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Motivational and attitudinal orientations in learning American Sign Language

Harry Lang

Susan Foster

Donna Gustina

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Abstract: Integrative motivation was found to correlate significantly with sign language proficiency of adult learners at a post-secondary program for deaf students. Instrumental motives, however, were perceived as less important. Higher achievement in ASL was also associated with a positive cultural attitude toward deaf people. Learning of ASL as a second language may be enhanced if instructors design strategies that build upon these cultural and integrative motives and provide rewarding experiences to adult learners.