

Language Learning: Methods and Media

Prof. Nicole Nau, UAM 2016

Second lecture (29.02.2016)

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(Teaching > Currently > **Language Learning**)
- My office: room 205 in this building
- Office hours: Monday 2-3 pm or after appointment
- Code of this class: 09-LLMM-F-11
- Please register in USOS (if possible)

Basic information

- regular active attendance
- a little reading at home (texts available through the course's website)
- a little test after the first half (in April)
- analysis of one method or media according to a given scheme and presentation of the results in class (in May/June)
- the topic of the presentation must be accepted by the teacher not later than April 25.

Requirements for course credits

- **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**

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

The environment

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

The languages

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


Other factors

- Go through the ***Learning Style Survey*** prepared by Cohen, Oxford & Shi (2002)

you can find it at the course's website or at Andrew Cohen's website at

<https://sites.google.com/a/umn.edu/andrewdcohen/publications/language-learner-styles-strategies>


Homework for next week



A basic (and too simple) classification of motivation for 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...)

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

**pre-
actional
stage**

choice motivation

why people decide to do something (why do you want to learn Italian?)

**actional
stage**

executive motivation

how long ... (how long are you prepared to study?)

how hard ... (how hard will you try to learn Italian?)

**post-
actional
stage**

motivational retrospection

(how do you evaluate your motivation during the past course?)

what influences motivation at each stage?

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

An instrument to get to know your motivation (note: NN thinks the idea is good but the questions less so)

- Cohen, A. D. & Dörnyei, Z. *Taking my Motivational Temperature on a Language Task*. In R. M. Paige, A. D. Cohen, B. Kappler, J. C. Chi, & J. P. Lassegard. 2006. *Maximizing study abroad* (pp. 170-171). 2nd Ed. Minneapolis: Center for Advanced Research on Language Acquisition, University of Minnesota.

The "motivational temperature"



Start of research: 1970s, question: **What is a „good language learner”?** (Rubin 1975)

=>

„... 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 (learner's) strategies

- „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

Learning strategy: definitions

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

=> All more or less subjective! ☹

How can learning strategies be investigated?

- <http://www2.education.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/language%20learning%20strats.html>
- <https://sites.google.com/a/umn.edu/andrewdcohen/projects> (Andrew Cohen's homepage, projects, go to "Learning Styles, Language Strategy Repertoire, and Motivation in the Performance of L2 Tasks")

Learning strategies: useful websites

„Strategy Inventory for Language Learning”


Questionnaire, Oxford 1990s

Handout

Work in pairs. Do you use the same strategies?

What is each of the 6 parts (A, B....) about?

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**

For a measure of language strategy use by skills, see Cohen, A. D. , Oxford, R. L., & Chi, J. C. (2001). *Language Strategy Use Inventory*. Minneapolis: Center for Advanced Research on Language Acquisition, University of Minnesota.

http://www.carla.umn.edu/maxsa/documents/languagestratuse_inventory.pdf

- 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, Zoltan & 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 / Shekhman, Boris. 2005. *Achieving success in second language acquisition*. Cambridge: Cambridge University Press. [chapter 3 Learning styles and learning strategies]

References and further reading