

## Second Language Teaching Amp Learning David Nunan

This innovative, much-needed book shares powerful wisdom and practical strategies to help language teachers, teacher educators and peace educators communicate peace, contribute to peace and weave peacebuilding into classrooms and daily life. The clear, six-part Language of Peace Approach underlies more than 50 creative activities that can promote peacebuilding competence in secondary and post-secondary students, current and prospective educators and community members outside of academia. Chapters span the spectrum from cross-cultural peace education to the positive psychology of peace, from nonverbal peace language to transformative language teaching for peace, and from the needs of language learners to the needs of language educators. The book makes a unique and valuable contribution to the discussion of how we can live together peacefully in a changing world.

This book identifies the many facets of culture that influence second language learners and teachers. The paperback edition identifies the many facets of culture that influence second language learners and teachers. It addresses the impact of culture on learning to interact, speak, construct meaning, and write in a second language, while staying within the sociocultural paradigms specific to a particular language and its speakers. By providing a comprehensive introduction to research from other disciplines on the interaction between language and culture, this volume offers an important contribution to the field of second language acquisition.

This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook's international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

This book addresses the key role of phraseology in second language acquisition and instruction. It is divided into three main sections: "Extracting and Describing Phraseological Units" investigates the role played by native and learner corpora in the extraction and description of multiword units, two initial and crucial steps in informing language pedagogy;" Learning Phraseological Units" deals with the learning aspect, an oft-neglected yet essential dimension of phraseology in second/foreign language pedagogy, this section also addresses issues in new literacies; and "Recording and Exploiting Phraseological Units" focuses on pedagogical tools, notably monolingual and bilingual dictionaries and textbooks. This stimulating collection presents cutting edge research in the field and identifies major avenues for future theoretical and applied work. It is of particular relevance to researchers and teachers interested in the patterned nature of language.

This volume examines the theoretical and practical issues related to mentoring/peer mentoring as a support and development strategy for both pre-service and in-service language teachers, and thereby offers a practical and empirical introduction to the field. A stimulating and thorough examination of mentoring and peer mentoring, integrating theory and practice as applied in language teacher education in an Asian specific context. The author discusses findings from a variety of qualitative and quantitative research studies in the light of previous research and in the context of teacher learning theories. Teachers, teacher educators, teacher trainers, supervisory coordinators and administrators will find practical advice, while the volume will be a valuable source of research information for researchers in teacher education and EFL teacher education, in particular for those who wish to employ mentoring or peer mentoring as an approach to teachers' professional development.

A collection of papers presented at UPRT 2019 at the University of Pécs, Hungary

Academic disciplines perceive tranquility and a sense of contentment differently among themselves and therefore contribute to peace-building initiatives differently. Peace is not merely a function of education or a tool that produces amicable systems, but rather a concept that educational contributions can help societies progress to a more peaceful existence. The Handbook of Research on Promoting Peace Through Practice, Academia, and the Arts aims to provide readers with a concise overview of proactive positive peace models and practices to counter the overemphasis on merely ending wars as a solution. While approaching peace-building through multiple vantage points and academic fields such as the humanities, arts, social sciences, and theology, this valuable resource promotes peace-building as a cooperative effort. This publication is a vital reference work for humanitarian workers, leaders, educators, policymakers, academicians, undergraduate and graduate-level students, and researchers.

This edited volume explores the multifaceted nature of teacher emotions, presenting current research from different approaches and perspectives, focused towards the second language classroom. Twenty three chapters by well-known scholars from the applied linguistics, TESOL and educational psychology fields provide the reader with a holistic picture of teacher emotions, making this collection a significant contribution to the field of second language teaching. Given the emotional nature of teaching, the book explores a number of key issues or dimensions of L2 teachers' emotions that were until now rarely considered. The contributions present the views of a select group of applied linguistic researchers and L2 teacher educators from around the world. This international perspective makes the book essential reading for both L2 teachers and teacher educators.

The Routledge Handbook of Corpus Linguistics provides a timely overview of a dynamic and rapidly growing area with a widely applied methodology. Through the electronic analysis of large bodies of text, corpus linguistics demonstrates and supports linguistic statements and assumptions. In recent years it has seen an ever-widening application in a variety of fields: computational

linguistics, discourse analysis, forensic linguistics, pragmatics and translation studies. Bringing together experts in the key areas of development and change, the handbook is structured around six themes which take the reader through building and designing a corpus to using a corpus to study literature and translation. A comprehensive introduction covers the historical development of the field and its growing influence and application in other areas. Structured around five headings for ease of reference, each contribution includes further reading sections with three to five key texts highlighted and annotated to facilitate further exploration of the topics. The Routledge Handbook of Corpus Linguistics is the ideal resource for advanced undergraduates and postgraduates.

