relationship between language education and technology and the potential for curriculum enhancements through the use of mobile technologies flipped instruction and language learning software This multi volume book is geared toward educators researchers academics linguists and upper level students seeking relevant research on the improvement of language education through the use of technology *ELT in Asia in the Digital Era: Global Citizenship and Identity* Suwarsih Madya,Fuad Hamied,Willy A. Renandya,Christine Coombe,Yazid Basthomi,2018-06-27 This proceedings book captures a wide range of timely themes for readers to be able to foresee the digital era s impact on English teaching in non English speaking countries English used in the global environment the frequent mobile communication and the use of AI based translators are bringing about dramatic changes in our English language learning and teaching Who can provide us the wisdom to know what to do Those scholars going through these complex environmental changes A collection of puzzle pieces may bring us a better contour for the future than a perfectly edited book It s indeed a pleasure reading these insightful pieces to gain wisdom for the future of ELT practices in global contexts Taiean's New English Proficiency Requirement Policy Wei-chih Lien,2007 *Supporting Multilingual Learners' Academic Language Development* Luciana C. de Oliveira,2023-04-13 A practical and comprehensive resource Supporting Multilingual Learners Academic Language Development A Language Based Approach to Content Instruction introduces an accessible language based approach to teaching academic language to multilingual learners across the content areas Luciana C de Oliveira provides elementary school teachers with everything they need to know to successfully teach grade level content to multilingual learners Chapters are organized by subject addressing the specific language demands of teaching English language arts social studies mathematics and science Each chapter features examples of implementation in grades K 5 practical strategies and a wealth of tables figures and other resources The Language Based Approach to Content Instruction LACI in this book provides teachers with a ready to use framework of six scaffolding elements that serves as a guide to enable multilingual learners to meet the grade level standard of their peers without simplification Aligned with WIDA and CCSS standards this resource provides the tools and methods teachers need to support multilingual learners academic language development in the content area classroom *LEP Handbook for Co-op Teachers* Jim Cockrum,1987 Learning English Through Science Francis X. Sutman, Virginia French Allen, Francis Shoemaker,1986 Grade level 1 2 3 4 5 6 7 8 9 10 11 12 e i p s t How important is motivation in second language learning? I. Magel,2017-06-15 Seminar paper from the year 2012 in the subject Didactics for the subject English Pedagogy Literature Studies grade 2 0 Saarland University language English abstract Motivation in second language learning is an increasingly important area in applied

linguistics The current state of research is characterized by many different approaches which have developed over time Today there are still divided views about motivation The social psychological approach dominated until the early 1990s Criticized later supplemented and eventually replaced by pedagogical and psychological concepts In order to understand the importance of motivation in second language learning it is important to look at different types of motivation after clarifying the definition of the term motivation used in the text below This paper has been divided into three parts First I will give a definition of the term motivation Then I will focus on different kinds of motivation especially the distinctions between motivation regarding learning in general by Deci and Ryan and motivation especially in language learning by Gardner Finally the practical part deals with motivation in second language classroom in Saarland Thus the main question addressed in this paper is How important is motivation in second language learning

Lessons to Motivate Students to Learn English as a Foreign Language Alice Faroh Vargas,1987

A Global Education Approach to Language Teaching Naoko Sugano
McHale,1994

ELT Matters: Developments in English language learning and teaching ,2004

Motivation and Learning English Language Razan Adra,2013-01 Motivation plays a particularly critical role in an EFL position where learners are separated logistically and psychologically from the target culture In this study small scale Action Research the teacher researcher aimed to improve her own capabilities and skills by using different strategies to motivate students to learn English language in better way The study was conducted within two cycles in a private primary school in Karachi The process of action research started with teacher researcher studying her own students and class teacher s views and practices of using different motivational strategies The data revealed that using interesting and challenging activities in the class served as purposeful tools to motivate the students to find learning English interesting and meaningful It also showed that the students became intrinsically motivated to learn where some others needed external motives to learn better Findings and key learning include the researcher s learning as a teacher and an action researcher Based on the findings some implications are put forward along with general conclusion of the study

BRAC University Journal ,2009 **120 Content**

Strategies for English Language Learners Jodi Reiss,2012 Provides 120 easy to follow strategies that examines different aspects of teaching ELL secondary students from building background knowledge to assessing learning Explores methods of presenting basic information about types of tests demonstrates test taking skills and discusses the use of accommodations Each chapter contains a summary and discussion questions

102 Content Strategies for English Language Learners
Jodi Reiss,2008 Are you looking for classroom tested content strategies to help your English Language Learners achieve academic success This easy to use resource offers 102 practical instructional and assessment strategies built on a strong foundation of second language acquisition theories and principles Easy to incorporate into daily classroom instruction all 102 strategies are concise and offer helpful guides that maximize students performance potential at every level of development Strategies address a variety of issues including cultural considerations instructional processes traditional testing alternative

testing formats grading and accountability Theory to Application Guidelines for Practice are found at the beginning of each chapter to unify the theories and principles around which this text is designed The Objective briefly states the goals of the strategies that follow The Rationale explains the reasoning underlying each objective and the role it plays in your practice Strategies offer activities and assignments to help you in guiding your English Language Learners toward academic success In Concept introduces and explains the ideas behind each strategy and why it is important to your practice In Practice provides instructions examples and illustrations to illustrate how each strategy can be used in your classroom

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