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Perspectives on Psychotherapy International Perspectives on Teaching and
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the Foreign Language Classrooms Language Learning Motivation in Japan Culture,
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Classroom Interaction Intercultural Contact, Language Learning and Migration Global
Perspectives on Teacher Motivation

Writing and Motivation

This new book focuses on the cross-national environment that international firms face. It shows how this environment affects individual behavior, organizational behavior, and human resource management. Clearly written and concise, the book sensitizes readers to the many differences that managers face when they operate cross-nationally, and gives them tools to understand and deal with these differences.

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Motivation, Engagement and Educational Performance

This clear-sighted resource critically examines the status of clinical psychology practice across the diverse regions of the world. Dispatches from North and Latin America, Eastern and Central Europe, China, South Korea, Australia, Africa, the Middle East, and elsewhere illustrate in depth the universality of mental distress and disorders, and the intersection of local knowledge and established standards in providing effective care. Pathology and its treatment are viewed in light of cultural values, belief systems, ethics, and norms, reflecting the evolution of clinical practice toward personalized care and culturally sensitive intervention. This important information serves a number of immediate and long-term goals, including developing culture-specific diagnoses and treatments, improving professional competencies, and the ongoing exchange of ideas within a global field to benefit all patients worldwide. Coverage compares key areas such as:

- Concepts of mental pathology and health.
- The sociopolitical aspects of psychology, rooted in the history of the country/region.
- Popularly used approaches to intervention.
- Types of services and providers.
- The state of training and credentialing.
- Relationships between clinical psychology and indigenous healing traditions.

The audience for Clinical Psychology across the World includes advanced undergraduate and graduate students and trainees/interns in clinical psychology, as well as developers of training programs. It can also serve as a valuable supplementary text for seminars or lectures on

WorldCALL

What is research? - Variables - Data organization - Controlling extraneous variables - Critiquing statistical studies - The group and the individuals - Patterns in human behavior - Statistics for testing - Statistical logic - Correlation - Comparing means - Comparing frequencies - Hands-on critique and posttest.

Lessons from Good Language Learners

The influence of culture on learning and motivation has been the topic of much research in recent years. Educational and psychological researchers are now aware that the findings of their studies may not apply to other cultures, and that in this age of globalization and multiculturalism it is very important to examine the applicability of psychoeducational constructs to other cultures. Understanding learning and motivational characteristics of students of diverse backgrounds will enable educators to develop appropriate curriculum and teaching strategies to motivate these students. The aim of this book is to present research findings and views of scholars and researchers in the field of motivation and learning, from a multicultural and international perspective. Educators and scholars from different

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parts of the world have examined recent learning and motivation theories in different cultural contexts in order to explore the dynamics of sociocultural processes affecting student motivation. Others have focused on teaching and learning strategies that are known to be effective with culturally diverse students.

International Perspectives on Psychotherapy

This, the first publication to collate a broad international perspective on the pedagogical value of GIS technology in classrooms, offers an unprecedented range of expert views on the subject. Geographic Information Systems (GISs) are now ubiquitous and relatively inexpensive. They have revolutionized the way people explore and understand the world around them. The capability they confer allows us to capture, manage, analyze, and display geographic data in ways that were undreamt of a generation ago. GIS has enabled users to make decisions and solve problems as diverse as designing bus routes, locating new businesses, responding to emergencies, and researching climate change. GIS is also having a major impact in the classroom. Students and teachers around the world are using this significant emerging technology in the secondary school classroom to study social and scientific concepts and processes, to broaden their technical skills, and to engage in problem solving and decision making about local and global issues. International Perspectives on Teaching and Learning with GIS in Secondary Schools brings together authors from 34 countries who profile the current status of GIS in

