Role of second language competence on third language learning motivation of Chinese college learners

LI, Wei
Harbin Institute of Technology, China

The present study focuses on Chinese adult L3 learners after English as L2 and investigates learners' motivation on L3 learning in college settings. Among several parameters which are supposed to be crucial for the motiving L3 learning, learner's L2 competence is found to affect the learner's motivation in a significant way. Language learning strategies and meta-linguistic knowledge can improve learner's self-confidence, ease the linguistic access to the target language and motivate learners especially when the L3 is typologically close to L2.
Keywords: L3 learning, motivation, language competence

A Visual Sociology Approach to Foreign Language Education in Turkey

Arda Arikan
Akdeniz University, Turkey

The objective of this research study is to introduce visual sociology as an important research approach that can be used in any context and for various purposes. As a research collection and analytical tool, visual sociology helps documenting and analyzing human activities by focusing on the relationship between images and the meanings attributed to them from an anthropological, sociological and cultural perspective. Being a mixed-method research type, a visual sociology approach combines images (photographs and videos) and interviews conducted with the participants who took or recorded those images. The major research activity included interviews that aimed to elicit the meaning of images for participants by using the technique called photoelicitation. This present study particularly focuses on the visual representations related with foreign language education in Turkey as represented and negotiated by teachers and learners of English as a foreign language. Images related with foreign language education and were uploaded to social network sites were included in the study and a total number of 10 photographs, 5 videos, and 15 participants took part in the study. A visual sociology analysis is argued to help to identify various themes that often go unnoticed by researchers so as to develop further ideas to improve policy as well as instruction.

A Multi-modal Discourse Analysis on Posters Advertising Spoken English Classes in Sri Lanka

Upeksha Jayasuriya
Kotelawala Defence University, Sri Lanka

From the invention of the press and printing to this day and age posters remain to be an immensely popular mode of advertising in Sri Lanka. Even though the advancement of technology has resulted in new modes of advertising, posters are still the cheapest, easily accessible and most effective mode of advertising in contemporary Sri Lanka, especially in advertising private tuition classes. The current study focuses on posters that advertise spoken English classes in Sri Lanka. The main reason to choose posters advertising spoken English classes is that the teachers who design these posters often attempt to break away from the mainstream and employ new ideas, challenge current trends in order to compete with others in the field and attract more students which in turn has provided a wide array of posters designed using creative and innovative language and visuals. A multi-modal discourse analysis perspective, therefore, enabled this study to analyze not only the language and visuals but the ideologies behind using them as well. Thus, the aim of this project is to analyze the language, images and ideologies used in the posters advertising spoken English classes while commenting on its effectiveness as well as weaknesses. In the course of this project, images and photographs of 18 spoken English class posters, collected by both online and offline observation, were analyzed as primary data. The analysis of language, visuals and ideologies incorporated in posters advertising spoken English classes unearthed some significant