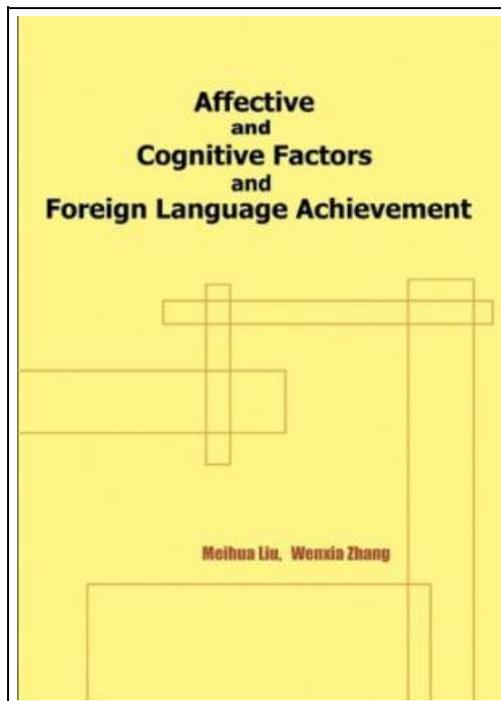


Affective and Cognitive Factors and Foreign Language Achievement



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Reviews

It is great and fantastic. It can be written in easy phrases and never hard to understand. You will not really feel monotony at any time of your respective time (that's what catalogues are for concerning if you request me).

(Michel Halvorson)

AFFECTIVE AND COGNITIVE FACTORS AND FOREIGN LANGUAGE ACHIEVEMENT



Trafford Publishing, Canada, 2010. Paperback. Book Condition: New. 254 x 178 mm. Language: English . Brand New Book ***** Print on Demand *****.This study explores the field of EFL (English as a foreign language) classroom learning within three formal learning institutions in Beijing. Via questionnaires and reflective journals, this book examines various aspects of Chinese EFL learners anxiety, motivation, English-learning and test-taking strategy use, and the interactive effect of these variables on their achievements in English: manifestations, general patterns, differences in terms of gender, proficiency level and learning contexts, coping strategies and so on. Complicated statistical analyses, coupled with content thematic analyses, reveal that (1) around a third of the respondents experienced anxiety in English class; (2) the respondents were (highly) motivated both instrumentally and integratively to learn English, and were generally more instrumentally than integratively motivated; (3) the participants had a medium use of English learning and test-taking strategies; (4) among the six categories of English-learning strategies, compensation and memory strategies were the most and least frequently used respectively; while mixed findings were revealed about the use of the six categories of English test-taking strategies; (5) significant differences existed in most of the measured variables among the samples from different universities and among those at different proficiency levels; (6) mixed findings were found concerning gender differences in the measured variables; (7) the measured variables generally significantly correlated with one another and the students performance in English; and (8) the SEM results of the four samples were generally similar, however, some striking differences existed due to certain reasons.



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