

Read Book Affective Factors
Influence Classroom Learning

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*Educational psychology and
educational practice is*

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*dominated by behavioristic
and cognitive approaches.*

*This reader brings together
new research results which
underline the important role
of emotion in learning.*

Anxiety, joy, pride, boredom

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of the learner influences the learning outcome. Research teams from Europe and the U.S.A. present their results. This is a unique resource for those wishing to address the affective domain as they

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*research and solve problems
in chemistry education.*

*Contributions by world-
leading experts cover both
fundamental considerations
and practical case studies.*

This work fills a gap in the

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literature of chemistry education, which so far has focussed mainly on the cognitive domain. The affective domain refers to feelings-based constructs such as attitudes, values,

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beliefs, opinions, emotions, interests, motivation, and a degree of acceptance or rejection. It can affect students' interest in science topics and their motivation to persevere in learning

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science concepts.

The volume unites research and practice on integrating language learning, teaching and assessment at preschool and early school age. It includes chapters written by

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experts in the field who have studied some of the very youngest (pre-primary) children through to those up to the age of 12, in a variety of private and state contexts across Europe. The

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collection makes a much-needed contribution to the subject of appropriate assessment for children with the focus of many chapters being classroom-based assessment, particularly

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formative assessment, or the case for developing assessment skills in relation to even the youngest children. As a whole, the book provides useful case study insights for

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policymakers, teacher educators, researchers and postgraduate students with interest in or responsibility for how children are assessed in their language learning. It also provides

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*practical ideas for
practitioners who wish to
implement greater
integration of assessment
and learning in their own
contexts.*

This book constitutes the

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*proceedings of the 14th
European Conference on
Technology Enhanced
Learning, EC-TEL 2019,
held in Delft, The
Netherlands, in September
2019. The 41 research*

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papers and 50 demo and poster papers presented in this volume were carefully reviewed and selected from 149 submissions. The contributions reflect the debate around the role of

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and challenges for cutting-edge 21st century meaningful technologies and advances such as artificial intelligence and robots, augmented reality and ubiquitous computing

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technologies and at the same time connecting them to different pedagogical approaches, types of learning settings, and application domains that can benefit from such

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technologies.

A book that develops an understanding of practices at the very centre of language education - the classroom. It is written for postgraduate students in

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*Applied Linguistics and
Education, and
practitioners, whether in
TESOL or other language
teaching, In Part 1 the
author explores key
concepts in unpacking the*

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complexity of classroom life. In Part 2 existing research and practice are examined through a series of research case studies. Part 3 provides a template for research activity and suggestions for

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projects and methodologies, and Part 4 collects resources for readers keen to follow up the themes developed in the book.

There are many reasons to be curious about the way

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people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000,

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How People Learn: Brain, Mind, Experience, and School: Expanded Edition was published and its influence has been wide and deep. The report summarized insights on the

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nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the

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*classroom. Since then,
researchers have continued
to investigate the nature of
learning and have generated
new findings related to the
neurological processes
involved in learning,*

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*individual and cultural
variability related to
learning, and educational
technologies. In addition to
expanding scientific
understanding of the
mechanisms of learning and*

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*how the brain adapts
throughout the lifespan,
there have been important
discoveries about influences
on learning, particularly
sociocultural factors and the
structure of learning*

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environments. How People Learn II: Learners, Contexts, and Cultures provides a much-needed update incorporating insights gained from this research over the past decade. The

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book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. How People Learn

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It will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

Intended to help anyone who

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teaches, this book has something of a cult following. Drawing on extensive teaching experience, the author presents a personal account of good practice, written in

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an engaging and accessible style and based on extensive scholarly sources. Part I 'Learning' and Part II 'Teaching' complement one another, and the book as a whole offers an insight into

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how to teach in any set of circumstances. It does so without being prescriptive, instead helping teachers to think through their own problems and situations. As a result

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Becomes Learning is a book to which teachers will return on countless occasions. This edition has been updated throughout and now has 2 new chapters - Reflections of Educational Technology, and

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Why Teach? Chapters are now also divided up so they are each shorter and more user-friendly than before.