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secondary school teaching and learning in their country. Each chapter includes a summary of the country's educational context, a case study illustrating how GIS is used in secondary schooling, and an assessment of the opportunities and challenges in teaching and learning with GIS now and in the future. The book demonstrates that GIS is not only a technological tool to be used in the classroom, but also a catalyst for motivation, encouragement, and cooperation in understanding and solving global problems. The most up to date and extensive survey of GIS in the secondary education landscape, covering both principles and practice. Professor David Maguire, Pro-Vice-Chancellor, Birmingham City University, UK International Perspectives on Teaching and Learning With GIS in Secondary Schools is a highly relevant, critically important, reflective contribution to the literature, providing strong arguments supporting the inclusion for spatial studies for all in secondary school education. Karl Donert, President, EUROGEO This is an invaluable and inspirational examination of innovation in geospatial technologies in secondary schools around the world. Each chapter contains practical models for how to integrate powerful tools for spatial analysis into a range of subjects. It will be useful to classroom teachers and administrators seeking pathways to implementation and teacher educators considering how to prepare the next generation to use geospatial technologies. Sarah Witham Bednarz, Department of Geography, Texas A&M University, College Station, TX, USA

International Perspectives on Teaching and Learning with GIS in Secondary Schools

Bringing together contributions from international research on writing and motivation this volume addresses the implications of writing instruction based on the 2 main approaches to writing research: cognitive and socio-cultural. It provides systematic analysis of the various models, perspectives, and methods of motivation and writing.

International Perspectives on Creativity in the Foreign Language Classrooms

Many books on multicultural education focus on a country and provide indepth discussion of issues pertinent to that country at the time. Alternately, understanding of multicultural education is sought through comparison between a society of special interest and a reference society, often the United States. An interesting recent example is Constructing Multicultural Education in a Diverse Society by Ilghiz Sinagatullin (2003), drawing on the author's knowledge of Russia and more particularly the Republic of Bashkortostan, itself an ethnically and culturally diverse part of Russia. The approach taken in this volume is to focus on an aspect of diversity, and look at its ramifications across the world. This provides

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an understanding of the nature of multicultural education itself, as well as insights into local issues through the experience of other places.

Language Learning Motivation in Japan

Through different approaches like toys and play, children explore and know the rules and symbols of their communities and recreate roles and situations that reflect their sociocultural and 21st century plurilingual world. As a result, they learn how to subordinate desires to social rules, cooperate with others willingly, and engage in socially appropriate behavior. When they are evaluated together psychologically, there is a current need for action to increase the amount and quality of play provided to children. Since discrepancies are observed between urban and rural areas, as well as among different cultures, there is also a need for a research initiative where cultures can learn and take advantage of the experiences of each other. International Perspectives on Modern Developments in Early Childhood Education is an essential scholarly publication that identifies ways of intertwining key areas of early childhood education, including international approaches, intercultural education, bilingual/plurilingual education, and the role of play and toys as means for meaningful intercultural and multilingual learning. By incorporating a view of different cultures, societies, languages, and educational experiences in early childhood education, this volume provides data for international and intercultural exchange for the benefit of children. Highlighting a

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range of topics such as educational systems, play therapy, and games, this book is ideal for early childhood teachers, educators, academicians, researchers, professionals, psychologists, sociologists, and students.

Culture, Motivation and Learning

Key factors that impact upon children's educational motivation and engagement are here considered from an international and comparative perspective. Based upon a major programme of research undertaken in sites in England, the USA and Russia, the authors identify interrelated elements operating at international, national and local levels. These include children's self-perceptions, goals, interests and aspirations, curriculum and pedagogy, peer and parental influences, teacher perceptions, school traditions and practices, together with the pervasive influence of broader social, cultural, historical and economic factors.

International Perspectives on English as a Lingua Franca

The chapters in this volume outline and discuss examples of teacher educators in diverse global contexts who have provided successful self-initiated innovations for their teacher learners. The collection suggests that a way forward for second language teacher preparation programs is through 'reflective practice as

International Perspectives on English Language Teacher Education

At the heart of this volume lies an exploration of what actually happens to languages and their users when cultures come into contact. What actions do supra-national institutions, nation states, communities and individuals take in response to questions raised by the increasingly diverse forms of migration experienced in a globalized world? The volume reveals the profound impact that decisions made at national and international level can have on the lives of the individual migrant, language student, or speech community. Equally, it evaluates the broader ramifications of actions taken by migrant communities and individual language learners around issues of language learning, language maintenance and intercultural contact. Reflecting Jan Blommaert's assertion that in a world shaped by globalization, what is needed is 'a theory of language in society of changing language in a changing society', this volume argues that researchers must increasingly seek diverse methodological approaches if they are to do justice to the diversity of experience and response they encounter.

