

# My Experience of Learning a New Language

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About this sample

Learning a new language, or any new thing for that matter, is always challenging for human beings. It's not an easy task to achieve a second language like the mother language but by overcoming our fear and inertia and coming out of the comfort zone can make it easy to acquire not only the language but also the structural way to use it and the accent of local people starts to seem more comprehensible that serves as a means of expediently connecting with the local people fostering new friendships and an exchange of ideas that wouldn't have occurred prior to its inception. As an example, it was very hard to learn English in a country where English isn't commonly spoken. I have gone through a hard time to learn English as a second language at the very beginning but after practicing hard and observing people how they talk, I am doing better day by day, getting used to the accent and it is getting natural and more natural to me and I came out with that it is hard to dominate but not impossible to achieve a new language.

I got afraid when I was going to join Thompson Rivers University here in Canada, which was far away from my country with totally a new culture and new people. I became nervous because I had no experience of getting adjusted with a whole new place, language and culture. This became a big concern for me to talk in English fluently for keeping my confidence on exact point while communicating with everyone in here.

# Learning A New Language Essay

**Karen Bordonaro**



## Learning A New Language Essay:

**Best Practices in Writing Instruction** Steve Graham, Charles A. MacArthur, Jill Fitzgerald, 2007-02-24 Highly practical and accessible this indispensable book provides clear cut strategies for improving K 12 writing instruction The contributors are leading authorities who demonstrate proven ways to teach different aspects of writing with chapters on planning revision sentence construction handwriting spelling and motivation The use of the Internet in instruction is addressed and exemplary approaches to teaching English language learners and students with special needs are discussed The book also offers best practice guidelines for designing an effective writing program Focusing on everyday applications of current scientific research the book features many illustrative case examples and vignettes

**Motivation and Second language learning** Tanja Lins, 2006-01-07 Seminar paper from the year 2005 in the subject English Language and Literature Studies Linguistics grade 86% High Distinction Monash University Melbourne School of Linguistics course Second Language Acquisition language English abstract Why do people learn second languages Why do for example Australians study Japanese or Korean people study French The answers to these questions are important according to Rebecca Oxford 1994 because motivation is considered by many researchers to be one of the main determining factors in success in developing a second or foreign language p 12 Gardner even claims L2 motivation to be the primary factor in L2 learning in his socio educational model 1994 p 361 Therefore an investigation of the components of motivation and the influence of motivation on L2 learning seems quite reasonable This essay will focus on the concept of motivation in second language learning Initially the definition of the term motivation shall be discussed and this will be followed by an identification of the key terms Then the attention shall be drawn to research results concerning the importance of motivation as influencing second language learning The essay will discuss Gardners quantitative approach and a recent research of Ushioda shall be taken into account that seeks to provide an alternative qualitative approach This approach focuses on students beliefs and thinkings rather than on measurable and observable activity A final chapter will focus on implications for teaching

*The Neurobiological Factors in Second Language Learning and Acquisition* Janos Talaber, 2011-06-03 Scientific Essay from the year 2011 in the subject English Language and Literature Studies Linguistics University of Debrecen Regnum M Educational Co University of Debrecen course English Language and Literature Studies Linguistics language English abstract It is obvious that second language acquisition is a very inevitable phenomenon in language learning procedure hence there is a whole library of books dealing with SLA Contemporary findings Pl h 2010 have also showed that LA is one of the most important processes in our life determining the whole procedure of language learning not only in the case of second language but also in the case of our mother tongue Moreover the whole process includes memorizing things conceptualization connecting cognitive information and eventual accuracy in the use of language Interestingly enough contemporary findings have also proved Deb K Roy et al 2002 that first language acquisition begins even before the birth of the child which means that the adaptation to the new