[Key Issues in Language Teaching Learners, Contexts, and](#)

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Cultures

A Special Issue of
educational Psychologist
Getting Started with English
Language Learners
Third International
Conference, LCT 2016, Held

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as Part of HCI International
2016, Toronto, ON, Canada,
July 17-22, 2016,
Proceedings
Educational Leadership
An Introduction to the Social
Foundations of Education

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*Second Language
Acquisition and Second
Language Learning
How People Learn II
Social and Emotional
Aspects of Learning
Review of Child*

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Development Research.

Language Education and

Emotions

Learning and Collaboration

Technologies

"This book focuses on the study
and application of human

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computer interaction principles in the design of online education"--Provided by publisher. Motivation is one of the key learner characteristics that determine the rate and success of language learning. This volume

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addresses motivation in language learning - motives associated with certain features of the language, the language learner, and the learning situation. Discusses and dissects the intriguingly complex characteristic of motivation in the

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process of language learning.

Explores recent developments and the most important research directions in the field, including a selection of data-based studies by some of the best-known motivation researchers.

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Self-Esteem and Foreign Language Learning deals with a topic which has been given surprisingly little attention in Second and Foreign Language Acquisition studies. Although there are several studies dealing with general education,

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this volume addresses the need to take self-esteem into consideration in the language classroom and adopts both theoretical/research and practical perspectives, with the hope of being useful for both researchers

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and practitioners. The book is organized into three main parts. Part I serves as an introduction to self-esteem. Part II reports on the existing literature about the theory and research dealing with self-esteem and foreign language

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learning, and Part III includes procedures for implementation and activities for classroom applications. Self-Esteem and Foreign Language Learning is edited by Fernando Rubio (PhD.), a researcher and teacher at the

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University of Huelva in Spain. Most of the chapters have been written by members of the research group “ Affective factors in language learning ” , which has also published a book on Multiple Intelligences and the teaching of

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English (Dr. Jane Arnold, Dr. Carmen Fonseca, etc.). There are two outside contributions: one is by Andrew Wright, author of numerous publications for language teachers, and the other by Veronica de Andrés, teacher

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trainer from the University of El Salvador (Argentina) and member of the executive board of the International Council for Self-Esteem. Dr. Elaine Horwitz of the University of Texas has contributed a preface.

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This book examines the pronunciation goals of teachers, course leaders, and learners on a ten-week UK pre-sessional access course, particularly with regard to suprasegmental instruction and target of instruction on how these

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goals are reflected in pronunciation assessment, and how teacher goals are informed by their attitudes and beliefs. A mixed methods approach, including direct observation and semi-structured interviews, is employed

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to address the area of enquiry. Results show a lack of clarity of course goals. Although there is a firm emphasis on suprasegmental instruction, in semi-structured interviews, teachers report a lack of clear course goals and guidance.

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Assessment and practice do not always adhere to a goal of intelligibility, and support for teachers, in terms of the materials and how they might be exploited seems limited. The book concludes with tentative recommendations

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on how suprasegmental
instruction might be facilitated on
EAP and other courses

Whether you're new to teaching
English language learners or an old
hand, here's a guide that provides
you with a firm baseline and can't-

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miss strategies for boosting the achievement of these students. A teacher with 26 years of experience uses familiar scenarios from actual classrooms to illustrate ideas and advice you can use right away: (1) Six key concepts and six

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common myths of second language acquisition; (2) Five stages of language acquisition and what to do at each; (3) Four stages of culture shock that newcomers go through before they become comfortable with the language; (4)

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How to know when an ell student is ready to speak; (5) How to match instruction to ell learning styles and thinking skills; (6) Main challenges that ell students face in learning reading, writing, math, science, and social studies; (7) How

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to use differentiated instruction, flexible grouping, and other essential practices for all students; and (8) What to do for all students during the first weeks of school. School leaders should buy this book in bulk for wide distribution

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or use the book's professional development activities to create workshops and teacher induction programs.