Educational Resiliency

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This publication constitutes essential reading for academics, teachers and language policy makers wanting to understand, plan, and implement an educational language program involving learner mobility. The book provides data and analyses from a long-term program of research on study abroad (the SALA Project), which looked into the short and long-term effects of instructional and mobility contexts on language and cultural development from two perspectives: the participants' language acquisition development over 2,5 years, and the practitioners' perspective in relation to the design and implementation of a mobility program. The book is innovative in the longitudinal data it offers, the light it sheds on (i) an array of language skills, both productive and receptive, oral and written, tapping into phonology, lexis, grammar and discourse, (ii) the role of individual differences (including attitudes, motivation, beliefs, and intercultural awareness), and (iii) the insights on the effects of length of stay. In sum, this book represents a welcome addition to previous research on the outcomes of mobility policies to promote L2 learners' linguistic development and the individual and educational conditions that appear to facilitate success in study abroad programs.

Research on Sociocultural Influences on Motivation and Learning 1st Volume

Taking three different perspectives, this book looks at primary school children's

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language learning motivation and language attitudes. In adopting a longitudinal perspective, the book fills a research gap and provides a macro-level analysis of motivational development over time. It reveals a surprising amount of stability in primary school children's motivational and attitudinal development. The comparative perspective looks at the learners' affective dispositions with regard to English (theorized as a 'global language') and French (theorized as a 'national language'). The comparisons between global language and national language are relevant across the world, especially in situations where instruction in languages other than English struggles to get attention. The results reveal sizeable differences between the two languages, with children being substantially more motivated to learn English than to learn French. Finally, the explanatory section identifies key antecedents of the learners' motivational and attitudinal dispositions - and thereby opens up paths for intervention relevant for those working in the field of language instruction.

International Perspectives on Materials in ELT

This collection brings new insight into the relationship between English as a lingua franca and language teaching. It explores how the pedagogy of intelligibility, culture and language awareness, as well as materials analysis and classroom management, can be viewed from an ELF perspective in school and university contexts.

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Language in Multicultural Education

This book offers a holistic practitioner and research-based perspective on English Language Teaching and teacher education in difficult circumstances. In addition to extending the current conceptualization of 'difficult circumstances' in ELT to include the broader policy issues that may affect ELT in low-to-mid income countries, the book focuses on the challenges faced by practitioners and learners in contexts of confinement, conflict and special education. The chapters in this collection examine the challenges and problems that emerge from the complex current ELT environment, and present examples of contextualized inquiry-based strategies and interventions to address these challenges. Underlining the need to extend the boundaries of the discipline of ELT to include teaching-learning in less privileged contexts, this wide-ranging volume will appeal to students, scholars and practitioners of English Language Teaching.

Contemporary Language Motivation Theory

This book brings together different perspectives on ELT materials from a range of international contexts and a variety of educational settings. All the chapters are underpinned by sound theoretical principles while addressing practical concerns and debates in materials design and use.

Technology and the Psychology of Second Language Learners and Users

The aim of this book series is to provide a much needed outlet for the wealth of cross-cultural research that has not impacted upon mainstream education. This particular volume is divided into four parts: the motivation context; the learning context; the family context; and the curriculum context.

Language Acquisition in Study Abroad and Formal Instruction Contexts

The book titled "International Perspectives on Creativity in the Foreign Language Classrooms" aspires to provide a reflective and descriptive account of creative practices as well as research related to creativity from an international perspective. In particular, through a collection of 12 studies conducted in various countries and continents, an attempt is made to provide readers with creative examples of teaching practice and research incentives, as proposed and presented by the authors of this collected edition. The contributors of this book report and reflect on classroom practices that increase motivation, promote creative learning, heighten learners' creativity, enhance their learning potential and their multicultural sensitivity. They discuss challenges of applications in diverse contexts

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based on playful activities and stories that develop a creative learning environment in a foreign language classroom. Some other studies focus on multiple intelligences theory approach making students 'know' and 'apply' the appropriate behaviour and they present creative ways and multisensory approaches of approaching dyslexic students in a language classroom. The authors provide perspectives from different angles on the above mentioned issues demonstrating that multiliteracies practices, games, different art forms, popular-culture texts, digital storytelling and interactive activities could be effective tools in foreign language learning.

