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Individuality From Premise To  
Practice

# **Capitalizing On Language Learners Individuality From Premise To Practice**

*This book closes the gap between theory and classroom application by capitalizing on learners' individuality in second or foreign language learning. The book examines the existing literature and theoretical underpinnings of each of the most prominent learner characteristics including anxiety, beliefs, cognitive abilities, motivation, strategies, styles and willingness to communicate. This strong foundation, coupled with the wide variety of activities that*

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*are suggested at the end of each chapter, arms the reader with ideas to conquer the problems created by negative affect and to capitalize on positive, facilitative emotions. The tasks are unrestricted by language and can be modified for use with technology, emergent learners and large classes, making this book a useful resource for both in-service teachers and pre-service teachers in university language teacher education programs. The role played by concepts of the "Self" in the learning of languages has recently received increasing attention in academic studies. In the same way that fingerprints represent each person's*

*uniqueness, the self here is related to the uniqueness of learners, the way they receive and transmit their identity in the teaching and learning process. It is this uniqueness that brings dynamism, challenge and inspiration to learning and teaching. By focusing on language learners' self-concept, this book foregrounds the role of the learner in the process of language learning. It presents a number of empirical studies that bring into focus various aspects of the self, and will, as such, be of interest to EFL teachers, researchers and the general reader interested in the self and its effects on learners' approaches, motivation and*

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interest in foreign language  
learning.

*Expanding Individual Difference  
Research in the Interaction  
Approach: Investigating learners,  
instructors, and other  
interlocutors demonstrates why  
investigating the individual  
differences of all interlocutors  
with whom learners interact -  
including peer and heritage  
learners, instructors, researchers,  
and native speakers - is critical to  
understanding how second and  
foreign languages are taught and  
learned. Through state-of-the-art  
syntheses detailing what is known  
about learners and instructors,  
and novel empirical studies  
highlighting new avenues of*

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inquiry, the volume articulates the most pressing needs for individual difference research. The book concludes with a scoping review, which reveals the many interlocutors still yet to be empirically considered and outlines next steps for this research. Uniquely combining linguistic theory, research synthesis, and empirical study, this book encourages students and established scholars alike to expand their conceptualization of individual differences. By demonstrating the importance of considering the individual differences of all interlocutors, the studies are also highly relevant to those teaching second and foreign

*languages in diverse contexts. This edited collection provides a state-of-the art overview of research on willingness to communicate (WTC) in a second and foreign language. In particular, it includes innovative studies seeking to demonstrate the ways in which WTC can be examined within the framework of complex dynamic systems, how the construct is related to self-assessment, reticence and extroversion, and what it signifies in the case of immigrants. Another group of papers is related to the role of technology in fostering WTC in different contexts. The volume also comprises papers that touch on methodological issues in*

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*the study of WTC such as experience case sampling, the network approach or the integration of the macro- and micro-perspective. The book will be of values to researchers interested in the study of WTC but will also provide inspiration for students, teachers and materials writers.*

*An L2 Learner Agency Perspective*

*The Routledge Handbook of*

*English Language Teaching*

*Willingness to Communicate in*

*Instructed Second Language*

*Acquisition*

*Self-Regulation in Context,*

*Second Edition*

*English Pronunciation Instruction*

*Complexity Perspectives on*

*Researching Language Learner  
and Teacher Psychology*

This book presents theoretical considerations and the results of empirical research on pronunciation learning strategies (PLS) deployed by pre-service trainee teachers majoring in English as a foreign language who experienced different levels of language anxiety (LA). The theoretical part focuses on the concepts of pronunciation learning, pronunciation-learning strategies and language anxiety and includes an overview of recent empirical research dealing with various related issues.



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The empirical section of the book presents the findings of a research project that investigated the interplay between PLS and LA, in which both quantitative and qualitative data were collected. Based on the findings, the author proposes two profiles of anxious and non-anxious EFL trainee teachers who support their pronunciation learning with an array of pronunciation learning strategies and tactics. This book unites a range of emerging topics in the burgeoning transdisciplinary fields of second language acquisition and interculturality

in a study abroad context. It explores key issues, trends and approaches within each strand and how the strands relate to one another, painting a big picture of the diversity and complexity underpinning second language acquisition in a study abroad context. The chapters highlight themes such as social networks, input and interaction issues, learner identities and study abroad in lingua franca contexts, while also presenting other themes spanning the breadth of second language acquisition and interculturality research, such as individual differences and linguistic development.

