Record Nr. UNINA9910483474103321 Investigating individual learner differences in second language learning **Titolo** // Mirosaw Pawlak, editor Pubbl/distr/stampa Cham, Switzerland:,: Springer,, [2021] ©2021 **ISBN** 3-030-75726-9 Descrizione fisica 1 online resource (257 pages) Collana Second Language Learning and Teaching 418.0071 Disciplina Language and languages - Study and teaching Soggetti Second language acquisition Adquisició d'una segona llengua Llibres electrònics Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Nota di bibliografia Includes bibliographical references. Nota di contenuto Intro -- Preface -- Contents -- The Interrelationship of Language Learning Autonomy, Self-Efficacy, Motivation and Emotions: The Investigation of Hungarian Secondary School Students -- 1 Introduction -- 2 Background to the Study -- 2.1 Autonomy -- 2.2 Motivation --2.3 Emotions -- 2.4 Self-Efficacy -- 3 Methods -- 3.1 Research Questions and Design -- 3.2 Participants -- 3.3 Questionnaires -- 3.4 Data Collection Procedures and Analysis -- 4 Results and Discussion --4.1 Descriptive Analyses -- 4.2 Interrelationships of Language Learning Autonomy, Motivation, Self-Efficacy, and Emotions -- 5 Conclusion --References -- Psychological Aspects of Self Across Contexts: A Comparison of China, Saudi Arabia, Sweden, Turkey, and the United States -- 1 Introduction -- 2 Literature Review -- 2.1 The Ideal, Ought-To, and Anti-Ought-To Selves -- 2.2 The Role of Language Learning and Motivation in a Variety of Contexts -- 3 The Study -- 3.1 Participants, Data Collection, and Instruments -- 4 Results -- 4.1 Comparison of Five Contexts -- 4.2 Comparison of China and the US --5 Discussion -- 5.1 Implications for the Ideal Self -- 5.2 Implications

for the Ought-To Self -- 5.3 Implications for the Anti-Ought-To Self -- 6 Conclusions -- References -- The Changing Nature of Foreign

Language Anxiety: The Case of Individual Learners -- 1 Introduction --2 Literature Review -- 2.1 On the Uniqueness of Anxiety in SLA -- 2.2 Previous Research into Anxiety -- 3 The Study -- 3.1 Aims and Research Questions -- 3.2 Participants -- 3.3 Procedures, Data Collection Instruments and Analysis -- 4 Results -- 4.1 Students Who Tested High for Anxiety -- 4.2 Students Who Tested Low for Anxiety --5 Discussion -- 6 Conclusions and Implications -- Appendix --References -- Investigating Second Language Pronunciation Anxiety in the Japanese Context -- 1 Introduction. 2 Literature Review -- 2.1 L2 Pronunciation Anxiety as an Independent Construct -- 2.2 Difficulties of L2 Pronunciation and Social Concerns --2.3 Social Concerns and Their Behavioral Consequences -- 3 The Study -- 3.1 Rationale and Research Question -- 3.2 Participants -- 3.3 Procedure -- 3.4 Analysis -- 4 Findings -- 4.1 Need to Belong -- 4.2 Presence of Others -- 4.3 Teaching for Accuracy -- 4.4 Social Expectations -- 4.5 Language Ownership -- 5 Discussion -- 6 Conclusion -- References -- In-Class Willingness to Communicate in English Among Third Agers: Results of a Questionnaire Study -- 1 Introduction -- 2 L2 Willingness to Communicate -- 3 In-Class WTC --4 Variables Influencing WTC Inside the Classroom -- 5 The Significance of WTC in Senior Learners' Language Classroom -- 6 The Study -- 6.1 Aims and Research Questions -- 6.2 Participants -- 6.3 Research Instrument and Procedure -- 6.4 Findings -- 7 Discussion -- 8 Conclusions -- Appendix -- References -- Vocabulary Learning Strategies and the Representation of L2 and L3 Words in the Mental Lexicon -- 1 Introduction -- 2 The Development of the Multilingual Mental Lexicon -- 2.1 The Representation of Words in the Multilingual Lexicon -- 2.2 Vocabulary Learning Strategies -- 3 The Study -- 3.1 Participants -- 3.2 Method -- 3.3 Results -- 4 Discussion -- 5 Conclusion -- References -- Pronunciation Learning Strategies Used by EFL University Students: A Classroom-Based Investigation -- 1 Introduction -- 2 Pronunciation Learning Strategies (PLS) -- 3 Oxford's (1990) Framework -- 4 The Study -- 4.1 Research Questions -- 4.2 Participants -- 4.3 Data Collection -- 4.4 Data Analysis -- 5 Findings -- 5.1 Observable Pronunciation Learning Strategies -- 5.2 Non-Observable Pronunciation Learning Strategies -- 5.3 Students' Evaluation of Pronunciation Learning Tactics. 5.4 Categorizing Pronunciation Learning Tactics -- 6 Discussion -- 7 Conclusion -- References -- Beliefs About Grammar Instruction and the Mastery of the English Passive Voice -- 1 Introduction -- 2 Mastery of L2 Grammar -- 3 Previous Research on Beliefs About Grammar Instruction -- 4 The Study -- 4.1 Aim -- 4.2 Participants --4.3 Data Collection and Analysis -- 4.4 Findings -- 5 Discussion -- 6 Conclusion -- References -- Foreign Language Learners' Pronunciation Learning Beliefs and Strategies -- 1 Introduction -- 2 Language Learner Beliefs and Pronunciation Learning Strategies -- 3 The Current Study --3.1 Participants -- 3.2 Instruments and Procedure -- 4 Results and Discussion -- 5 Concluding Remarks -- References -- Oral Corrective Feedback in University EFL Contexts: The Interplay Between Students' and Teacher's Beliefs -- 1 Introduction -- 2 Literature Review -- 3 Method -- 3.1 Context of the Study and Participants -- 3.2 Instrument and Data Collection Procedure -- 3.3 Data Analysis Procedures -- 4 Results and Discussion -- 4.1 What Are the Beliefs Held by EFL University Students About OCF and Their Emotional Reactions to It? (RQ1) -- 4.2 What Are the Beliefs Held by an EFL University Teacher About OCF? (RQ2) -- 4.3 How Do Students' and teacher's Beliefs About OCF Interplay in the EFL Classroom? (RQ3) -- 5 Conclusions and Implications -- Appendix A: Semi-structured

Student Interview Regarding OCF -- Appendix B: Semi-structured Teacher Interview Regarding OCF -- References -- Teacher Learning in Action: Reflection on Responses to an Evidence-Based Task on Teaching English to Young Learners -- 1 Introduction -- 2 Literature Review -- 3 Theoretical Background -- 3.1 Developing Early Skills in Reading -- 3.2 Educating L2 Primary School Teachers to Teach Reading in L2 English -- 3.3 Research into the Practice of Teacher Education -- 4 The Study.

4.1 Research Context -- 4.2 Participants -- 4.3 Research Design -- 4.4 Research Instruments -- 4.5 Reflective Questions -- 4.6 Procedure -- 4.7 Analysis -- 5 Results -- 6 Discussion -- 7 Conclusion -- References.