Affective Factors Influence Classroom Learning Ascd

This collection brings together a series of empirical studies on topics surrounding classrooms of Chinese as a second language (L2) by drawing on a range of theoretical frameworks, methodological strategies, and pedagogical perspectives. Over the 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. 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 classroom teaching, teacher education, or program administration in Chinese as a second language—this book helps disentangle the complicated relationships among linguistic targets, pedagogical conditions, assessment tools, learner individual differences, and teacher variables that exist in the so-called "black-box" classrooms of L2 Chinese.

Language Education and Emotions presents innovative, empirical research into the influence of emotions and affective factors in 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 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 Kingdom). This book broadens our understanding of emotions, including well-known concepts such as foreign language anxiety as well as addressing the emotions that have only recently received scientific attention, driven by the positive psychology movement. Chapters explore emotions from the perspective of the language learner and the language teacher, and in relation to educational processes. A number of contributions deal with traditional, school-based contexts, whereas others 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 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 the field of language education, psycholinguistics, sociolinguistics, and applied linguistics.

A curious ambiguity surrounds errors in professional working contexts: they must be avoided in case they lead to adverse (and potentially disastrous) results, yet they also hold the key to improving our knowledge and procedures. In a further irony, it seems that a prerequisite for circumventing errors is our remaining open to their potential occurrence and learning from them when they do happen. This volume, the first to integrate interdisciplinary perspectives on learning from errors at work, presents theoretical concepts and empirical evidence in an attempt to establish under what conditions professionals deal with errors at work productively—in other words, learn the lessons they contain. By drawing upon and combining cognitive and action-oriented approaches to human error with theories of adult, professional, and workplace learning this book provides valuable insights which can be applied by workers and professionals. It includes systematic theoretical frameworks for explaining learning from errors in daily working life, methodologies and research instruments that facilitate the measurement of that learning, and empirical studies that investigate relevant determinants of learning from errors in different professions. Written by an international group of distinguished researchers from various disciplines, the chapters paint a comprehensive picture of the current state of the art in research on human fallibility and (learning from) errors at work.

Neurolinguistic and Psycholinguistic Perspectives on SLA is a collection of twelve chapters, reporting on research results and presenting theoretical insights into the processes of language acquisition. The first part outlines the neurobiological processes which assist formation of additional language in the brain, while the second part offers psycholinguistic modelling of a number of components of second language competence.

How People Learn II

Research into Emotions and Language Learners, Language Teachers and Educational Processes

The Influence of Affective Factors on Classroom Learning

Focus on the Language Classroom

The Affective Dimension in Second Language Acquisition

Human Fallibility

Pragmatic Competence

This book brings together the lessons of research on both the nature of learning and different educational applications, and it summari
seven key concluding principles.

Intended to help anyone who teaches, this book has something of a cult following. Drawing on extensive teaching experience, the auth
personal account of good practice, written in an engaging and accessible style and based on extensive scholarly sources. Part I 'Learning
II 'Teaching' complement one another, and the book as a whole offers an insight into how to teach in any set of circumstances. It does
being prescriptive, instead helping teachers to think through their own problems and situations. As a result When Teaching Becomes Le
book to which teachers will return on countless occasions. This edition has been updated throughout and now has 2 new chapters - R
Educational Technology, and Why Teach? Chapters are now also divided up so they are each shorter and more user-friendly than before
Research on cognitive aspects of mathematical problem solving has made great progress in recent years, but the relationship of affect
problem-solving performance has been a neglected research area. The purpose of Affect and Mathematical Problem Solving: A New Pers
to show how the theories and methods of cognitive science can be extended to include the role of affect in mathematical problem solv
presents Mandler's theory of emotion and explores its implications for the learning and teaching of mathematical problem solving. Also,
researchers from mathematics, education, and psychology report how they have integrated affect into their own cognitive research. Th
focus on metacognitive processes, aesthetic influences on expert problem solvers, teacher decision-making, technology and teaching pr
solving, and beliefs about mathematics. The results suggest how emotional factors like anxiety, frustration, joy, and satisfaction can he
performance in problem solving.

Individual learners' affective factors are very important for foreign language learning. In China foreign language learning mainly happens
classroom. Foreign language teachers are the organizers and carriers of language classes, and thus they inevitably influence the studen
This study explores how EFL teachers influence students' affect, what the teachers should do to develop and make good use of studen
affect, and what the teachers should do to avoid the negative affect and facilitate its possible transformation into the positive. (Conta

Performance Objectives in Education

Blended Learning: Concepts, Methodologies, Tools, and Applications

A Theory and Practice of Teaching
Educational Research and Innovation The Nature of Learning Using Research to Inspire Practice
Affect and Mathematical Problem Solving
Journal of the Department of Supervision and Curriculum Development, N.E.A
EFL Teachers' Factors and Students' Affect

This volume presents a series of empirical studies which focus on affectivity in relation to both individual learner differences, and language learning experiences, motivation and attitudes. The volume also elaborates on affectivity in various contexts of FL use and in different educational settings such as CLIL or e-learning.