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This comprehensive and cohesive volume showcases the latest innovative research using quantitative, qualitative and mixed method approaches across a range of source and target language learner cohorts, and highlights emerging themes and directions for future research. This book explores key areas of educational and social psychology and considers their relevance to language learning and teaching, using activities and questions for reflection. The topics discussed in the book include:

- learners' and teachers' beliefs about how a language should be learned

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and taught • learning and working in groups • relationships with others • the role of the self in teaching and learning • motivation to start and persist with tasks • the role of emotions in learning.

The authors provide useful insights for the understanding of language learning and discuss the important implications for language teaching pedagogy. Extra resources are available on the website: [www.oup.com/elt/teacher/exploringpsychology](http://www.oup.com/elt/teacher/exploringpsychology)

Marion Williams was formerly Reader in Applied Linguistics at the University of Exeter and is a past president of IATEFL.

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Sarah Mercer is Professor of Foreign Language Teaching at the University of Graz, Austria. Stephen Ryan is Professor in the School of Economics at Senshu University, Tokyo. This accessible book offers a fresh perspective on engagement, with an emphasis on how teachers can create the conditions for active engagement and the role learners can play in shaping the way they learn. Drawing on extensive theoretical knowledge, the book takes an applied approach, providing clear principles and practical strategies for teachers.

The Tornado Effect

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In Search of an Interplay

Combining a Macro- and Micro-  
Perspective

Knowledge Mobilization in  
TESOL

The Palgrave Handbook of  
Motivation for Language  
Learning

Portraits of Second Language  
Learners

*This edited volume brings together both established and emerging researcher voices from around the world to illustrate how complexity perspectives might contribute to new ways of researching and understanding the psychology of language learners and teachers in situated educational contexts. Chapter authors discuss their own perspectives on researching within a complexity*

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*paradigm, exemplified by concrete and original examples from their research histories. Moreover, chapters explore research approaches to a variety of learner and teacher psychological foci of interest in SLA. Examples include: anxiety, classroom group dynamics and group-level motivation, cognition and metacognition, emotions and emotion regulation strategies, learner reticence and silence, motivation, self-concept and willingness to communicate.*

*Positive psychology is the scientific study of how human beings prosper and thrive. This is the first book in SLA dedicated to theories in positive psychology and their implications for language teaching, learning and communication. Chapters examine the characteristics of individuals, contexts and relationships that facilitate*

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*learning: positive emotional states such as love, enjoyment and flow, and character traits such as empathy, hardiness and perseverance. The contributors present several innovative teaching ideas to bring out these characteristics among learners. The collection thus blends new teaching techniques with cutting-edge theory and empirical research undertaken using qualitative, quantitative and mixed-methods approaches. It will be of interest to SLA researchers, graduate students, trainee and experienced teachers who wish to learn more about language learning psychology, individual differences, learner characteristics and new classroom practices.*

*This book synthesises cutting-edge research on the role of individual differences (IDs) in the field of SLA*



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*and in computer assisted language learning. It also outlines the theoretical and methodological issues at the heart of this research, presents empirical findings and charts future directions of this research. Pawlak and Kruk provide an overview of the latest theoretical developments in research on IDs in SLA as well as methodological considerations that are crucial when researching individual variation, with special emphasis on data-collection procedures that are most prominent in CALL. The book goes on to summarize and explore a body of empirical evidence concerning the role of individual difference factors in CALL, singling out existing gaps, methodological problems, and areas in need of further investigation. Finally, the authors provide a guide on how empirical investigations of individual*

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*difference factors in CALL can be improved by incorporating latest developments from the broader field of SLA. This book will be of great interest to postgraduates and scholars in the domain of applied linguistics and second language education who are interested in CALL, as well as those studying and undertaking research in second language learning and teaching.*

*This book brings together contributions from the leaders of the language learning motivation field. The varied chapters demonstrate how Gardner's work remains integral to a diverse range of contemporary theoretical issues underlying the psychology of language, even today, 60 years after the publication of Gardner and Lambert's seminal 1959 paper. The chapters cover a wide selection of*

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*topics related to applied linguistics, second language acquisition, social psychology, sociology, methodology and historical issues. The book advances thinking on cutting-edge topics in these diverse areas, providing a wealth of information for both students and established scholars that show the continuing and future importance of Gardner and Lambert's ideas.*

