

Presentation Outline

The Language Learning Motivation of Early Adolescent French and Spanish Immersion Graduates

Pamela M. Wesely, 2008 International Conference on Immersion Education, October 17, 2008

1. Rationale for study
 - a. Research in Immersion Education
 - b. Motivation
 - c. Mixed Methods
2. Theoretical framework: The Socio-Educational Model of Language Acquisition
3. Research questions
 - a. What contributes to the language learning motivation of elementary immersion program graduates? How do these motivating factors interrelate?
 - b. How does language learning motivation differ in elementary immersion program graduates? (a) Among those who continued versus those who did not continue in the immersion track? (b) Among those who attended immersion schools in urban versus suburban settings? (c) Among those who attended elementary immersion schools in Spanish versus French? (d) Among those with different degrees of exposure to the target languages and cultures?
 - c. How do the data collected through interviews compare to the data generated by the results of the Attitude and Motivation Test Battery (AMTB)?
4. Research design
5. Interest Area: Language Anxiety
6. Interest Area: Instrumental Orientation
7. Interest Area: Parental and Social Influence
8. Implications

Because this is a preliminary presentation of a study that will eventually lead to my dissertation, I am not ready to distribute more information about my research and findings at this time. However, this project will be done in the near future, and if you would like a copy of my dissertation, please let me know after the presentation. I would be more than happy to take your contact information and send you more information when I am done!

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