



# Language learning

PROF. NICOLE NAU

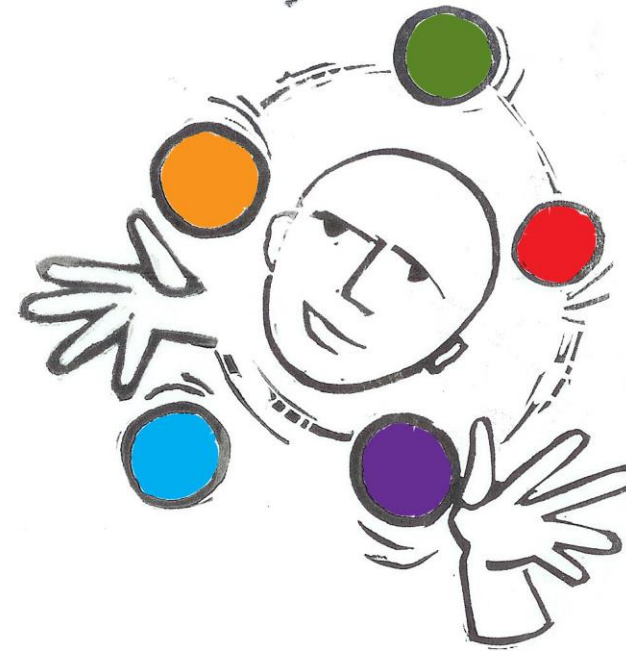
UAM 2019

# Welcome!

- Prof. Nicole Nau
- E-mail: [Nicole.Nau@amu.edu.pl](mailto:Nicole.Nau@amu.edu.pl)
- Office: 217 on this floor (Collegium Novum A)
- Office hours: Wednesday 11-13
- Homepage of this class at [elldo.amu.edu.pl](http://elldo.amu.edu.pl)
  - Classes

# Today: The active language learner

- How do learners differ and what influences language learning
- Motivation
- Learning strategies



listening  
understanding  
talking  
writing  
reading

# Factors responsible for individual differences in L2 learning (Ellis 2006: 530)

- **Abilities:** Intelligence, Language aptitude, Memory
- **Propensities:** Learning style, **Motivation**, Anxiety, Personality, Willingness to communicate
- Learner **cognitions** about L2 learning: Learner beliefs
- Learner **actions:** **Learning strategies**

# Other factors

## The environment

- time and intensity of exposure to L2
- instruction: how much, which method
- use of L2 outside of the learning situation
- attitudes of native speakers of the target language and towards learners

## The languages

- characteristics of L2
- distance between L1 and L2
- knowledge of other languages

# Motivation

A basic classification of motivation for Second Language Acquisition (SLA) (Gardner 1985, Canada)

- **integrative** orientation (positive disposition towards the L2 group, desire to interact, even become similar)
- **instrumental** orientation (pragmatic gains, getting a better job...)

Next slide: Gardner's full view, cited after Dörnyei (2001)