*Expanding Individual Difference Research in the Interaction Approach  
A Socio-Dynamic Perspective  
The Routledge Handbook of Second Language Acquisition and Individual Differences*

*Investigating learners, instructors, and other interlocutors  
Theory, Research and Educational Implications*

*Research-based insights*

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## Individuality From Premise To Practice English Pronunciation

Instruction: Research-based insights presents recent research on L2 English pronunciation including pedagogical implications and applications, and seeks to bridge the gulf between pronunciation research and teaching practice. The volume 's 15 chapters cover a range of aspects that are central to pronunciation teaching, including the teaching of different segmental and suprasegmental features, teachers ' and learners ' views and practices, types and sources of learners ' errors, feedback and assessment, tools and strategies for pronunciation

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instruction, reactions towards accented speech, as well as the connection between research and teaching. Chapters offer a fully developed section on pedagogical implications with insightful suggestions for classroom instruction. This format and the variety of topics will be informative for researchers, language teachers, and students interested in English pronunciation, as it explores the diverse challenges learners of different L1 backgrounds face, and also provides research-informed techniques and recommendations on how to

cope with them.

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-

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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

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speaking in the language classroom.

Using second language (L2) socialization theory as a theoretical framework, this book investigates the ways in which four advanced learners of Japanese on an immersion program in the USA exercise their agency to pursue their language learning goals. The work presents their learner portraits and documents the different ways in which the four learners negotiate the meaning of their participations in the new community of practice, navigate and shape the trajectories of their learning and eventually



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achieve their goals of learning from their emic perspectives.

The book re-examines Norton ' s (2000) constructs of investment, investigates its applicability and argues that L2 learners ' desires and drives for learning an L2 are more diverse, unique and contextually situated than Norton ' s notion of investment alone can explain. The research will be of interest to researchers and students in the fields of applied linguistics, second language acquisition, foreign language education and language and literacy education. This textbook takes a Complex Systems Theory approach to

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examine individual differences between learners and the potential impact of these variables on the process of acquiring a second language. The authors argue that individual variables cannot provide the complete picture, and that they must instead be understood as part of an interconnected and dynamic system of different factors in order to be useful in a language learning context. Written in an accessible style and suitable for final-year undergraduate and Masters-level students, the book includes clear definitions of key terms, discussion questions for

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classroom use, practical exercises and activities, and examples of real empirical studies that students and teachers can replicate in their own contexts. This textbook will be of interest to students taking TESOL and SLA courses and modules, as well as those on broader Applied Linguistics programmes.

Researching Second Language Learning and Teaching from a Psycholinguistic Perspective

A Comprehensible Input

Perspective

Situating Strategy Use in Diverse Contexts

The Role of the Self in Language

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Learning Practice

New Insights into Language

Anxiety

Individual differences in

Computer Assisted Language

Learning Research

This edited collection explores the processes of second language learning and teaching from a psycholinguistic perspective. Authored by leading experts in the field, the book includes studies focusing on theoretical, empirical and practical aspects of second and foreign language education. Part One offers contributions devoted to a range of learner-related factors, dealing with affective and cognitive variables, the process of reading and the acquisition of lexis. Part Two brings together papers related to teacher awareness of second language

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instruction that focus on conversational styles, fostering intercultural pragmatics, teacher job satisfaction, the development of instructional materials and challenges of teacher training in different contexts. It is of interest to researchers as well as graduate and postgraduate students seeking fresh inspirations for their own empirical investigations of the ways in which second and foreign languages are taught and learned.

This innovative book focuses on the relationships among self-regulated language learning strategies, students' individual characteristics, and the diverse contexts in which learning occurs. It presents state-of-the-art, lively, readable chapters by well-known experts and new, promising scholars, who analyze learning strategy theory, research, assessment, and use. Written

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by a team of international contributors from Austria, Canada, Greece, Japan, New Zealand, Poland, Turkey, the UK and the USA, this volume provides theoretical insights on how strategic learning interacts with complex environments. It explores strategy choice and the fluidity and flexibility of learning strategies. Research-based but practical themes in the book include strategy-related teacher preparation; differentiated strategy instruction to meet the needs of diverse learners of different ages, cultures, and learning styles; and creative, visualization-based development of strategy awareness. Examining methodologies for strategy research and assessment, the volume explores narrative, decision-tree, scenario-based, and questionnaire-based research, as well as mixed-methods research and new assessment