circumstances and verbal communication starts in the mother's uterus. These new researches and our devotion to medical disciplines<sup>1</sup> have made us compose an essay on the biological factors of Second Language Acquisition. No doubt biological and neurobiological factors are very severely important parts of LA procedures; however, they are not really put into the focus of linguistic experts. The reason for this might be traced in several things: there are some Birnbaum (1996) who think that biological factors are not so important since linguistic experts are supposed to be dealing with the technical and mechanical factors of language acquisition, e.g. how we learn the things, what methodology or approaches we need to master the language properly, etc. Others note Clark (1997) that even when biological factors are very determining, linguistics are obliged to stick to the main stream of language acquisition which is beyond any questions, not a biological but a psychological factor. However, there are a lot more others who support biological factors and dealing with neurobiology deeply in contemporary writings. These opinions all encouraged us to write an essay on biological factors, emphasizing that biology and neurobiology are very important in Language Acquisition. Furthermore, in accordance with the new scientific findings and surveys, we were really given the suggestion that there is a great need for dealing and utilizing neurobiology in the frame of linguistics.

*Assessment in the Second Language Writing Classroom* Deborah Crusan, 2010-07. *Assessment in the Second Language Writing Classroom* is a teacher and prospective teacher friendly book, uncomplicated by the language of statistics. The book is for those who teach and assess second language writing in several different contexts: the IEP, the developmental writing classroom, and the sheltered composition classroom. In addition, teachers who experience a mixed population or teach cross-cultural composition will find the book a valuable resource. Other books have thoroughly covered the theoretical aspects of writing assessment, but none have focused as heavily as this book does on pragmatic classroom aspects of writing assessment. Further, no book to date has included an in-depth examination of the machine scoring of writing and its effects on second language writers. Crusan not only makes a compelling case for becoming knowledgeable about L2 writing assessment, but offers the means to do so. Her highly accessible, thought-provoking presentation of the conceptual and practical dimensions of writing assessment, both for the classroom and on a larger scale, promises to engage readers who have previously found the technical detail of other works on assessment off-putting, as well as those who have had no previous exposure to the study of assessment at all.

*The Essay Writer* Henry Skipton, 1901

*Second Language Teaching and Learning in the Net Generation* Raquel Oxford, Jeffrey Oxford, 2009. A perfect companion for aspiring entrepreneur mothers, a journey many women try to take on solo, this guide is brimming with practical advice, tips, and tricks to help a woman fine-tune her self-starter skills and raise a successful company. The lessons here show how to blend motherhood and business, including pointers on how to incorporate kids into the daily business routine and dozens of accounts from mom-entrepreneurs on their adventures in time management. While also showing why a traditional business plan may not be as important as once thought, this is an indispensable sidekick to launching a dream, keeping it running, and turning it into a thriving business. **The**

**Intersection of Library Learning and Second-Language Learning** Karen Bordonaro, 2013-12-01 Language learning and library learning in a university setting are closely related endeavors that intersect at various times and locations and with various teachers and learners This book is an examination of how these intersections are experienced by language learners Its aim is to explore the two types of learning to help sustain and develop the learning in both areas The Intersection of Library Learning and Second Language Learning Theory and Practice is aimed at practitioners both librarians and language instructors and describes everyday scenarios which will resonate with academic librarians and language instructors It presents practical experiences and accompanies them with a consideration of the literature of both librarianship and language education It reviews and evaluates professional practices employed by working librarians and language instructors in their dealings with international students Considerations of the intersections between language learning and library learning are placed within a theoretical framework of learner autonomy This framework offers librarians and language instructors methods and practices that enable students to take control of their learning in the areas of both language learning and library learning A concluding chapter offers ways to connect the framework of learner autonomy to settings outside that of a university context

**Second Language Writers' Text** Eli Hinkel, 2002-01-01 This comprehensive and detailed analysis of second language writers text identifies explicitly and quantifiably where their text differs from that of native speakers of English The book is based on the results of a large scale study of university level native speaker and non native speaker essays written in response to six prompts Specifically the research investigates the frequencies of uses of 68 linguistic syntactic and lexical and rhetorical features in essays written by advanced non native speakers compared with those in the essays of native speakers enrolled in first year composition courses The selection of features for inclusion in this analysis is based on their textual functions and meanings as identified in earlier research on English language grammar and lexis Such analysis is valuable because it can inform the teaching of grammar and lexis as well as discourse and serve as a basis for second language curriculum and course design and provide valuable insight for second language pedagogical applications of the study s findings