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 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 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 - in real communication.

The volume unites research and practice on integrating language learning, teaching and assessment at preschool and early school age. It includes chapters written by 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 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 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 policymakers, teacher educators, researchers and postgraduate students with interest in or responsibility for how children are assessed in their language learning. It also provides practical ideas for practitioners who wish to implement greater integration of assessment and learning in their own contexts.

Learning EmotionsThe Influence of Affective Factors on Classroom LearningPeter Lang Pub Incorporated
Affect in Language Learning
Neurolinguistic and Psycholinguistic Perspectives on SLA
An Introduction to Classroom Research for Language Teachers
Concepts, Methodologies, Tools, and Applications
Cross Cultural and Cross Disciplinary Perspectives
Thinking and Learning in Scientific and Other Complex Domains

Social and emotional aspects of schooling and the learning environment can dramatically affect one's attention, understanding, and memory 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 the International Encyclopedia of Education. Thirty-three articles from the Encyclopedia form this concise reference which focuses on such topics as social and emotional development, anxiety in schools, effects of mood on motivation, peer learning, and friendship and social networks. Saves researchers time in summarizing in one place what is otherwise an interdisciplinary field in cognitive psychology, personality, sociology, and education Level of presentation focuses on critical research, leaving out the extraneous and focusing on need-to-know information Contains contributions from top international researchers in the field Makes MRW content affordable to individual researchers

To those familiar with the field of linguistics and second-language acquisition, Stephen Krashen needs no introduction. He has published well over 300 books and articles and has been invited to deliver more than 300 lectures at universities throughout the United States and abroad. His widely known theory of second-language acquisition has had a huge impact on all areas of second-language research and teaching since the 1970s. This book amounts to a summary and assessment by Krashen of much of his work thus far, as well as a compilation of his thoughts about the future. Here, readers can follow Krashen as he reviews the fundamentals of second-language acquisition theory presents some of the original research supporting the theory and more recent studies offers counterarguments to criticisms explores new areas that have promise for progress in both theory and application. An invaluable resource on the results of Krashen's many years of research and application, this book covers a wide range of topics: from the role of the input/comprehension hypothesis (and its current rival-the comprehensible output hypothesis), the still-very-good idea of free voluntary reading, and current issues and controversies about teaching grammar, to considerations of how it is we grow intellectually, or how we "get smart."

Professor Stern puts applied linguistics research into its historical and interdisciplinary perspective. He gives an authoritative survey of past developments worldwide and establishes a set of guidelines for the future. There are six parts: Clearing the Ground, Historical Perspectives, Concepts of Language, Concepts of Society, Concepts of Language Learning, and Concepts of Language Teaching.

The Handbook of Human and Social Conditions in Assessment is the first book to explore assessment issues and opportunities occurring due to the real world of human, cultural, historical, and societal influences upon assessment practices, policies, and statistical modeling. With chapters written by experts in the field, this book engages with numerous forms of assessment: from classroom-level formative assessment practices to national accountability and international comparative testing practices all of which are significantly influenced by social and cultural conditions. A unique and timely contribution to the field of Educational Psychology, the Handbook of Human and Social Conditions in Assessment is written for researchers, educators, and policy makers interested in how social and human complexity affect assessment at all levels of learning. Organized into four sections, this volume examines assessment in relation to teachers, students, classroom conditions, and cultural factors. Each section is comprised of a series of chapters, followed by a discussant chapter that synthesizes key ideas and offers directions for future research. Taken together, the chapters in this volume demonstrate that teachers, test creators, and policy makers must account for the human and social conditions that shape assessment if they are to implement successful assessment practices which accomplish their intended outcomes.

Fundamental Concepts of Language Teaching
How People Learn
Affective, Interactive and Cognitive Methods for E-Learning Design: Creating an Optimal Education Experience
Handbook of Home Language Maintenance and Development
An Investigation of Attitudes, Beliefs and Practices
Brain, Mind, Experience, and School: Expanded Edition
The Ambiguity of Errors for Work and Learning

First released in the Spring of 1999, How 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 connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides 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 teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many 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 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 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 knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

Traditional classroom learning environments are quickly becoming a thing of the past as 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 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 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 students in the field of education.

The affective domain and the emotional factors which influence language learning have been of interest in the field of 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 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, autonomy, classroom activities, and assessment from the perspective of affect. Affect in Language Learning will be of interest to teachers-in-preparation, teachers, teacher educators, curriculum designers, programme administrators and researchers and to those second language teaching professionals who wish to improve language teaching through a greater awareness of the role affect plays.