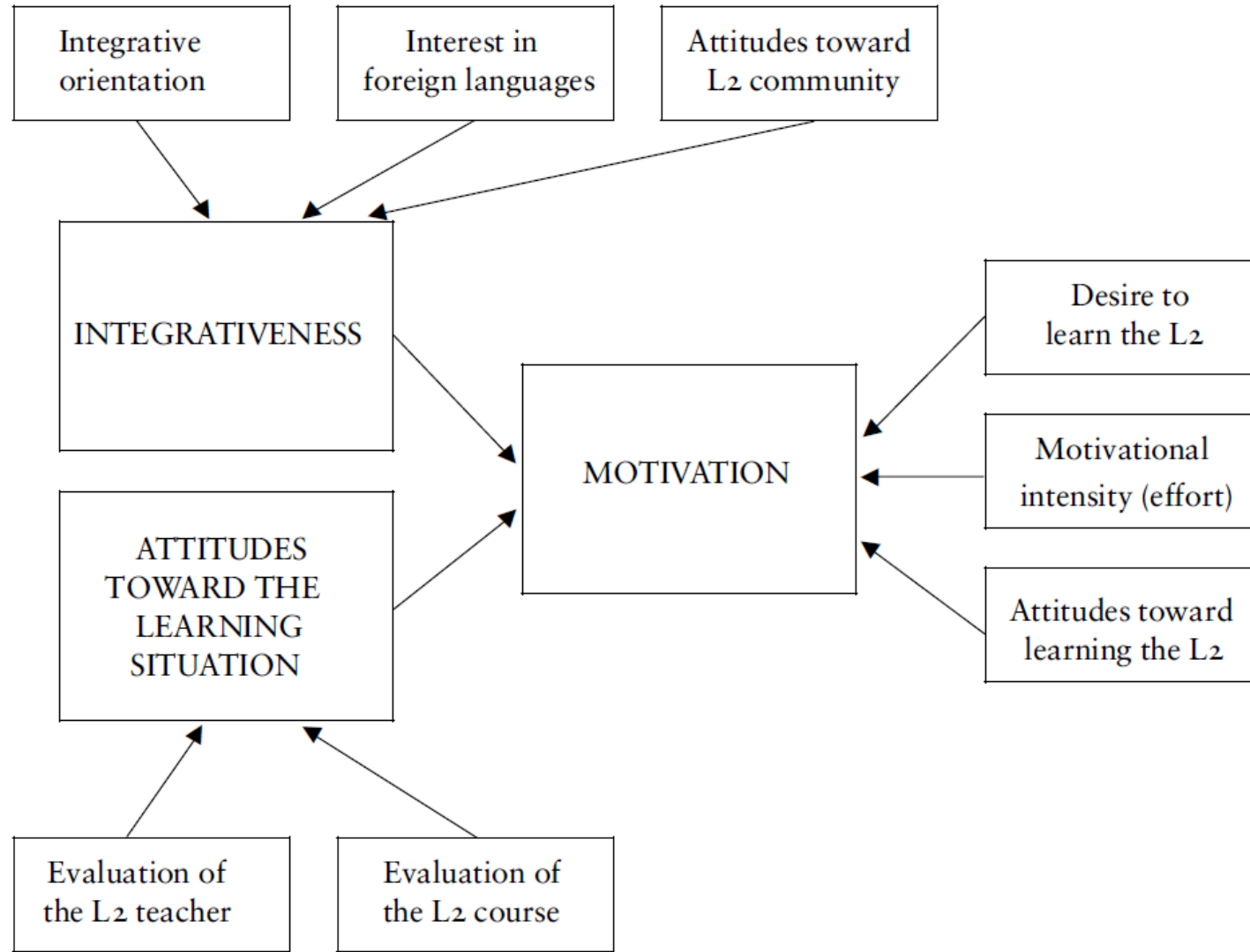


Figure 1 Gardner's conceptualisation of the integrative motive

## A definition of *motivation*

"[...] motivation concerns the direction and magnitude of human behavior, or, more specifically (i) the **choice** of a particular action, (ii) the **persistence** with it, and (iii) the **effort** expended on it. In broad terms, motivation is responsible for *why* people decide to do something, *how long* they are willing to sustain the activity, and *how hard* they are going to pursue it."

(Dörnyei & Skehan 2003: 614)



## Dörnyei: Three stages (from Dörnyei & Skehan 2003)

<b>pre-actional stage</b>	<b>choice motivation</b> why people decide to do something (why do you want to learn Italian?)
<b>actional stage</b>	<b>executive motivation</b> how long ... (how long are you prepared to study?) how hard ... (how hard will you try to learn Italian?)
<b>post-actional stage</b>	<b>motivational retrospection</b> (how do you evaluate your motivation during the past course?)

## What influences motivation?

### **pre-actional stage**

choice motivation

why people decide...

goals, values

attitudes towards the L2 and its  
speakers

environmental support

beliefs and strategies

### **actional stage**

executive motivation

how long ...

how hard ...

quality of the learning experience

teachers' and parents' influence

classroom situation, learner group

self-regulatory strategies

# Let's make a slightly different distinction

- My general motivation to learn a language.
- My motivation to carry out particular actions of language learning here and now.

How do learning aids (textbooks, tools) answer to each kind of motivation?

What can be done to keep motivations high?

What may let motivations go down?

# Learning (learners') strategies

Start of research: 1970s, question:

**What/who is a „good language learner”?** (Rubin 1975)

=> answer:

„... one who is an active learner, monitors language production, practices communicating in the language, makes use of prior linguistic knowledge, uses various memorization techniques, and asks questions for clarification” (Chamot 2001)