It is clearly illogical to search for one good, universal solution for multilingual education when educational contexts differ so widely due to demographic and social factors. The situation is further complicated by the motivations of learners and teachers, and by attitudes towards multilingualism and 'otherness'. The studies in this volume seek to investigate not only whether certain solutions and practices are 'good', but also when and for whom they make sense. The book covers a wide range of Western multilingual contexts, and uncovers common themes and practices, shared aims and preoccupations, and often similar solutions, within seemingly diverse contexts. In addition to chapters based on empirical data, this book offers theoretical contributions in the shape of a discussion of the appropriateness of L1-Ln terminology when discussing complex multilingual realities, and looks at how the age factor works in classroom settings.

In *Teaching English Language Learners through Technology*, the authors explore the use of computers/technology as a pedagogical tool to aid in the appropriate instruction of ELLs across all content areas. The special focus of this book is on the informed use of various technologies and software programs that can specifically aid ELLs. Strategies are also provided for varying levels of access--whether teachers teach in a one computer classroom, have access to multiple computers, or have the ability to go into a computer lab at their school. A fully annotated list of web and print resources completes the volume, making this a valuable reference to help teachers harness the power of computer-assisted technologies in meeting the challenges of including all learners in effective instruction.

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 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.

In a diverse society, the ability to cross communication barriers is critical to the success of any individual personally, professionally, and academically. With the constant acceleration of course programs and technology, educators are continually being challenged to develop and implement creative methods for engaging English-speaking and non-English-speaking learners. *Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications* is a vital reference source that examines the relationship between language education and technology and the potential for curriculum enhancements through the use of mobile technologies, flipped instruction, and language-learning software. This multi-volume book is geared toward educators, researchers, academics, linguists, and upper-level students seeking relevant research on the improvement of language education through the use of technology.

This state-of-the-art volume is the first to capture a hybrid discipline that studies the role and linguistic implications of the human mind in language learning and teaching. This Handbook considers individual as well as collective factors in language learners and teachers from an array of new empirical constructs and theoretical perspectives, including implications for practice and "myths, debates, and disagreements" in the field, and points to future directions for research. This collection of stellar contributions is an essential resource for researchers, advanced students, and teachers working in applied linguistics, second language acquisition, psychology, and education.

This edited book brings together ten empirical papers reporting original studies investigating different facets of individual variation second language learning and teaching. The individual difference factors covered include, among others, motivation, self, anxiety, emotions, willingness to communicate, beliefs, age, and language learning strategies. What is especially important, some of the contributions to the volume offer insights into intricate interplays of these factors while others attempt to relate them to learning specific target language subsystems or concrete instructional options. All the chapters also include tangible implications for language pedagogy. The book is of interest to both researchers examining the role of individual variation in second language learning and teaching, teacher trainers, graduate and doctoral students in foreign languages departments, as well as practitioners wishing to enhance the effectiveness of second language instruction in their classrooms.

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 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.

Contents: Barbara Lewandowska-Tomaszczyk: PALC 2007: Where are we now? - Paul Rayson/Dawn Archer/Alistair Baron/Nicholas Smith: Travelling through time with corpus annotation software - Eugene H. Casad: Parsing texts and compiling a dictionary with shoebox - Belinda Maia/Rui Silva/Anabela Barreiro/Cecilia Fróis: 'N-grams in search of theories' - Piotr P?zik/Jung-jae Kim/Dietrich Rebholz-Schuhmann: MedEvi - A permuted concordancer for the biomedical domain - Patrick Hanks: Why the «word sense disambiguation problem» can't be solved, and what should be done instead - Rafa?

The emergence of new learning environments, technological and institutional, implies a need for language understanding and autonomous learning. What do they mean? Why are they necessary? How do they interrelate? This book looks at these questions. The authors consider mother tongue and second/foreign language education in relation to 'language understanding', which includes formal knowledge and an ability to use language communicatively, and should cover the 'new' literacies. Autonomous language learning has been interpreted in various ways, and setting language understanding as a goal allows some of these (such as 'training' models) to be challenged and others endorsed. Some implications of the information society for education are considered. Learning increasingly takes place outside educational