International Perspectives on Teaching English in Difficult Circumstances

International Perspectives on the Assessment and Treatment of Sexual Offenders: Theory, Practice and Research provides the first truly global perspective on the assessment and treatment of sex offenders. Presents a comprehensive overview of current theories and practices relating to the assessment and treatment of sex offenders throughout the world, including the US, Europe, and Australasia Covers all the major developments in the areas of risk assessment, treatment, and management Includes chapters written by internationally respected practitioners and researchers experienced in working with sexual offenders such as Bill Marshall,

Teaching and Learning Chinese

This book synthesises current theory and research on L2 motivation in the EFL Japanese context carried out by internationally recognized researchers and upcoming researcher-educators working in various educational contexts in Japan. Topics covered include the issues of cultural identity, demotivation, language communities, positive psychology, possible L2 selves and internationalisation within a key EFL context. The studies in the book utilise a wide variety of research methodologies aiming to narrow the gap between theory and practice and examine L2 motivation in primary, secondary and tertiary education. This volume will be of interest to research/teacher professionals who are currently engaged in active ESL/EFL practice, EFL educators, researchers, and teacher-trainers both inside and outside Japan, who are interested in research on L2 motivation in general and within the Japanese context in particular, as well as graduate and postgraduate researchers.

Teacher Development in Action

This edited collection provides a comprehensive overview of the area of successful

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language learning strategies and reviews the literature and research on this subject to date. The book provides a reference base, addresses theoretical issues and considers pedagogical implications. It identifies gaps in our current understanding and suggests useful research initiatives and it considers how all of this relates to successful language learning by unique individuals in a variety of situations. The book is divided into 2 sections: the first deals with learner variables and has chapters on such topics as age, culture, motivation, personality and aptitude. The second covers learning variables such as vocabulary, pronunciation, grammar, reading and listening. The writers include many well-established names such as Anna Chamot, Paul Nation and Andrew Cohen as well as some of the best representatives of the new generation of applied linguists.

Motivation and Foreign Language Learning

As technological innovation continues to affect language pedagogy, there is an increasing demand for information, exemplars, analysis and guidance. This edited volume focuses on international perspectives in Computer-Assisted Language Learning (CALL) in all of its forms, including Technology Enhanced Language Learning, Network-Based Language Learning, Information and Communication Technologies for Language Learning.

International Perspectives on Organizational Behavior and Human Resource Management

Bringing together motivation-related practical concerns and debates from diverse international contexts and educational settings where English is learned, this book shows how locally produced insights and issues can have wider global significance, resonating with the experiences and concerns of English teachers and learners across the world.

Researching Cultures of Learning

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. 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

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exciting directions that contemporary research is taking, promising important new insights for academics and practitioners alike.

Motivation, Language Identity and the L2 Self

This book reviews the Teacher Education and Development Study: Learning to Teach Mathematics, which tested 23,000 primary and secondary level math teachers from 16 countries on content knowledge and asked their opinions on beliefs and opportunities to learn.

Young Language Learners' Motivation and Attitudes

Trainees' voices, beliefs and experiences as learners, shaped by the tension and dialogue between internal and external theories of teaching and learning, inevitably penetrate the Initial English Language Teacher Education (IELTE) curriculum. Scrutinising these beliefs and experiences, Initial English Language Teacher Education provides readers with vivid and informed accounts of IELTE from around the world. Approaching IELTE from a sociocultural perspective, the authors analyse future teachers' trajectories and educational histories in order to understand their experiences as learners, unpack internal beliefs, and problematise the relationships between such beliefs with theories and research in

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the field. Exploring accounts from a number of under-researched contexts, Initial English Language Teacher Education investigates and analyses perspectives from Argentina, Brazil, China, Colombia, Kenya, Singapore, South Africa, Spain and Uruguay. Through the eyes of future teachers, the chapters address issues such as: trainee motivation, tensions between theory and practice, role of feedback, teacher development and identity, critical pedagogies, online teacher education and intercultural awareness.