Traditional classroom learning environments are quickly becoming a thing of the past as

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research continues to support the integration of learning outside of a structured school environment. Blended learning, in particular, offers the best of both worlds, combining classroom learning with mobile and web-based

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learning environments. Blended Learning: Concepts, Methodologies, Tools, and Applications explores emerging trends, case studies, and digital tools for hybrid learning in modern educational settings. Focusing on

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the latest technological innovations as well as effective pedagogical practice, this critical multi-volume set is a comprehensive resource for instructional designers, educators, administrators, and graduate-level

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students in the field of education. The present volume examines the relationship between second language practice and what is known about the process of second language acquisition, summarising the current state of

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second language acquisition theory, drawing general conclusions about its application to methods and materials and describing what characteristics effective materials should have. The author concludes that a

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solution to language teaching lies not so much in expensive equipment, exotic new methods, or sophisticated language analysis, but rather in the full utilisation of the most important resources - native speakers of the language -

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in real communication.

[Dialogue, Tools and Context](#)

[An Investigation of Attitudes,](#)

[Beliefs and Practices](#)

[Affect in Language Learning](#)

[Affective Dimensions in Chemistry](#)

[Education](#)

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[Pronunciation Instruction in
English for Academic Purposes
The Routledge International
Handbook of English, Language
and Literacy Teaching
Advising in Language Learning
How to Teach Now](#)

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[Attitudes, Orientations, and
Motivations in Language Learning
Professional Challenges and
Teacher Education
Native and Non-Native Teachers in
English Language Classrooms
Classroom Research on Chinese as](#)

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[a Second Language](#)

[Blended Learning: Concepts,
Methodologies, Tools, and
Applications](#)

**This book reviews
international research
that is particularly**

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relevant to the teaching
of English, language and
literacy. It locates
recent cutting-edge
research within
theoretical context,
drawing on historical

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perspectives.

Advising in Language
Learning (ALL) brings
together examples of
advising practice and
research from various
international contexts

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in a fast-developing field. A theoretical model based on constructivism and sociocultural theory (the “Dialogue, Tools and Context Model”) is

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proposed and supported
throughout the book, as
each of the
contributions focuses on
one or more areas of the
model. In this volume
the editors set out the

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general aims and understandings of the field, illustrating the innovative manner in which advisors around the world are working with learners and

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researching the practice
of ALL.

The verbal participation
of learners in language
classrooms offers a rich
seam of data to the
applied linguist. Overt

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and covert

participation, when
examined, can reveal
both the structures of a
classroom and elicit
privileged information
on participant's self-

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perceptions. It examines the verbal participation of learners in Japanese as a Foreign Language classrooms. Verbal interactions with teachers and classmates

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and 'private' speech acts are examined in relation to the classroom context and also sociocultural factors such as the learner's motivation and

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the teacher's belief in their own methods. The examination of corrective feedback episodes and learners' private speech uses recorded speech and

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stimulated recall
interviews recorded over
the period of a year.
The main focus is on
Corrective Feedback
episodes, and explains
not only the language

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used in class but also
teacher's and learner's
own perceptions. It will
be of interest to
researchers in applied
linguistics and second
language acquisition,

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especially those
involved with Japanese
as a second or other
language.