establishments, and the authors examine changes from face-to-face teacher-student interaction to mixed-mode and distance learning. The new environments create new possibilities, such as knowledge construction through computer-mediated interaction and learner autonomy in online networks, and these are explored. Throughout the book, the centrality of the teacher's role is affirmed, as educator and guide on autonomous second/foreign language programmes, and as a moderator of online discussions and a designer of online materials. This book demonstrates how resources taken from positive psychology can benefit both teachers and learners. Positive psychology is the empirical study of how people thrive and flourish. This book explores a range of topics, such as affectivity and positive emotions, engagement, enjoyment, empathy, positive institutions, a positive L2 self-system, as well as newly added Positive Language Education. Some papers in this collection introduce new topics such as the role of positive psychology in international higher education, a framework for understanding language teacher well-being from an ecological perspective, or positive institutional policies in language education contexts. No matter whether you are approaching public or private sponsors, this thorough and detailed step-by-step guide will enable you to plan and write winning proposals. • Discusses resources to identify the tens of thousands of grantmakers that award more than \$350 billion in philanthropic funds annually • Provides a time-tested template to write proposals for private foundations and corporations, with samples to illustrate how the template can be used in different grant writing situations • Features new examples of and strategies for increasing the overall quality and competitiveness of grant applications • Addresses sponsors' increased attention to evaluation and their desire to move beyond counting participants and activities to measuring a project's impact • Looks at different types of sustainability and interrelationships among grant proposal narratives, logic models, and budgets • Offers new strategies for engineering and reverse engineering budgets to help maintain alignment between costs and activities and insulate against potential requests for budget reductions

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

This book addresses the key role of phraseology in second language acquisition and instruction. It is divided into three main sections: *Extracting and Describing Phraseological Units* investigates the role played by native and learner corpora in the extraction and description of multiword units, two initial and crucial steps in informing language pedagogy; *Learning Phraseological Units* deals with the learning aspect, an oft-neglected yet essential dimension of phraseology in second/foreign language pedagogy, this section also addresses issues in new literacies; and *Recording and Exploiting Phraseological Units* focuses on pedagogical tools, notably monolingual and bilingual dictionaries and textbooks. This stimulating collection presents cutting edge research in the field and identifies major avenues for future theoretical and applied work. It is of particular relevance to researchers and teachers interested in the patterned nature of language.

This book offers valuable information about the latest developments in the field of foreign language (FL) teaching and learning. It provides FL practitioners and academics working at all levels of education, generalist teachers working in multicultural environments, and teacher educators with some practical ideas that can help them further develop their teaching skills, optimize their students' learning and revisit their practices. Specifically, it offers insights into a range of pedagogical practices, based on research or long experience, related to various topics pertaining to the general theme of this edited volume. Such topics include vocabulary teaching in English for Specific Academic Purposes courses, the cultivation of intercultural awareness in multicultural schools, the use of literature in the FL classroom, the enhancement of students' reading literacy, the importance of motivation and peripheral difficulties in conjunction with dyslexia, and the use of reflective practice for teacher development.

Technology has become an integral part of our everyday lives. As today's teachers prepare to instruct a new generation of students, the question is no longer whether technology should be integrated into the classroom, but "how?" *The Handbook of Research on Integrating Technology Into Contemporary Language Learning and Teaching* is a critical scholarly publication that examines the relationship between language education and technology and the ability to improve language education through technological advances. Featuring coverage on a wide range of topics, such as computer-assisted language learning, flipped instruction, and teacher education, this publication is geared toward researchers, practitioners, and education professionals seeking relevant research on the improvement of language education through the use of technology.

Vogt & Echevarria 99 Ideas and Activities for Teaching English Learners with the SIOP® Model, 1/e ISBN: 0-205-52106-1 *The Perfect Companion to Making Content Comprehensible for English Learners: The SIOP® Model!!!* This long-awaited new book by acclaimed authors MaryEllen Vogt and Jana Echevarria offers research-based, SIOP®-tested techniques for lessons that include the eight SIOP® components. The 99 ideas and activities in this book include a few familiar techniques that have been shown to be especially effective for ELLs, as well as many new ideas for SIOP® teachers. All promote student-to-student and teacher-to-student interaction and involvement proven to be so necessary for English language acquisition and content development. This book is surely to become an indispensable resource for teachers of English learners. Overwhelming response from reviewers! "[T]he strategies in [the book] are useful for any classroom teacher. It supports everything teachers learn in SIOP in a concrete, easy-to-follow format. While obviously it would be best to use in conjunction with the SIOP model, some of the strategies could also be used in isolation to improve teaching practice as well. Teachers are always looking for ways to "beef up" their classroom instruction-this book gives them what they want!" -Karen Fichter, Zebulon GT Magnet Middle School, NC "This book would help to answer so many of the questions that teachers have about how to enhance their teaching. This textbook would be a welcome addition to our program and would be one of those books that teachers would keep and use for a long time after they complete their graduate course work." -Julia S. Austin, University of Alabama at Birmingham What makes 99 Ideas and Activities for Teaching English Learners with the SIOP® Model a must-have? Offers step-by-step directions and examples of content and language objectives for all ideas and activities. Provides use-tomorrow ideas and activities for implementing the eight components of the SIOP® Model. Includes 12 sample lesson plans that illustrate how a particular activity can be effective for ALL students, and all of these sample lessons are adapted for both elementary and secondary students. Features classroom-ready content and language objectives for all relevant activities.

