This book demonstrates how foreign language self-esteem (FLSE) affects foreign language (L2) learning and teaching, and how it fluctuates with growing proficiency. Further, it explains the interaction between FLSE and a range of factors of recognized importance in second language acquisition (SLA). The theoretical part of the book presents the main pillars of self-esteem as well as its notable influence on psychological functioning and learning, with special emphasis being placed on L2 learning. In turn, the empirical part presents the findings of a study that explored the trajectory and behavioural outcomes of FLSE across three stages of education. The book closes by outlining future research directions, as well as some pedagogical implications. In particular, the findings of the study can be employed in teaching English as a foreign or second language by helping instructors understand the significance of learners' individual differences. Educators are continuously seeking ways to engage their students in active learning processes and are faced with challenges that include engaging students in learning activities, promoting meaningful learning experiences, and providing effective experiences for every student. Studies that investigate instructors' experiences are limited since more focus is given to students. Future research calls for teachers' innovative contributions in introducing new strategies and teaching approaches to further involve students, increase student attendance in online sessions, and employ a variety of technological tools. Fostering Meaningful Learning Experiences Through Student Engagement is an essential reference source for the latest scholarly information on curriculum development, instructional design, and pedagogical methods for fostering student engagement learning initiatives. The book examines engagement and meaningful learning techniques in both face-to-face and online instruction. Covering topics that include active learning, language learning, teacher experiences, and teacher-student relationships, this book is ideally designed for teachers, instructional designers, curriculum developers, academicians, researchers, professionals, and students that believe that stronger or improved student engagement should be their instructional objectives and wish to engage students in learning activities that promote meaningful learning experiences.

Now in its second edition, Introduction to Instructed Second Language Acquisition continues to present a cohesive view of the different theoretical and pedagogical perspectives that comprise instructed second language acquisition (ISLA). Loewen provides comprehensive discussions of the theoretical, empirical, and pedagogical aspects of a range of key issues in ISLA, and has added to this edition a comprehensive exploration of the relationship between ISLA research and second language pedagogy. Also new is the addition of supporting features including end-of-chapter activities, points for reflection, and discussion questions, as well as thoroughly revised content to reflect the most recent research in ISLA.
This is an essential resource for students new to ISLA, or working in Second Language Acquisition more generally. This volume focuses on 'practice' from a theoretical perspective and includes implications for the classroom. The volume unites research and practice on integrating language learning, teaching and assessment at preschool and early school age. It includes chapters written by experts in the field who have studied some of the very youngest (pre-primary) children through to those up to the age of 12, in a variety of private and state contexts across Europe. The collection makes a much-needed contribution to the subject of appropriate assessment for children with the focus of many chapters being classroom-based assessment, particularly formative assessment, or the case for developing assessment skills in relation to even the youngest children. As a whole, the book provides useful case study insights for policymakers, teacher educators, researchers and postgraduate students with interest in or responsibility for how children are assessed in their language learning. It also provides practical ideas for practitioners who wish to implement greater integration of assessment and learning in their own contexts.

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.

This collection of original contributions dealing with Hispanic contact linguistics covers an array of Spanish dialects distributed across North, South, and Central America, the Caribbean, the Iberian Peninsula, and the Bosporus. It deals with both native and non-native varieties of the language, and includes both synchronic and diachronic studies. The volume addresses, and challenges, current theoretical assumptions on the nature of language variation and contact-induced change through empirically-based linguistic research. The sustained contact between Spanish and other languages in different parts of the world has given rise to a wide number of changes in the language, which are driven by a concomitance of different linguistic and social processes. This collection of articles provides new insight into such phenomena across the Spanish-speaking world.

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.

Does anxiety about learning and using a foreign language decline as learners become more competent in the target language, or is anxiety also relevant at higher levels of proficiency? This is the question Foreign Language Anxiety and the Advanced Language Learner sets out to explore. The aim of the book is to give readers an insight into what role anxiety plays in the language learning and communication processes of advanced language learners. Specifically, the study examines how advanced EFL learners’ foreign language anxiety (FLA) can be characterized; how anxiety relates to other individual differences (cognitive, affective, personality); and explores the relationship between FLA and various aspects of learners’ performance and communication experience in the target language. The research context is Hungary. The findings, however, are not confined to the Hungarian EFL setting. In addition to making a contribution to the clarification of some unresolved issues in language anxiety research—including the role of proficiency in the development of anxiety, the relationship between anxiety and other learner variables, and the much-debated question of whether or not anxiety accounts for differential success in L2 learning—this study has important implications for language teachers as well.