*Essays of a Birmingham Manufacturer* William Lucas Sargant, 1872 **The essay writer: hints, with outlines of 80 essays** Henry Stacy Skipton, 1890 Investigating the Discourse Competence in Essay Writing with Reference to the Third Level EFL Students Fadhel Mohsen Mohammed Mohammed, 2019-04-01 Master s Thesis from the year 2017 in the subject Speech Science Linguistics grade Excellent course Writing language English abstract Writing is considered as a difficult process even in the first language L1 It is even more complicated to write in a foreign language FL Writing in a FL often presents the greatest challenge to the students at all stages of their learning particularly essay writing students write essays without serious grammatical errors or misspellings however their essays are still disconnected and incoherent This illogicality is mainly caused by the errors at the discourse level EFL third level English students at Faculty of Education Radfan often face many problems when they write essays in English Thus this study aims at

investigating the students discourse competence in essay writing This study also aims at exploring the causes that make the students commit discourse errors and to what extent the students incompetency affects their writing negatively To find out the reasons that might lead to the problems under investigation two instruments were employed to collect data the first instrument was the teachers questionnaire which was responded to by five teachers who teach writing and composition in the Department of English at Faculty of Education Radfan The second one was the students writing task through which twenty five students were required to write an argumentative essay The analyses and interpretations of the result obtained by the two instruments can be summed up as follows The teachers supplied the researcher with valuable information that made the students commit discourse errors when writing essays Besides they emphasized on the importance of drawing the students attention to the grammatical and lexical cohesive devices to help them write proficiently Moreover they suggested some methods and strategies to be taken during teaching writing to overcome the students problems The results obtained through the analyses of the students writing task showed that the students errors might be attributed to the inappropriate use of grammatical and lexical cohesive devices such as the overuse of some devices and the absence of the others however the overuse was not appropriate It was also noticed that the students managed to use some cohesive devices of each type but they showed their ignorance of the others as in the case of substitution and ellipsis which were barely used however that use was wrong On the basis of the findings the researcher proposed some solutions and suggestions that might help to overcome the problem

**Learning to Read a Foreign Language** Michael Philip West,1926 *Progressive Essays, on Popular Topics of Our Age* Henry Marcus Cottinger,1889 **Modern Essays and Stories** Frederick Houk Law,1922

**Ecclesiastical Review ...** Herman Joseph Heuser,1937 *The High School Journal* ,1918 Dante, an essay [repr. from Essays and reviews]. To which is added a tr. of De monarchia by F.C [really F.J.] Church Richard William Church,1879

*The Tuftonian* ,1905 **Book News** ,1892 **English as a second language and naturalistic learning** Stefan Prah,2002-09-18 Examination Thesis from the year 2001 in the subject English Language and Literature Studies Linguistics grade 2 B University of Cologne English Seminar language English abstract How do we learn language is both a very interesting and a very complex question It has fascinated people for centuries to find an answer to that question but so far only competing theories have come up In 1965 Noam Chomsky invented the theory of a Universal Grammar underlying the structures of all languages and that babies were born with innate knowledge of this Universal Grammar The idea has revolutionised language acquisition research But only in the 1970s did researchers start to look at the acquisition of second languages as well as the first language acquisition Since then studies theories and new research fields have sprung up at an amazing rate In this essay I will try to give an account on what second language acquisition research has found out so far and in what way these findings could probably be applied to improve the way pupils learn English in Germany It will be necessary to differentiate between naturalistic and instructed language learning Naturalistic language learning takes place if people

are not explicitly taught the foreign language but rather learn it by trying to communicate in it Most studies relating to naturalistic language acquisition observe immigrants children who do not yet go to school Instructed language learning takes place in environments in which the learner is explicitly taught grammar and vocabulary of the foreign language as in a classroom

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