Intensification plays a major role in spoken and written interaction, enabling the writer or speaker to express different levels of commitment. This book explores the patterns and meanings of intensifiers in Chinese learner English by ways of comparison with native English. The study is conducted within the theoretical framework of Firthian contextual theory of meaning, Sinclairian model of Extended Units of Meaning (EUM) and Hunston's pattern grammar. The method of contrastive inter-language analysis (CIA) is adopted and the intensifier collocations in learner English and native English are explored by means of quantitative and qualitative analyses of corpora data. This book is the first attempt to

investigate the patterning and meaning features of intensifiers systematically with the corpora data in Chinese learner English. Readers will obtain a relatively complete picture of how Chinese learners use intensifiers to realize their attitudinal meanings.

Experiments in Second-Language Learning focuses on the application of mathematical learning models in learning the Russian language as a second language. The book first discusses remarks on stimulus-response theories of language learning. Psychology and second-language instruction; psychological theory; linguistic theory and second-language learning; and remarks on theories of conditioning are discussed. The text also focuses on learning to discriminate Russian phonemes; learning the orthographic representations of Russian sounds; and vocabulary and morphology learning. Learning exercises are presented; these focused on inflection, semantics, and phonemic transcriptions. The book also looks at grammar learning as influenced by translations, vocabulary, and presentation order; training on negative instances or on isolated words; overview of Russian grammar experiments; and related research. Suggestions for future research are presented. The text is highly valuable for readers interested in studying how mathematical learning models can be used in learning one particular language as a second language.

A seminal work in the field, this book shows how transformative education can be applied to world language programs.

This volume will provide educators at all levels with a research and evidence based understanding of the educational opportunities and challenges facing refugees. The chapters focus on language, teaching and pedagogical issues surrounding refugee education.

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 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.

Corpora and Language Education critically examines key concepts and issues in corpus linguistics, with a particular focus on the expanding interdisciplinary nature of the field and the role that written and spoken corpora now play in the fields of professional communication, teacher education, translation studies, lexicography, literature, critical discourse analysis, and forensic linguistics. The book also presents a series of corpus-based case studies illustrating central themes and best practices in the field.

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 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.

If language learning is self-initiated and self-regulated, can anyone become native-like in a new language, or are special gifts necessary?

This book focuses on the emotional complexity of language teaching and how the diverse emotions that teachers experience while teaching are shaped and function. The book is based on the premise that teaching is not just about the transmission of academic knowledge but also about inspiring students, building rapport with them, creating relationships based on empathy and trust, being patient and most importantly controlling one's own emotions and being able to influence students' emotions in a positive way.

The book covers a range of emotion-related topics on both positive and negative emotions which are relevant to language teaching including emotional labour, burnout, emotion regulation, resilience, emotional intelligence and wellbeing among others.

These topics are studied within a wide range of contexts such as teacher education programmes, tertiary education, CLIL and action research settings, and primary and secondary schools across different countries. The book will appeal to any student, researcher, teacher or policymaker who is interested in research on the psychological aspects of foreign language teaching.

This text illustrates the crucial role of the mother tongue literacy in second language acquisition by presenting findings from a comparative study conducted in primary schools in Senegal. In addition, the volume provides an in-depth look at the linguistic history of Senegal before, during, and after French colonialism. The Impact of Mother Tongue Illiteracy on Second Language Acquisition discusses the socio-linguistic landscape and ethnolinguistic composition of Senegal and its effect on the second language acquisition. An in-depth analysis of children's phonological awareness, decoding, and reading comprehension in French reveals significant disparities in the literacy skills of Wolof children who have been exposed to Arabic and Qur'anic texts prior to schooling, and those who have not. In doing so, the text explores the impacts of post-colonial language policies in Africa, highlights the pedagogical consequences of mother tongue illiteracy, and questions the use of French as the only language of instruction in Senegalese schools. This detailed research text will of great interest and use to graduate and postgraduate students, researchers, academics, professionals and policy makers in the field of Second Language Acquisition, Multicultural Education, Applied Linguistics, French language education and, Language Policy and Planning.

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