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Furthermore, it is yet unsettled how language design influences learning. One thing is certain, the design of the subject matter affects how they are learned. This includes every aspect of the subject, from the concepts covered, to the teacher-student interaction. Of course, the linguistic design should be properly addressed in the course and the learning activities are set to be met by the language teacher according

to the linguistic design. The author uses these three factors, how it was used in the classroom, in the assessment and evaluation of student response to the teaching and learning of the target language. She goes on to discuss that these issues are important when trying to understand what is happening in the classroom and how the target language is learned. English speakers cultures have a negative affect upon the attitudes of the learners and hinder the process of their learning foreign languages. For example, adolescent girls and boys, whose parent/guardians are “the primary language speaker”/” the primary language learner,” feel that their attitude to the target language is greatly influenced by them. The learners usually choose to watch English-

language movies/television shows rather than any other language in order to acquire the target language. These learners believe that the languages they watch in their childhood cannot influence the process of their learning the target language (Adami & Kovas, 2013). The parents of the target language learners usually influence the attitudes of the target language learners in various ways. These parents can affect the attitudes of their children, especially the adolescents. The parents of the target language learners usually lead their children in the target language areas. The majority of the target language speakers in these areas have been found to have parents who also speak or are learning the target language. These parents usually employ a great deal of positive language in their

everyday conversation with their children. Those children who live in a mono-language area with parents who do not speak foreign languages are found to have more positive attitudes towards the target language than those who live in multilingual areas. This is because the latter children are exposed to the target language from a very young age and thus know that the language is not only a means of communication with members of their own family, but also that it can be used by strangers.

How Languages Are Learned Lightbown.pdf

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