Learn the five things
every teacher can do to
design and deliver

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effective instruction
for the culturally,
linguistically, and
academically diverse
21st century classroom.
First released in the
Spring of 1999, How

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People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real

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connection between
classroom activities and
learning behavior. This
edition includes far-
reaching suggestions for
research that could
increase the impact that

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classroom teaching has
on actual learning. Like
the original edition,
this book offers
exciting new research
about the mind and the
brain that provides

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answers to a number of
compelling questions.
When do infants begin to
learn? How do experts
learn and how is this
different from non-
experts? What can

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teachers and schools do—
with curricula,
classroom settings, and
teaching methods—to
help children learn most
effectively? New
evidence from many

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branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the

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influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we

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assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new

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knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include:
How learning actually

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changes the physical
structure of the brain.
How existing knowledge
affects what people
notice and how they
learn. What the thought
processes of experts

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tell us about how to
teach. The amazing
learning potential of
infants. The
relationship of
classroom learning and
everyday settings of

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community and workplace.
Learning needs and
opportunities for
teachers. A realistic
look at the role of
technology in education.
A comprehensive and

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extensively researched
overview of key issues
in language teaching
today. This essential
text for English
language teachers
surveys a broad range of

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core topics that are
important in
understanding
contemporary approaches
to teaching English as a
second or international
language, and which form

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the content of many professional development courses for language teachers. A wide range of issues is examined, including a consideration of the

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nature of English in the world, the way the English teaching profession works, the development of teaching methods, the nature of classroom teaching,

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teaching the four
skills, teaching the
language system, and
elements of a language
program.

The Handbook of Human
and Social Conditions in

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Assessment is the first book to explore assessment issues and opportunities occurring due to the real world of human, cultural, historical, and societal

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influences upon
assessment practices,
policies, and
statistical modeling.
With chapters written by
experts in the field,
this book engages with

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numerous forms of
assessment: from
classroom-level
formative assessment
practices to national
accountability and
international

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comparative testing
practices all of which
are significantly
influenced by social and
cultural conditions. A
unique and timely
contribution to the

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field of Educational
Psychology, the Handbook
of Human and Social
Conditions in Assessment
is written for
researchers, educators,
and policy makers

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interested in how social
and human complexity
affect assessment at all
levels of learning.

Organized into four
sections, this volume
examines assessment in

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relation to teachers, students, classroom conditions, and cultural factors. Each section is comprised of a series of chapters, followed by a discussant chapter that

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synthesizes key ideas
and offers directions
for future research.

Taken together, the
chapters in this volume
demonstrate that
teachers, test creators,

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and policy makers must account for the human and social conditions that shape assessment if they are to implement successful assessment practices which

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accomplish their
intended outcomes.

Five Keys to
Personalized Learning in
the Global Classroom
14th European Conference
on Technology Enhanced

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Learning, EC-TEL 2019,
Delft, The Netherlands,
September 16-19, 2019,
Proceedings
A Study of the Learning
of English in Puerto
Rico

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Willingness to
Communicate in
Instructed Second
Language Acquisition
Journal of the
Department of
Supervision and

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Curriculum Development,
N.E.A

Motivation for Reading:
Individual, Home,
Textual, and Classroom
Perspectives

When Teaching Becomes

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Learning

Journal of Research and
Development in Education
Combining a Macro- and
Micro-Perspective
Performance Objectives
in Education

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Socio-affective Factors,
Learning Strategies in
Pidginization
Creating an Optimal
Education Experience
Principles and Practice
in Second Language

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Acquisition

This book constitutes the
refereed proceedings of
the Third International
Conference on Learning and
Collaboration
Technologies, LCT 2016,

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held as part of the 18th
International Conference
on Human-Computer
Interaction, HCII 2016, in
Toronto, Canada, in July
2016, in conjunction with
14 thematically similar

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conferences. The 1287
papers presented at the
HCII 2016 conferences were
carefully reviewed and
selected from 4354
submissions. The papers
cover the entire field of

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human-computer
interaction, addressing
major advances in
knowledge and effective
use of computers in a
variety of application
areas. The papers included

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in this volume are
organized in the following
thematic sections:
instructional design;
interaction techniques and
platforms for learning;
learning performance; web-

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based, mobile and
ubiquitous learning;
intelligent learning
environments; learning
technologies;
collaboration
technologies; and cultural

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and social aspects of
learning and collaboration
technologies.