International Perspectives on Teaching the Four Skills in ELT

This book offers a range of perspectives and insights from around the world on the teaching and learning of listening, speaking, reading and writing. It brings together contributors from across six continents, who analyse a wide range of teaching and learning contexts, including primary, secondary, tertiary, private, and adult ESL/EFL classes. In doing so, they provide locally relevant accounts that nonetheless resonate with other contexts and wider concerns. This informative and practical edited collection will appeal to students and scholars who are interested in the four building blocks of language learning, as well as language education and teacher education.

Initial English Language Teacher Education

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This edited volume brings together large-scale research as well as case studies from a range of geographical contexts and represents a variety of educational settings involving second language learners and users. Its aim is to explore the interrelated issues of psychology and technology use in second language learning settings as well as in more autonomous environments. As language learning professionals continue to devote more time and attention to making various technological tools an integral part of the classroom, it is just as important to understand the influences that these tools have on the psychological state of the learners who use them. In consideration of this objective, the volume examines factors such as learner attitudes and motivation, emotion and behaviour, and the cognitive processes that are at play in the minds of the language users. This volume will be of interest not only to language teachers but also to researchers working in second language acquisition (SLA), applied linguistics, and educational psychology. Mark R. Freiermuth is Professor of Applied Linguistics at Gunma Prefectural Women's University, Japan. Nourollah Zarrinabadi is Adjunct Lecturer at the University of Isfahan, Iran. .

Motivational Currents in Language Learning

Many studies of teacher motivation have been conducted in different contexts over time. However, until fairly recently there has not been a reliable measure available to allow comparisons across samples and settings. This has resulted in an

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abundance of findings which cannot be directly compared or synthesised. The FIT-Choice instrument offers the opportunity to examine motivations across settings. The various studies in this book suggest that people who choose teaching as a career are motivated by a complex interaction of factors embedded within communities and cultural expectations, but seem generally to embrace a desire to undertake meaningful work that makes for a better society. Unlike some careers, where rewards are in the form of salary and status, by and large these factors are not strong drivers for people who want to become teachers. They want to work with children and adolescents, and believe they have the ability to teach.

International Perspectives on Teacher Knowledge, Beliefs and Opportunities to Learn

This book is the first volume in the series Research in Educational Diversity and Excellence. The purpose of the present book is to summarize and discuss recent perspectives, research, and practices related to educational resilience. There are three distinct parts of the book. The first part, "Conceptual Issues and Reviews of Research," focuses on issues related to defining resiliency as well as reviewing classical and recent studies in the area of educational resiliency. Part II, "Studies of Students' Resiliency," focuses on recent resiliency findings including methodological issues and implications of individual and schoollevel resilience. The

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final part, "Schools, Programs, and Communities that Enhance Resiliency," concentrates primarily on interventions and instructional programs that foster resiliency in youth and the schools they attend.

International Perspectives on Foreign Language Teaching

The Palgrave Handbook of Motivation for Language Learning

The book is linked to the annual theme of the 2008 CAERDA International Conference with contributing authors serving as keynote speakers, invited panelists, paper presenters, as well as specialists and educators in the field. The book provides a most comprehensive description of and a theoretically wellinformed and a scholarly cogent account of teaching and learning Chinese in general and in the United States in particular. It examines a wide range of important issues in Chinese teaching and learning: current state in teaching Chinese as a Second Language (TCSL) in the United States, US national standards for learning foreign languages K12, policy making about how to meet the growing demand for Chinese language and cultural education with regard to a national coordination of efforts, professional teacher training in terms of the quantity and quality of Chinese language teachers at all levels, promotion of early language

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learning, characteristics of Chinese pedagogy, aspects of Chinese linguistics, methods and methodology in teaching TCSL, techniques and technology in Chinese language education, curriculum and instruction in TCSL, cultural aspects of teaching Chinese as a Second Language, issues in Chinese pedagogy, development of Chinese as a Heritage Language (HL) and the issue of cultural identity for bilingual/multilingual learners (particularly bilingual/multilingual children), testing and evaluation in TCSL, Chinese literacy and reading, approaches to instruction and program design, etc.

International Perspectives on Modern Developments in Early Childhood Education

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 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

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importance of Gardner and Lambert's ideas.