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tools for young learners' strategies. It presents research on strategies used for foreign/second language pronunciation, pragmatics, listening, reading, speaking, writing, and test-taking. By providing a wide range of examples of strategies in research and action in a number of countries, cultures, and educational settings, and by offering incisive section overviews and a detailed synthesis at the end, this book enables readers to develop a holistic understanding of language learning strategies. With additional online strategy materials available for downloading, *Language Learning Strategies and Individual Learner Characteristics* is invaluable to all those interested in helping language students learn more effectively. This Handbook, with 45 chapters written by the world's leading scholars in second language acquisition (SLA)

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and language testing, dives into the important interface between SLA and language testing: shared ground where researchers seek to measure second language performance to better understand how people learn their second languages. The Handbook also reviews how to best measure and evaluate the second language (L2) learners' personal characteristics, backgrounds, and learning contexts to better understand their L2 learning trajectories. Taking a transdisciplinary approach to research, the book builds upon recent theorizing and measurement principles from the fields of applied linguistics, cognitive science, psychology, psycholinguistics, psychometrics, educational measurement, and social psychology. The Handbook is divided into six key sections: (1) Assessment concepts for



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SLA researchers, (2) Building instruments for SLA research, (3) Measuring individual differences, (4) Measuring language development, (5) Testing specific populations, and (6) Measurement principles for SLA researchers.

This edited collection brings together papers by eminent scholars who attempt to demonstrate how challenges can most successfully be ameliorated with an eye to enhancing the effectiveness of the processes of language teaching and learning. In Part One, emphasis is placed on challenges that second language education has to face, both those more general, dealing with language policy issues, and those more specific, concerned with instructional options in the language classroom. Part Two focuses on challenges involved in researching the

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processes of teaching and learning in the second and foreign languages classroom, both with respect to research methodology and efforts to tap some variables impinging upon the effects of instruction. Finally, Part Three is devoted to challenges involved in second and foreign language teacher education, the quality of which to a large extent determines the outcomes of second language education in any educational context.

Individual Differences in Language Learning

Positive Psychology Perspectives on Foreign Language Learning and Teaching

Connecting Research and Practice

New Directions in Language Learning Psychology

60 Years Since Gardner and Lambert (1959)

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At the Crossroads: Challenges of Foreign Language Learning

Over the past decade, the focus of inquiry into the psychology of SLA has shifted from the analysis of various characteristics within individuals towards a greater consideration of individuals' dynamic interactions with diverse contexts. This revisit of the bestselling *The Psychology of the Language Learner* reflects on these developments by challenging some of the assumptions upon which the original text was based, maintaining the familiar structure of the original, while situating the discussion within a very different theoretical framework. Written in a lively, accessible style, the book

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considers how the field has evolved and maintains a keen eye on the future, suggesting exciting new directions for the psychology of SLA. *The Psychology of the Language Learner Revisited* will appeal to students and researchers in a wide range of disciplines, including applied linguistics, second language acquisition, modern languages, and psychology.

This book explores second language (L2) learning, teaching and assessment from a comprehensible input (CI) perspective. This focus on the role of input is important for deepening our understanding of interactions between the learner,

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teacher and the environment as well as of the nature of the learning, teaching and assessment processes. The book takes a blended approach that promotes the intertwining of theory, research and practice in L2 pedagogy and assessment and aims to address the commonly used concept of CI and its role in L2 education. Content includes a comprehensive discussion of the conceptual foundation of CI; a multimodal and dynamic interpretation of CI from numerous perspectives; a critical discussion of well-known L2 acquisition theories and research; a practical examination of the role of multimodal forms of CI in L2

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pedagogy; an analytical review of factors to be considered when modifying CI for pedagogical purposes in different settings and an overview of CI in L2 assessment. It will be of interest to students in the fields of L2 learning, teaching and assessment, teachers in second/foreign language settings and researchers of SLA and teacher education.