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

Pronunciation Instruction in English for Academic Purposes
Classroom Research on Chinese as a Second Language
Attitudes and Motivation in Second-language Learning
Social and Affective Factors
Self-esteem and Foreign Language Learning
Historical and Interdisciplinary Perspectives on Applied Linguistic Research
Learners, Contexts, and Cultures

Over the past thirty years, the field of language learning strategies has generated a massive amount of interest and research in applied linguistics. Teaching and Researching Language Learning Strategies redraws the landscape of language learning strategies at just the right time. In this book Rebecca Oxford charts the field systematically and coherently for the benefit of language learning practitioners, students, and researchers. Offering practical, innovative suggestions for assessing, teaching, and researching language learning strategies, she provides examples of strategies and tactics from all levels, from beginners to distinguished-level learners, as well as a new taxonomy of strategies for language learning. In demonstrating why self-regulated learning strategies are necessary for language proficiency, Oxford integrates socio-cultural, cognitive, and affective dimensions, and argues convincingly for the need for conceptual cross-fertilization. Providing clear and concise explanations of the advantages and limitations of the different approaches, this book is full of practical value and theoretical insights. The book is designed to guide the reader with the use of a range of features, including: - key quotes and concept boxes - preview questions and chapter overviews - glossary and end-of-chapter further readings - sources and resources section

Presently, people are facing a condition called VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) where this condition is described as a turbulent, uncertain, complicated, unclear condition. The world of work and industry is changing quickly, driven by the development of technology, information and communication. Advances in computer technology, artificial, intelligence, robotics which is also called as the

industrial revolution 4.0 eras, are of significant influence on environment and people. A time where humans must learn quickly, and an era where the future is unpredictable, where choices for various conditions are increasing and mindsets are changing. The big challenge for educational institutions, especially Islamic educational institutions today, is how to prepare young people on various aspects of cognitive, mental, and spiritual preparedness to face the changing environment. Development in the real world is far more complex than what is learned in the classroom, so it is necessary to educate and transform curriculum that is directed in accordance with the demands of present times. The 6th International Conference on emerging trends in technology for education in facing VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) is designed not only to share research, but also to offer recommendations to governments, educational institutions and other stakeholders to improve the quality of education through technology-based educational programs. The conference was held by Faculty of Education UIN Syarif Hidayatullah Jakarta. Scholars, researchers, policy makers, teachers, and students from various countries participated and worked together to discuss how to improve the quality of education in the Muslim community. Guided by UIN Jakarta, the 6th ICEMS of 2020 provided opportunities for various educational stakeholders especially in Muslim Communities around the world to share their creative and innovative works, opinions, and experiences in open academic forums.

"This book focuses on the study and application of human computer interaction principles in the design of online education"--Provided by publisher.

There are many reasons to be curious about the way 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, 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 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 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, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning 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 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 II will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

Teaching & Researching: Language Learning Strategies
Language Education and Emotions
Proceedings of the European Cognitive Science Conference 2007
Applying Cognitive Science to Education
A New Perspective
Individual Differences in Second Language Learning
Cooperation in the Classroom

This book offers a comprehensive account of individual differences variables as well as contextual factors that impinge on second language 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 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 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 classes. Together, these perspectives bring the reader closer to understanding the mechanisms underlying WTC in specific contexts, thereby providing a basis for recommendations for classroom practice that could translate into learners' success. It will be of interest to second language acquisition researchers and students, 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 classroom.

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, 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 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 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 University of Huelva in Spain. Most of the chapters have been written by members of the research group â oeAffective factors in language learningâ , which has also published a book on Multiple Intelligences and the teaching of 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 AndrÃ(c)s, teacher 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.

Even a cursory look at conference programs and proceedings reveals a burgeoning interest in the field of social and affective factors in home language maintenance and development. To date, however, research on this topic has been published in piecemeal fashion, subsumed under the more general umbrella of 'bilingualism'. Within bilingualism research, there has been an extensive exploration of linguistic and psycholinguistic perspectives on the one hand, and educational practices and outcomes on the other. In comparison, social and affective factors – which lead people to either maintain or shift the language – have been under-researched. This is the first volume that brings together the different strands in research on social and affective factors in home language maintenance and development, ranging from the micro-level (family language policies and practices), to the meso-level (community initiatives) and the macro-level (mainstream educational policies and their implementation). The volume showcases a wide distribution across contexts and populations explored. Contributors from around the world represent different research paradigms and perspectives, providing a rounded overview of the state-of-the-art in