It is a book that deals with different fields of applied linguistics, such as language teaching, language testing, lexicography, translation, etc.

The Routledge Handbook of Contemporary English Pronunciation provides a comprehensive survey of this field covering both theoretical and practical perspectives on pronunciation. In 35 chapters contributed by leading scholars from around the world, this Handbook examines: linguistic and historical background of sound systems and theoretical issues linked to sound changes; pronunciation acquisition and factors related to speech production; pronunciation research and applications to second language pronunciation; the link between pronunciation and other language skills including perception and other socio-cultural factors; pronunciation and its relation to World Englishes. The Routledge Handbook of Contemporary English Pronunciation will be essential reading for anyone with an interest in pronunciation.

These proceedings represent the work of contributors to the 14th European Conference on Games Based Learning (ECGBL 2020), hosted by The University of Brighton on 24-25 September 2020. The Conference Chair is Panagiotis Fotaris and the Programme Chairs are Dr Katie Piatt and Dr Cate Grundy, all from University of Brighton, UK.
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 show that language anxiety can be viewed as a complex and dynamic construct and can be researched using different methods and frameworks.

This volume provides an up-to-date and comprehensive coverage of second language learning. The focus throughout the book is primarily on language learning, but each chapter also discusses the implications for teaching and assessment, thus informing both understanding and practice. The book contains nine sections, which aim to organise and reflect different dimensions of the diverse and complex scope of learning English as a second or additional language. Four themes which permeate the chapters are: learning and learners; learning and language; learning and language development; learning and learning context. The 36 chapters are up-to-date and authoritative, written by experts in the field. The content is accessibly written, with questions for discussion and follow-up reading suggestions provided.

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. 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.

A Book for Every Teacher: Teaching English Language Learners is a unique and compressive text written for mainstream classroom teachers. The passion for writing this book comes from our working experiences with the K–12 teachers in four school districts through our ELL Center professional development program. Through this program, we provide professional training through our federally funded research and service projects. The purpose of our professional training is to prepare general education teachers to work effectively with English language learners (ELLs). While working with the teachers on a daily basis, we know the immediate needs of the teachers. This motivated us to embark this book project. In recent years, the ELL school population has the highest increase among school populations. As the NEA data indicates, providing ELL students with high quality services and programs is an important investment in America’s future (NEA, 2013). This book is our investment in helping teachers to meet their challenges and provide useful information and strategies for teaching ELLs. The book is designed with K–12 teachers in mind. It is best used by teachers who have or will have ELLs in their classrooms and who seek information and strategies to better work with and serve their ELLs to achieve academic success. With this design, teachers can use the book as a text or reference tool. This book can also be adopted as text materials for professional training. Teachers are the most important factor for ELLs’ academic success.
Over the past thirty years, the field of language learning strategies has generated a massive amount of interest and research in applied linguistics. Teaching and Researching Language Learning Strategies redraws the landscape of language learning strategies at just the right time. In this book Rebecca Oxford charts the field systematically and coherently for the benefit of language learning practitioners, students, and researchers. Offering practical, innovative suggestions for assessing, teaching, and researching language learning strategies, she provides examples of strategies and tactics from all levels, from beginners to distinguished-level learners, as well as a new taxonomy of strategies for language learning. In demonstrating why self-regulated learning strategies are necessary for language proficiency, Oxford integrates socio-cultural, cognitive, and affective dimensions, and argues convincingly for the need for conceptual cross-fertilization. Providing clear and concise explanations of the advantages and limitations of the different approaches, this book is full of practical value and theoretical insights. The book is designed to guide the reader with the use of a range of features, including: - key quotes and concept boxes - preview questions and chapter overviews - glossary and end-of-chapter further readings - sources and resources section

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.

Attitude, Self-efficacy and English communication skills become an integral part to provide appropriate careers to students. Learners suffer from low self-efficacy which is an impediment in their involvement in learning tasks. Poor learning strategies diminish their motivation and consequently their language proficiency. It has been proved that self-efficacy is used an instrument to amplify positive attitude among learners towards English Communication Skills. There is a positive relationship among the attitude, self-efficacy and English language achievement of learners. It provides a framework to understand communication practices of engineering students in India. This book aims to help the language practitioners and educators to look for concrete ways to assist learners to develop a positive attitude and learn more effectively by empowering them to take ownership of learning and to manage their own learning.

Young-old learners are an underresearched group in foreign/second language research. The present mixed-methods study aims to provide a more differentiated view of this group in the context of lifelong learning and, more specifically, learning English as a foreign language. The author draws from concepts in gerontology, psychology, adult education, and foreign/second language research to investigate the L2-self-concepts of young-old language learners at Volkshochschulen in Germany.