This book addresses fundamental questions regarding the relationships between successful language learning and strategy use and development, according to learner, situational or target variables. It considers strategy effectiveness from an individual point of view and discusses

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pedagogical issues, especially relating to teacher perceptions and training, classroom and learner factors, methodology and content. This new edition has been reworked and revised to include an extensive review, analysis and re-interpretation of the existing literature and an update on the theoretical debate surrounding language learning strategies. The research methodology section has been considerably extended and detailed explanations are now given for how to analyse data from research studies. Rather than focusing on strategies divorced from the 'real world' of the classroom, this book explores the issues from the teaching/learning

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point of view and will be of interest to students, teachers, trainee teachers, teacher educators and researchers alike. This book highlights the pivotal role that nonverbal behavior plays in target language communication, affect and cognition. It integrates research tenets and video demonstrations of nonverbal behavior with structured activities that will guide teachers and learners of any language to capitalize on the nonverbal means at their disposal. It does not shy away from the challenges that nonverbal communication poses in target language communication, including issues of personal and



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cultural identity that emerge with languages around the world. With its easy-to-use format, solid research support, and fully integrated activities and videos, this book is an essential resource for anyone interested in working with the nonverbal dimensions of communication. The text will be especially valuable for language educators, pre- and in-service teachers who are looking for classroom resources and ideas, who want to create positive classroom environments and want to improve learner interaction and communication while increasing language proficiency. This book is a valuable resource for anyone who interacts with other people in

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more than one language.

Optimizing Language Learners '

Nonverbal Behavior

Motivational Dynamics in

Language Learning

OPTIMIZING LANGUAGE LEARNERS

N

Studies in Honour of Danuta

Gabry -Barker

Language Teacher Psychology

Studies in Honor of Krystyna

Dro dział-Szelest

This handbook offers an

authoritative, one-stop reference

work for the dynamic and

expanding field of language

learning motivation. The 32

chapters have been specially

commissioned from the field's most

influential researchers and writers.

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Together they present a compelling picture of the motivations people have for learning languages, the diverse ways we can research motivation, and the implications for promoting and sustaining learners' motivation. The first section outlines the main theoretical approaches to language learning motivation; the next section presents ways in which motivation theory has been applied in practice; the third section showcases examples of motivation research in particular contexts and with particular types of language learners; and the final section describes the exciting directions that contemporary research is taking, promising important new insights for academics and

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practitioners alike.

Research-Driven Pedagogy: Implications of L2A Theory and Research for the Teaching of Language Skills brings together the essentials of second language acquisition (SLA) theory, research, and second language (L2) pedagogy. Uniquely, the design of this book helps researchers and practitioners make explicit connections between theory, research, and practice; learn about and conduct classroom research to contribute to the relevance and applicability of SLA research; and improve current L2 curriculum and instruction in light of current theory and research. The volume offers critical reviews of the most relevant,

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current SLA theory and research about receptive, productive, complementary, and nonverbal communication skills, as well as willingness to communicate (WTC). Each chapter is formatted to include five major topics about each language skill: (1) major theories, (2) critical reviews of salient/current research, (3) commonly-used data collection and analysis techniques, (4) summary of specific pedagogical implications of pertinent research and theory, and (5) theory and research-driven scenarios/activities that can be used in teaching. A teacher or a researcher can pick any chapter in this volume to learn about the most important language skills (e.g.,

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reading, writing, nonverbal communication), while having all-in-one place access to almost everything they would need.

This book provides an overview of current theory, research and practice in the field of language anxiety and brings together a range of perspectives on this psychological construct in a single volume. Chapters in the volume are divided into three sections. Part 1 revisits language anxiety theory, showing that it can be viewed as a complex and dynamic construct and that it is linked to other psychological variables, such as the self and personality. In Part 2, a series of contextualised studies on language anxiety are presented,

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with a key feature of these studies being the diverse research designs which are applied in different instructional settings across the globe. Part 3 bridges theory and practice by presenting coping strategies and practice activities with a view to informing classroom practice and pedagogical interventions.

This edited book uses the concept of diversity in child foreign language education as a major organizing principle. Since a foreign language, most typically English, is taught globally to an increasing number of children, the variability in the process and varied learning outcomes are inescapable phenomena. This book has been

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constructed on the premise that heterogeneity, first, concerns young language learners, who due to the disparity in the pace of development need appropriately tailored educational solutions, and, second, it refers to a diversity of contexts in which learning takes place. The contexts can be defined on a macroscale (e.g. different countries), mesoscale (e.g. different institutions), and microscale (e.g. specific learner groups). The book consists of four thematic strands. In Part One the learner-internal causes of heterogeneity of young language learners are clarified. Part Two presents a sample of classroom studies in which learner variables, such as gender, learner



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preferences, and special needs are taken into account. Part Three looks at teaching materials and how they meet learners' needs. Finally, Part Four highlights diversity issues that teachers should be prepared to face.