this flourishing field.
In the disciplines of applied linguistics and second language acquisition (SLA), the study of pragmatic
competence has been driven by several fundamental questions: What does it mean to become pragmatically
competent in a second language (L2)? How can we examine pragmatic competence to make inference of its
development among L2 learners? In what ways do research findings inform teaching and assessment of
pragmatic competence? This book explores these key issues in Japanese as a second/foreign language. The
book has three sections. The first section offers a general overview and historical sketch of the study
of Japanese pragmatics and its influence on Japanese pedagogy and curriculum. The overview chapter is
followed by eight empirical findings, each dealing with phenomena that are significant in Japanese
pragmatics. They target selected features of Japanese pragmatics and investigate the learners' use of
them as an indicator of their pragmatic competence. The target pragmatic features are wide-ranging,
among them honorifics, speech style, sentence final particles, speech acts of various types, and
indirect expressions. Each study explicitly prompts the connection between pragmalinguistics (linguistic
forms available to perform language functions) and sociopragmatics (norms that determine appropriate use
of the forms) in Japanese. By documenting the understanding and use of them among learners of Japanese
spanning multiple levels and time durations, this book offers insight about the nature and development
of pragmatic competence, as well as implications for the learning and teaching of Japanese pragmatics.
The last section presents a critical reflection on the eight empirical papers and prompts a discussion
of the practice of Japanese pragmatics research.
Principles and Practice in Second Language Acquisition
Second-Language Acquisition and Foreign Language Teaching
The Taipei Lectures
Emerging Trends in Technology for Education in an Uncertain World
Self-Esteem and Foreign Language Learning
When Teaching Becomes Learning
Proceedings of the 6th International Conference on Education in Muslim Society, (ICEMS 2020), Jakarta,
Indonesia, 18-19 November 2020

This is a unique resource for those wishing to address the affective domain as they 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 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, 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 science concepts.

Educational psychology and educational practice is 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 of the learner influences the learning outcome. Research teams from Europe and the U.S.A. present their results.

Many students find it difficult to learn the kind of knowledge and thinking requiredby college or high school courses in mathematics, science, or other complex domains. Thus they oftenemerge with significant misconceptions, fragmented knowledge, and inadequate problem-solving skills.Most instructors or textbook authors approach their teaching efforts with a good knowledge of theirfield of expertise but little awareness of the underlying thought processes and kinds of knowledgerequired for learning in scientific domains. In this book, Frederick Reif presents an accessiblecoherent introduction to some of the cognitive issues important for thinking and learning inscientific or other complex domains (such as mathematics, science, physics, chemistry, biology,engineering, or expository writing). Reif, whose experience teaching physics at the University ofCalifornia led him to explore the relevance of cognitive science to education, examines with somecare the kinds of knowledge and thought processes needed for good performance; discusses thedifficulties faced by students trying to deal with unfamiliar scientific domains; describes someexplicit teaching methods that can help students learn the requisite knowledge and thinking skills;and indicates how such methods can be implemented by instructors or textbook authors. Writing from apractically applied rather than predominantly theoretical perspective, Reif shows how findings fromrecent research in cognitive science can be applied to education. He discusses cognitive issuesrelated to the kind of knowledge and thinking skills that are needed for science or mathematicscourses in high school or colleges and that are essential prerequisites for more advancedintellectual performance. In particular, he argues that a better understanding of the underlyingcognitive mechanisms should help to achieve a more scientific approach to scienceeducation.Frederick Reif is Emeritus Professor of Physics and Education at Carnegie MellonUniversity and the University of California, Berkeley.

This volume contains the invited lectures, invited symposia, symposia, papers and posters presented at the 2nd European Cognitive Science Conference held in Greece in May 2007. The papers presented in this volume range from empirical psychological studies and computational models to philosophical arguments, meta-analyses and even to neuroscientific experimentation. The quality of the work shows that the Cognitive Science Society in Europe is an exciting and vibrant one. There are 210 contributions by cognitive scientists from 27 different countries, including USA, France, UK, Germany, Greece, Italy, Belgium, Japan, Spain, the Netherlands, and Australia. This book will be of interest to anyone concerned with current research in Cognitive Science.

Handbook of Human and Social Conditions in Assessment
Explorations in Language Acquisition and Use
Using Research to Inspire Practice
Educational Leadership
Wellbeing and Schooling
Learning Emotions
Integrating Assessment into Early Language Learning and Teaching

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, 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 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 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 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 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 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.

Understanding the way in which learners differ from one another is of fundamental concern to those involved in second-language acquisition, either as researchers or teachers. This account is the first to review at book length the important research into differences, considering matters such as aptitude, motivation, learner strategies, personality and interaction between learner characteristics and types of instruction.

The authors set out to define the aims, principles and objectives of recent research into what exactly happens in the language classroom, to describe the findings of this work, and to relate these to teaching practice.

Creating an Optimal Education Experience

Affective Dimensions in Chemistry Education

Social and Emotional Aspects of Learning

Willingness to Communicate in Instructed Second Language Acquisition

Combining a Macro- and Micro-Perspective