# Learning strategy: definitions

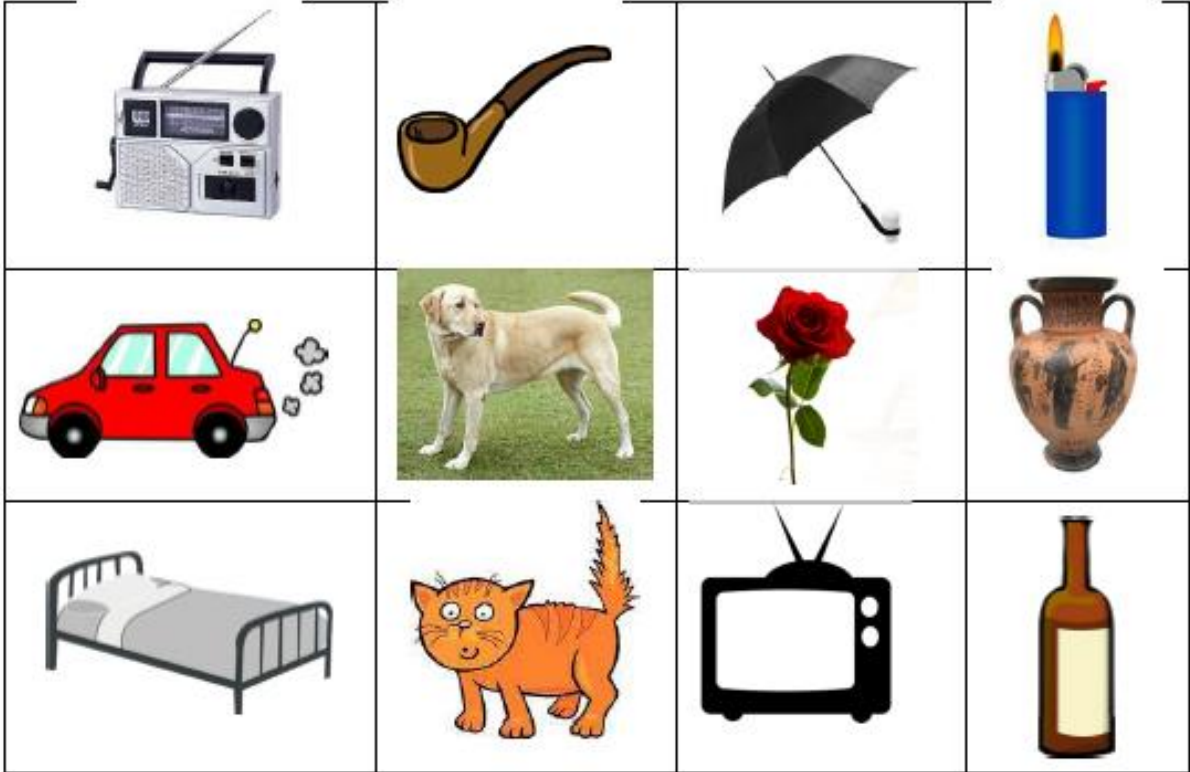
- „specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (Oxford 1990, cit. after Griffith 2008)
- „activities consciously chosen by learners for the purpose of regulating their own language learning” (Griffith 2008) – mental or physical activities

# How can learning strategies be investigated?

- Questionnaires
- Retrospective interviews
- Think-aloud protocols
- ...

=> All more or less subjective! ☹️

# Let's find out our strategies in learning vocabular with this exercise! (Handout)



# Results of „retrospective interviews”: which strategies did you use?

- Saying the word (repeatedly)
- Listen to the teacher saying it (repeatedly)
- Making a story with the words
- Learning something about the word (for example, grammar)
- Choose what you learn
- Associations with words that sound alike
- Writing the word
- Associate with an image



# Learning strategies: questionnaires

- 2002. Cohen, A. D., Oxford, R. L., & Chi, J. C. *Learning Style Survey: Assessing Your Own Learning Styles*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota. [In Cohen & Weaver, 2006, pp. 15-21]
- SILL: Strategy inventory for language learning. By R. Oxford in the 1990s.

# The five parts of the SILL

- *A. Remembering more effectively*
- *B. Using all your mental processes*
- *C. Compensating for missing knowledge*
- *D. Organising and evaluating your knowledge*
- *E. Managing your emotions*
- *F. Learning with others*

[the next slides are taken from:]

Talk at the U of Portland 1 March 13

**Strategies for Learning and Using Language and  
for Performing Interculturally in Foreign  
Language Courses and in Study Abroad**

**Andrew D. Cohen**

**Professor Emeritus**

**University of Minnesota**

[Cohen]

## Language Learner Strategies

The processes you consciously select to assist you in learning and using language in general, and in the completion of specific L2 language tasks (whether learning new vocabulary, using the correct tense of the verb, or making a request).

[Cohen]

## Ways to Classify Learner Strategies

- *By goal:* Strategies **for learning** the L2 (e.g., *identifying, distinguishing, grouping, memorizing strategies*) or strategies **for using** the L2 – i.e., performing your knowledge (e.g., *retrieval, rehearsal, communicative, and cover strategies*).

- **By function:** **cognitive, affective, and social** strategies; and strategies **for supervising** the learning and use of the L2 (planning ahead, monitoring your performance, evaluating how it went).
- **By skill:** Listening, speaking, reading, writing, vocabulary, grammar, or translation strategies with regard to the L2.
- Other, including: **level of proficiency**

# Bonus track: Learning and teaching strategies

- Watch a short video that teaches a Korean word:  
<https://www.youtube.com/watch?v=GWJmMKPJHr0>
- When watching the second time, try strategies that are used in teaching the word.
- What features of the video could be beneficial for motivation?
- What would/could YOU DO to learn the expressions of the video? (which learning strategies would you use?)

# References and further reading

- Chamot, Anna Uhl. 2001. The role of learning strategies in second language acquisition. In: M. Breen (ed.) *Learner contributions to language learning*. London.
- Dörnyei, Zoltan. 2001. *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Zoltán & Skehan, Peter. 2003. *Individual differences in second language learning*. In: Doughty & Long (eds.) *The handbook of second language acquisition*, 589-621.
- Ellis, Rod. 2006. Individual differences in second language learning. In: Davies & Elder (eds.) *The handbook of applied linguistics*, 525-551
- Leaver, Betty Lou / Ehrman, Madeline Elizabeth / Shekman, Boris. 2005. *Achieving success in second language acquisition*. Cambridge: Cambridge University Press. [chapter 3 Learning styles and learning strategies]