The Strategy Factor in Successful Language Learning

Implications of L2A Theory and Research for the Teaching of Language Skills

Engaging Language Learners in Contemporary Classrooms

Positive Psychology in SLA From Premise to Practice

Third Age Learners of Foreign Languages

Knowledge Mobilization in

TESOL: Connecting Research

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and Practice showcases language teachers' experiences of utilizing academic research to improve classroom practice.

Writing in the first person, the authors tell stories of research utilization that provide important implications for teachers' professional development.

This book offers a valuable contribution to the discussion on the complexities of L2 learning processes that pose a challenge to learners. Focusing on the cognitive, affective and socio-cultural perspectives, the papers included provide important insights into the individual's experiences in second language acquisition.

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This work also addresses social interactions and cultural background, shedding new light on their role in the context in L2 learning processes. It is a valuable resource for anyone interested in understanding the challenges of foreign-language (FL) learning and teaching. This book explores potential new directions in the growing field of language learning psychology. The individual chapters cover theoretical and conceptual developments and innovative methodological designs, while also exploring practical implications. Language learning psychology is a vibrant field of research that typically

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involves constructs from social and educational psychology, which it considers in terms of their relevance for the domain of language learning. The diverse theoretical and empirical chapters examine a range of familiar and lesser-known constructs, highlighting the importance of taking into account both learner and teacher psychologies, and recognising the complexity, dynamism and situatedness of psychological constructs, as well as the value of employing diverse research methodologies. It is hoped that these 'new directions' concerning populations, constructs and

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theoretical and methodological frameworks will pave the way for innovative future developments in this vibrant field.

People are increasingly reaching the so-called third age, a period when seniors search for a renewed purpose to life and spend time undertaking activities that they consider motivating, such as the learning of a foreign language. The study of language learning among aging populations has become a fast-growing area of research and this book is one of the first attempts to bring together what we know about this age group and their profiles as foreign

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language learners. Contributors to the volume discuss the issue from various psychological, neurological and pedagogical perspectives. Each of the chapters provides an updated theoretical background and offers some initial conclusions on the basis of original empirical studies carried out. Chapters challenge certain familiar preconceptions and assumptions about senior learners, offer the reader ideas for future research in this under-studied area and provide some practical advice for applying the proposals and solutions offered in real foreign language third-age classrooms. Exploring Psychology in

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Language Learning and  
Teaching

A Complex Systems Theory  
Perspective

From Tenet to Technique

Teaching and Researching

Language Learning Strategies

Study Abroad, Second Language

Acquisition and Interculturality

The Psychology of the

Language Learner Revisited

This book introduces readers

to the principles of a fairly new  
branch of psychology –

positive psychology – and

demonstrates how they can be  
applied in the context of

second language acquisition

in a natural environment and

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in instructed foreign language (FL) learning. It focuses both on the well-being and success of the learner and the professional and personal well-being of the teacher. Further, the book stresses the importance of the positive emotions and character strengths of those involved in the process of language learning and teaching, as well as the significant role played by enabling institutions such as school and, at the micro-level, individual FL classes. The Routledge Handbook of English Language Teaching is the definitive reference volume



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for postgraduate and advanced undergraduate students of Applied Linguistics, ELT/TESOL, and Language Teacher Education, and for ELT professionals engaged in in-service teacher development and/or undertaking academic study. Progressing from 'broader' contextual issues to a 'narrower' focus on classrooms and classroom discourse, the volume's inter-related themes focus on: ELT in the world: contexts and goals planning and organising ELT: curriculum, resources and settings methods and

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methodology: perspectives and practices second language learning and learners teaching language: knowledge, skills and pedagogy understanding the language classroom. The Handbook's 39 chapters are written by leading figures in ELT from around the world. Mindful of the diverse pedagogical, institutional and social contexts for ELT, they convincingly present the key issues, areas of debate and dispute, and likely future developments in ELT from an applied linguistics perspective. Throughout the

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volume, readers are encouraged to develop their own thinking and practice in contextually appropriate ways, assisted by discussion questions and suggestions for further reading that accompany every chapter.