In recent years
traditional, classroom-
based language tuition has
been increasingly

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overshadowed by innovative approaches, such as distance learning, supported independent learning and blended learning (with an online component). This timely

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volume examines the use of language learning strategies in a range of independent settings, and addresses key issues for independent learners such as autonomy, strategic

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awareness and self-
regulation.

The affective domain and
the emotional factors
which influence language
learning have been of
interest in the field of

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language teaching for a number of years. By proposing a holistic approach to the learning process, this volume takes the position that the language learning

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experience will be much more effective when both affect and cognition are considered. The eighteen chapters discuss issues such as memory, anxiety, self-esteem, facilitation,

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autonomy, classroom activities, and assessment from the perspective of affect. Affect in Language Learning will be of interest to teachers-in-preparation, teachers,

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teacher educators,
curriculum designers,
programme administrators
and researchers and to
those second language
teaching professionals who
wish to improve language

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teaching through a greater awareness of the role affect plays.

This collection brings together a series of empirical studies on topics surrounding

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classrooms of Chinese as a second language (L2) by drawing on a range of theoretical frameworks, methodological strategies, and pedagogical perspectives. Over the

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past two decades, research on classroom-based second language acquisition (SLA) has emerged and expanded as one of the most important sub-domains in the general field of SLA.

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In Chinese SLA, however, scarce attention has been devoted to this line of research. With chapters written by scholars in the field of SLA—many of whom are experienced in

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classroom teaching,
teacher education, or
program administration in
Chinese as a second
language—this book helps
disentangle the
complicated relationships

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among linguistic targets,
pedagogical conditions,
assessment tools, learner
individual differences,
and teacher variables that
exist in the so-called
"black-box" classrooms of

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L2 Chinese.

We all know the factors
that can threaten a
positive classroom
environment: stress from
testing, lack of
motivation, and problems

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that students bring from home, for a start. What if we could implement some simple practices to buffer against these factors' negative effects? The good news is that we can.

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Encouragement in the Classroom explores the small yet high-impact changes that teachers can make to transform students' school experience every day.

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Drawing from positive psychology research, educator Joan Young explains how fostering humor, mindfulness, resilience, curiosity, and gratitude in the classroom

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empowers students to learn from their mistakes, celebrate successes, and actively engage in learning. Filled with examples, this publication offers practical,

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classroom-tested
strategies, routines, and
rituals that teachers can
use immediately to defuse
the negative effects of
stress and create a
stimulating and supportive

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classroom culture.

Based on research from the National Reading Research Center (NRRC) at the Universities of Georgia and Maryland, this issue presents the contributors'

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synthesized work on reading motivation and engagement. Articles are devoted to the following topics: * the general motivation constructs related to reading; * home influences

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on reading motivation; *
readers' responses to
different types of text; *
influences of classroom
contexts; and * types of
assessment on children's
motivation.

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Despite being highly debated in applied linguistics and L2 teaching literature, the controversial issue of (non)nativeness still remains unresolved.

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Contemporary critical research has questioned the theoretical foundations of the nativeness paradigm, which still exerts a strong influence in the language

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teaching profession.

Written by well-known
researchers and teacher
educators from all over
the world, both NSs and
NNSs, the selected
contributions of this

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volume cover a great variety of aspects related to the professional role and status of both NS and NNS teachers in terms of both perceived differences and professional concerns

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and challenges. The strongest aspects of this volume are the global perspectives and the implications for future research and teacher education. It is precisely

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this international
perspective which makes
this volume illustrative
of different realities
with a similar objective
in mind: the improvement
of second language

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teaching and teacher education. In today's world, being a NS or NNS should not really matter but rather teachers' professional competences. This publication thus

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provides a forum of reflection and discussion for all L2 educators who need to be aware of how much they might offer to their future students.