International Perspectives on Motivation

Due to its theoretical and educational significance within the language learning process, the study of L2 motivation has been an important area of second language acquisition research for several decades. Over the last few years L2 motivation research has taken an exciting new turn by focusing increasingly on the language learner's situated identity and various self-perceptions. As a result, the concept of L2 motivation is currently in the process of being radically reconceptualised and re-theorised in the context of contemporary notions of self and identity. With contributions by leading European, North American and Asian scholars, this volume brings together the first comprehensive anthology of key conceptual and empirical papers that mark this important paradigmatic shift.

International Perspectives on the Assessment and Treatment of Sexual Offenders

This edited book examines cultures of learning from the perspectives of education, applied linguistics and language learning. The concept can be used to explore socio-cultural features of language learning and use contexts in educational

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institutions, and cultural practices of pedagogic activities and classroom interaction.

Understanding Research in Second Language Learning

Motivation is a key aspect of second language learning. There is no doubt that abstract models are basic to gain theoretical insights into motivation; however, teachers and researchers demand comprehensible explanations for motivation that can help them to improve their everyday teaching and research. The aim of this book is to provide both theoretical insights and practical suggestions to improve motivation in the classroom. With this in mind, the book is divided into two sections: the first part includes innovative ideas regarding language learning motivation, whereas the second is focused on the relationship between different approaches to foreign language learning – such as EFL (English as a foreign language), CLIL (Content and Language Integrated Learning) or immersion – and motivation. Both sections have an emphasis on pedagogical implications that are rooted in both theoretical and empirical work.

Teacher Education at the Edge

Bringing together multiple sources of data and combining existing theories across

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language teacher cognition, teacher education, second language motivation and psychology, this empirically-grounded analysis of teacher development in action offers new insights into the complex and dynamic nature of language teachers' conceptual change.

International Perspectives on ELT Classroom Interaction

This book gathers together 11 empirical-based studies of classroom interaction carried out in different countries, including the USA, England, Kenya, Sweden, and China. Along with a state-of-the-art literature review, the chapters provide key insights and engagement priorities that will prove relevant to a variety of learning and teaching contexts.

Intercultural Contact, Language Learning and Migration

Building on Zoltán Dörnyei's authoritative work in the field of learner motivation, this book introduces a new conceptualization—Directed Motivational Currents (DMCs)—and sets out the defining aspects of what they are, what they are not, and how they are related to language learning motivation. Going beyond focused behavior in a single activity, DMCs concern intensive long-term motivation. The distinctive feature of the theory is that it views motivation not simply as a

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springboard for action but also as a uniquely self-renewing and sustainable process. It is this energizing capacity which distinguishes DMCs from almost every other motivational construct described in the research literature. *Motivational Currents in Language Learning* offers new insights, valuable both to motivation researchers and classroom practitioners. The accessible style, along with plentiful illustrations and practical suggestions for promoting sustained learning, invite readers to think about motivation in a different way. Highly relevant for language teachers, teachers-in-training, teacher educators, and researchers in TESOL and applied linguistics, the book explains how the DMC construct can be integrated into course structures and teaching methodologies, and encourages teachers to try out novel methods for harnessing motivational power in classroom settings.

Global Perspectives on Teacher Motivation

International Education Inquiries is a book series dedicated to realizing the global vision of Education 2030. This vision involves “ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.” The founding editors seek to provide a forum for the diverse voices of scholars and practitioners from across the globe asking questions about transforming the vision of Education 2030 into a reality. Published chapters will reflect a variety of formats, free of methodological restrictions, involving disciplinary as well as interdisciplinary inquiries. We expect the series will be a leading forum for pioneers redefining the

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global discussion about the people, places and perspectives shaping Education 2030 outcomes. Education 2030 topics of interest include, but are not limited to, • Improving access to quality early childhood development, care, and pre-primary education; • Ensuring equal access for all women and men to affordable and quality education; • Increasing the number of youth and adults who have skills relevant for sustainable living and livelihoods; • Ensuring equal access for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations; • Achieving levels of literacy and numeracy required to engage in communities and employment; • Acquiring the knowledge and skills needed to promote sustainable development, including: * Human right * Gender equality, * Promotion of a culture of peace and non-violence, * Global citizenship education, * The appreciation of cultural diversity and of culture's contributions to sustainable development, • Providing safe, non-violent, inclusive and effective learning environments for all; • Recruiting, preparing, supporting, and retaining quality teachers.

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