



PSYCHOLOGY FOR LANGUAGE TEACHERS: A SOCIAL CONSTRUCTIVIST APPROACH

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MARION WILLIAMS

Present by Zahra Farajnezhad

Psychology For Language Teachers A Social Constructivist Approach

Foteini-Vassiliki Kuloheri



Psychology For Language Teachers A Social Constructivist Approach:

Approaches and Methods in Language Teaching Jack C. Richards, Theodore S. Rodgers, 2014-04-16 In addition this third edition includes content on the teaching and learning environment with chapters on learners and methods teachers and methods plus approaches methods and the curriculum

The Strategy Factor in Successful Language Learning Carol Griffiths, 2018-03-28 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 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 point of view and will be of interest to students teachers trainee teachers teacher educators and researchers alike

Willingness to Communicate in the Chinese EFL University Classroom Jian-E Peng, 2014-02-26 This book presents mixed methods research into Chinese students willingness to communicate WTC in an EFL classroom context The interrelationships between WTC and motivation communication confidence learner beliefs and classroom environment are examined using structural equation modelling on data collected in a large scale survey These results are then complemented and expanded upon in a follow up multiple case study that identifies six themes which account for fluctuations of WTC over time and across situations The qualitative and quantitative data provide the grounds for the proposition of an ecological model of WTC in the Chinese EFL university classroom which reveals that WTC is socioculturally constructed as a function of the interaction of individual and environmental factors inside and beyond the classroom walls

Language Learning, Discourse and Communication Weronika Szubko-Sitarek, Łukasz Salski, Piotr Stalmaszczyk, 2013-10-29 This volume brings together papers on a wide spectrum of topics within the broad area of language acquisition stressing the interconnections between applied and theoretical linguistics as well as language research methodology These contributions in honor of Professor Jan Majer have been grouped in two sections language learning and discourse and communication The former discusses issues varying from aspects of first second and third language acquisition individual learner differences i e gender attitudes learning strategies and second language research methodology to the analysis of features of learner spoken language the role of feedback in foreign language instruction and the position of culture in EFL textbooks The second part of the volume offers a theoretical counterbalance to the applied nature of the first one Here the contributions touch upon spoken and written language analysis language awareness and aspects of the English language also selected issues of language philosophy are discussed The wide

range of topics covered in the publication authored by specialists in their respective areas reflects Professor Majer's academic interests and corresponds to the complex nature of the general field the volume aims to portray Resources in Education, 1998

Indiscipline in Young EFL Learner Classes Foteini-Vassiliki Kuloheri, 2016-11-30 This book sheds new light on classroom indiscipline by listening to the voices of both the teachers and the young learners of English as a Foreign Language (EFL). By focusing on data from multiple sources, chapters in this volume offer a thorough description of undisciplined learner acts, a framework for categorizing indiscipline types, an exploration of perceived causality beyond the observable behavior, and of management strategies and their evaluation by teachers and children. The author offers practical guidance on creating a disciplined EFL learning classroom atmosphere through multilateral educational aims and processes. This book is a point of reference for academics, researchers, university students, educators, and teacher trainers who wish to enhance the design and implementation of reliable multi-lens qualitative case studies on the subject. With its elucidating and transformative power, it inspires further innovative research and practical initiatives for the understanding and successful management of child indiscipline in diverse EFL learning contexts.

Doing Second Language Research James Dean Brown, Theodore S. Rodgers, 2002-10-24 An accessible introduction to language learning research which provides a feel for what research activities are like by engaging the reader in several roles across a range of research design types, both quantitative and qualitative. Roles include research subject, research organizer, data collector, data analyst, and research reporter. The book systematically explains the characteristics and purposes of various types of research, including terminology, the logic underlying selection, and the steps typical of each type of research design. It also offers an introduction to some classic research studies.

Innovation in Language Learning and Teaching P. Darasawang, H. Reinders, 2016-01-12 This book investigates the ways in which new developments in areas of language teaching practice, such as policymaking, planning, methodology, and the use of educational technology, spread globally and are adopted, rejected, or adapted locally.

Handbook of Research on Web 2.0 and Second Language Learning Thomas, Michael, 2009-01-31 This book investigates how those involved in education can respond to the opportunities offered by the Web 2.0 technology. Provided by publisher.

Hybrid Learning in English Language Teaching Okon Effiong, Bill Batziakas, Karima Ben Abbes, 2023-12-19 This collection of chapters offers readers diverse perspectives on English Language Teaching along with various closely related theoretical constructs and pedagogical tools such as motivation, learner autonomy, and technology. Amalgamating these constructs provides a much-needed theoretical grounding by using empirical studies. The chapters vary in their focus and reflect on classroom practices and yield findings pertaining to a wide range of topics. As such, it will be of interest to a wide range of English Language Teaching professionals, from university instructors to schoolteachers. This edited volume broadens the conceptual boundaries of language learning theories, offers insights and directions into the future of hybrid teaching and learning, and adds a new line of enquiry emanating from empirical findings. This book will also be useful in professional

development seminars and workshops that support multilingual learners teacher trainers and trainer teachers