[Learners in Japanese](#)

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Language Classrooms

Advances in Theory,

Research, and Applications

Educational Technology

Self-Esteem and Foreign

Language Learning

Handbook of Human and

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Social Conditions in
Assessment

A Theory and Practice of
Teaching

Integrating Assessment
into Early Language
Learning and Teaching

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Transforming Learning with
Meaningful Technologies
Contemporary Education
Overt and Covert
Participation
Affective, Interactive and
Cognitive Methods for E-

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Learning Design: Creating
an Optimal Education
Experience

How Do I Help Students
Stay Positive and Focused?
(ASCD Arias)

How Educators Can Meet the

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Challenge

Social and emotional aspects of schooling and the learning environment can dramatically affect one's attention, understanding, and memory

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for learning. This topic has been of increasing interest in both psychology and education, leading to an entire section being devoted to it in the third edition of

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the International
Encyclopedia of Education.
Thirty-three articles from
the Encyclopedia form this
concise reference which
focuses on such topics as
social and emotional

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development, anxiety in schools, effects of mood on motivation, peer learning, and friendship and social networks. Saves researchers time in summarizing in one place

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what is otherwise an interdisciplinary field in cognitive psychology, personality, sociology, and education Level of presentation focuses on critical research, leaving

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out the extraneous and
focusing on need-to-know
information Contains
contributions from top
international researchers
in the field Makes MRW
content affordable to

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individual researchers

This book offers a
comprehensive account of
individual differences
variables as well as
contextual factors that
impinge on second language

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learners' willingness to communicate (WTC).

Firstly, it adopts a macro-perspective on WTC, which entails an attempt to identify variables that are related to WTC, taking

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into account the
specificity of the Polish
higher education setting.
Secondly, it embraces a
micro-perspective on WTC,
striving to pinpoint the
individual and contextual

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influences on levels of
WTC in the course of
regularly-scheduled,
naturally-occurring
English classes, as well
as to capture the dynamic
nature of WTC during such

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classes. Together, these perspectives bring the reader closer to understanding the mechanisms underlying WTC in specific contexts, thereby providing a basis

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for recommendations for classroom practice that could translate into learners' success. It will be of interest to second language acquisition researchers and students,

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as well as to
methodologists and
materials writers who can
use the research findings
to improve the practice of
teaching and learning
speaking in the language

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classroom.

Language Education and Emotions presents innovative, empirical research into the influence of emotions and affective factors in

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language education, both in L1 and in foreign language education. It offers a comprehensive overview of studies authored and co-authored by researchers from all

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over the world. The volume opens and ends with "backbone" contributions by two of the discipline's most reputed scholars: Jane Arnold (Spain) and Jean-Marc Dewaele (United

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Kingdom). This book broadens our understanding of emotions, including well-known concepts such as foreign language anxiety as well as addressing the emotions

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that have only recently received scientific attention, driven by the positive psychology movement. Chapters explore emotions from the perspective of the

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language learner and the language teacher, and in relation to educational processes. A number of contributions deal with traditional, school-based contexts, whereas others

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study new settings of foreign language education such as migration. The book paints a picture of the broad scale of approaches used to study this topic and offers new

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and relevant insights for the field of language education and emotions. This book will be of great interest to academics, researchers and postgraduate students in

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the field of language
education,
psycholinguistics,
sociolinguistics, and
applied linguistics.

[Learning Emotions](#)
[Encouragement in the](#)

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Classroom

How People Learn

Concepts, Methodologies,

Tools, and Applications

Classroom Management in

Language Education

Brain, Mind, Experience,

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and School: Expanded

Edition

Research into Emotions and

Language Learners,

Language Teachers and

Educational Processes

Language Learning

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Strategies in Independent
Settings

Justice, Ideology, and
Education

The Influence of Affective
Factors on Classroom
Learning