Advisory board: Guy Cook, Diane Larsen-Freeman, Amy Tsui, and Steve Walsh

Study abroad is now both an international industry and an experience that can have a deep impact on students' linguistic, cultural and personal development. This book explores 'the social turn' in the fields of study

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abroad and language learning strategies. The longitudinal qualitative study reported in this volume investigates the international educational experiences of Arab university students from diverse countries (Iraq, Libya, Jordan, Saudi Arabia, Syria and the United Arab Emirates) and represents one of the few empirical studies to capture an in-depth understanding of the study abroad experiences of newly-arrived international students in higher education. Particular attention is paid to their changing learning goals, underlying motivations and

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strategy uses during their attendance on both short and long academic programmes in a study abroad context. It also examines their past language learning experiences in their homelands retrospectively.

Readers will gain a better understanding of international students' study abroad experiences in terms of their expectations, aspirations, diverse difficulties and the strategies they deploy to deal with these difficulties.

Now in its second edition, Teaching and Researching Language Learning Strategies: Self-Regulation in Context

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charts the field systematically and coherently for the benefit of language learning practitioners, students, and researchers. This volume carries on the author's tradition of linking theoretical insights with readability and practical utility and offers an enhanced Strategic Self-Regulation Model. It is enriched by many new features, such as the first-ever major content analysis of published learning strategy definitions, leading to a long-awaited, encompassing strategy definition that, to a significant degree, brings

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order out of chaos in the strategy field. Rebecca L. Oxford provides an intensive discussion of self-regulation, agency, and related factors as the "soul of learning strategies." She ushers the strategy field into the twenty-first century with the first in-depth treatment of strategies and complexity theory. A major section is devoted to applications of learning strategies in all language skill areas and in grammar and vocabulary. The last chapter presents innovations for strategy instruction, such as ways to deepen and

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differentiate strategy instruction to meet individual needs; a useful, scenario-based emotion regulation questionnaire; insights on new research methods; and results of two strategy instruction meta-analyses. This revised edition includes in-depth questions, tasks, and projects for readers in every chapter. This is the ideal textbook for upper-level undergraduate and graduate courses in TESOL, ELT, education, linguistics, and psychology.

Research-Driven Pedagogy  
Language Learning Strategies  
and Individual Learner



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Practice

Characteristics

Challenges of Second and  
Foreign Language Education  
in a Globalized World

Facing Diversity in Child  
Foreign Language Education

Capitalizing on Language  
Learners' Individuality

Pronunciation Learning

Strategies and Language

Anxiety

*The Routledge Handbook of  
Second Language Acquisition  
and Individual Differences  
provides a thorough, in-  
depth discussion of the  
theory, research, and  
pedagogy pertaining to the  
role individual difference  
(ID) factors play in second*

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language acquisition (SLA).

It goes beyond the traditional repertoire and includes 32 chapters covering a full spectrum of topics on learners' cognitive, conative, affective, and demographic/sociocultural variation. The volume examines IDs from two perspectives: one is how each ID variable is associated with learning behaviors, processes, and outcomes; the other is how each domain of SLA, such as vocabulary or reading, is affected by clusters of ID variables. The volume also includes a section on the common methods used in ID

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research, including data elicitation instruments such as surveys, interviews, and psychometric testing, as well as methods of data analysis such as structural equation modeling. The book is a must-read for any second language researcher or applied linguist interested in investigating the effects of IDs on language learning, and for any educator interested in taking account of learners' individual differences to maximize the effects of second language instruction. This landmark volume offers a collection of conceptual papers and empirical research studies that

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investigate the dynamics of language learning motivation from a complex dynamic systems perspective. The contributors include some of the most well-established scholars from three continents, all addressing the question of how we can understand motivation if we perceive it as continuously changing and evolving rather than as a fixed learner trait. The data-based studies also provide useful research models and templates for graduate students and scholars in the fields of applied linguistics and SLA who are interested in engaging with the intriguing area of

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examining language learning in a dynamic vein.

*To date, the majority of work in language learning psychology has focused on the learner. In contrast, relatively little attention has been paid to teacher psychology. This volume seeks to redress the imbalance by bringing together various strands of research into the psychology of language teachers. It consists of 19 contributions on well-established areas of teacher psychology, as well as areas that have only recently begun to be explored. This original collection, which covers a multitude of theoretical and*

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*methodological perspectives, makes a significant contribution to the emerging field of language teacher psychology as a domain of inquiry within language education.*

*L2 Learning, Teaching and Assessment*

*New Perspectives on Willingness to Communicate in a Second Language International Students' Challenges, Strategies and Future Vision*

*The Routledge Handbook of Second Language Acquisition and Language Testing Contemporary Language Motivation Theory*