International Journal of Language Studies (IJLS) - volume 9(4) Mohammad Ali Salmani Nodoushan, 2015-09-20
The effect of storytelling format dialogic vs narrative on linguistic recall and comprehension 1 28 by Alfonso Abad
MANCHENO practicing what they preach A comparison of teacher candidate beliefs and practices 29 54 by Scott KISSAU
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book provides a flexible framework for helping teachers on in service education and development programmes to investigate
topics in their classrooms that are relevant to them It also offers a wealth of ideas and activities designed to help them
develop professional knowledge skills and attitudes **Scaffolding Language Development in Immersion and Dual
Language Classrooms** Diane J. Tedick, Roy Lyster, 2019-11-28 This book introduces research based pedagogical practices
for supporting and enhancing language development and use in school based immersion and dual language programs in
which a second foreign heritage or indigenous language is used as the medium of subject matter instruction Using
counterbalanced instruction as the volume s pedagogical framework the authors map out the specific pedagogical skill set
and knowledge base that teachers in immersion and dual language classrooms need so their students can engage with
content taught through an additional language while continuing to improve their proficiency in that language To illustrate
key concepts and effective practices the authors draw on classroom based research and include teacher created examples of
classroom application The following topics are covered in detail defining characteristics of immersion and dual language
programs and features of well implemented programs strategies to promote language and content integration in curricular
planning as well as classroom instruction and performance assessment an instructional model to counterbalance form
focused and content based instruction scaffolding strategies that support students comprehension and production while
ensuring continued language development an approach to creating cross linguistic connections through biliteracy instruction
a self assessment tool for teachers to reflect on their pedagogical growth Also applicable to content and language integrated
learning and other forms of content based language teaching this comprehensive volume includes graphics to facilitate
navigation and provides Resources for Readers and Application Activities at the end of each chapter The book will be a key
resource for preservice and in service teachers administrators and teacher educators Revisiting Language Learning
Resources Carlos Perinán Pascual, 2009-03-26 Human and material resources are two key elements that make up the
language learning process Regarding material resources nowadays new technologies can be said to play a leading role in

most language learning environments However we cannot forget that these relatively new tools still coexist with more traditional ones which are still widely used in the foreign language classroom On the other hand the progressive emergence of new human roles in language learning means that human resources have also become a key medium through which the learner accesses knowledge and practice towards language acquisition There is an obvious need to carry out research on these resources in order to assess their potential for an optimum learning experience This book tries to meet such needs offering the research work that different authors have carried out in this field **Understanding Silence and Reticence**

Dat Bao,2014-02-25 What is the state of that which is not spoken This book presents empirical research related to the phenomenon of reticence in the second language classroom connecting current knowledge and theoretical debates in language learning and acquisition Why do language learners remain silent or exhibit reticence In what ways can silence in the language learning classroom be justified To what extent should learners employ or modify silence Do quiet learners work more effectively with quiet or verbal learners Looking at evidence from Australia China Japan Korea and Vietnam the book presents research data on many internal and external forces that influence the silent mode of learning in contemporary education This work gives the reader a chance to reflect more profoundly on cultural ways of learning languages *Cases on Communication Technology for Second Language Acquisition and Cultural Learning* Aitken, Joan E.,2013-08-31 For teachers of English connecting with non native students can pose significant problems but communication technologies may offer a viable solution *Cases on Communication Technology for Second Language Acquisition and Cultural Learning* provides educators with valuable insight into methods and opportunities for using technology to teach students learning a foreign language Theoretical and pragmatic cases illustrate teaching strategies and methodologies hardware and software development administrative concerns and cross cultural considerations with respect to effective educational technologies Educators and students as well as administrators and developers will use this book to improve the effectiveness of second language curricula across a variety of intercultural perspectives Extending the Boundaries of Research on Second Language Learning and Teaching Mirosław Pawlak,2011-08-30 The book contains a selection of papers reflecting cutting edge developments in the field of learning and teaching second and foreign languages The contributions are devoted to such issues as classroom oriented research sociocultural aspects of language acquisition individual differences in language learning teacher development new strands in second language acquisition research as well as methodological considerations Because of its scope the diversity of topics covered and the adoption of various theoretical perspectives the volume is of interest not only to theorists and researchers but also to methodologists and practitioners and can be used in courses for graduate students Power in the EFL Classroom Phyllis Wachob,2009-10-02 Critical pedagogy is not a set of ideas but a way of doing learning and teaching Canagarajah 2005 This definition puts CP squarely in the classroom and leads us to view how teachers interact with students and how students treat one another while negotiating institutional and societal

expectations The chapters in the book use a variety of methods to address questions of power within educational institutions from classrooms to the ministries of education All the contributors are or have been teachers in the Middle East from Egypt to Iran Their nationalities range from Egyptian to American Canadian British Tunisian and Iranian Ten of the contributors are women All have conducted research and or invited participation from among students and fellow teachers to explore issues of Critical Pedagogy from various perspectives The question of physical space relates to power but is also related to linguistic space student choice is not only related to linguistic space but also to motivation and thus empowerment Changing teachers beliefs leads to empowerment for teachers but also empowerment for students Educational policy that recognizes social and personal identity reflects back to personal motivation These studies meet and mesh complement and sometimes take different viewpoints However all the studies embrace the concept that we must respect and nurture the human in our students that we as teachers are the front line as enablers of our students empowerment If we do not provide the space and honor their dignity our students cannot claim and embrace their power Canagarajah S 2005 Critical Pedagogy in L2 Learning and Teaching In E Hinkel Ed Handbook of Research in Second Language Teaching and Learning pp 931 949 Mahwah New Jersey Lawrence Erlbaum Associates

Handbook of Research on Computer-Enhanced Language Acquisition and Learning Zhang, Felicia, Barber, Beth, 2008-02-28 Provides comprehensive coverage of successful translation of language learning designs utilizing ICT in practical learning contexts Offers the latest knowledge related to research on computer enhanced language acquisition and learning

Teaching World Languages in Middle and Secondary Schools Timothy Reagan, Terry A. Osborn, 2025-11-04 Teaching World Languages in Middle and Secondary Schools A Critical Introduction is an introductory textbook for teacher education candidates at either the undergraduate or graduate levels who are seeking certification to teach a world foreign language

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