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.

Self-Esteem and Foreign Language Learning deals with a topic which has been given surprisingly little attention in Second and Foreign Language Acquisition studies. Although there are several studies dealing with general education, this volume addresses the need to take self-esteem into consideration in the language classroom and adopts both theoretical/research and practical perspectives, with the hope of being useful for both researchers and practitioners. The book is organized into three main parts. Part I serves as an introduction to self-esteem. Part II reports on the existing literature about the theory and research dealing with self-esteem and foreign language learning, and Part III includes procedures for implementation and activities for classroom applications. Self-Esteem and Foreign Language Learning is edited by Fernando Rubio (PhD.), a researcher and teacher at the University of Huelva in Spain. Most of the chapters have been written by members of the research group “Affective factors in language learning”, which has also published a book on Multiple Intelligences and the teaching of English (Dr. Jane Arnold, Dr. Carmen Fonseca, etc.). There are two outside contributions: one is by Andrew Wright, author of numerous publications for language teachers, and the other by Veronica de Andrés, teacher trainer from the University of El Salvador (Argentina) and member of the executive board of the International Council for Self-Esteem. Dr. Elaine Horwitz of the University of Texas has contributed a preface.

The focus in this book is on learners experiences using Welsh outside class but the issues discussed have implications for a wide range of other situations where the population is bilingual or multilingual and interaction takes place in a language of wider communication. Already the focus of much interest for 50 years, the study of foreign language learning anxiety (FLLA) still remains a popular research topic among scholars in Western countries. FLLA is believed to be an important cause of students’ “dumb English”. Considering the paucity of monographs on FLLA in China, this book represents an important step towards filling this gap. The author uses his PhD dissertation as a foundation for reviewing and discussing previous literature, as well as the current status of and major issues concerning FLLA worldwide. The book explores FLLA in China by using innovative triangulated research methodology, combining both quantitative and qualitative methods, namely surveys, focused interviews, and classroom observations. It also highlights the significance and implications of the research results and predicts the future of global FLLA research with a particular focus on China. Readers will discover the latest developments and issues concerning FLLA, causes of FLLA, and verified, effective strategies for alleviating such anxiety.

This book offers a comprehensive account of individual differences variables as well as contextual factors that impinge on second language learners’ willingness to communicate (WTC). Firstly, it adopts a macro-perspective on WTC, which entails an attempt to identify variables that are related to WTC, taking into account the specificity of the Polish higher education setting. Secondly, it embraces a micro-perspective on WTC, striving to pinpoint the individual and contextual influences on levels of WTC in the course of regularly-scheduled, naturally-occurring English classes, as well as to capture the dynamic nature of WTC during such classes. Together, these perspectives bring the reader closer to understanding the mechanisms underlying WTC in specific contexts, thereby providing a basis for recommendations for
classroom practice that could translate into learners’ success. It will be of interest to second language acquisition researchers and students, as well as to methodologists and materials writers who can use the research findings to improve the practice of teaching and learning speaking in the language classroom. Written for students encountering the topic for the first time, this is a clear and practical introduction to second language acquisition (SLA). It explains in non-technical language how a second language is acquired; what the second language learner needs to know; and why some learners are more successful than others. The textbook introduces in a step-by-step fashion a range of fundamental concepts – such as SLA in adults and children, in formal and informal learning contexts, and in diverse socio-cultural settings – and takes an interdisciplinary approach, encouraging students to consider SLA from linguistic, psychological and social perspectives. Each chapter contains a list of key terms, a summary, and a range of graded exercises suitable for self-testing or class discussion. Providing a solid foundation in SLA, this book is set to become the leading introduction to the field for students of linguistics, psychology, and education, and trainee language teachers. This volume is the first of a series contributing to the academic study of Language Arts, as an English-language teaching paradigm. Language Arts has been widely used in native English-speaking countries including Australia and New Zealand. Its recent adoption into the second-language teaching curriculum in Hong Kong, as well as similar initiatives within secondary and tertiary education in mainland China, enhances its interest to scholars studying second-language teaching and learning in Asian contexts. This book offers many papers and discussions of interest to teachers, language professionals, scholars and administrators. Its chapters explore current topics in Language Arts research including trends in the rapprochement of stylistics and linguistics, teaching approaches and learning outcomes. At the same time, they offer diverse theoretical and methodological approaches, of interest to the practitioner and policy-maker as well as the researcher. The value of this volume lies particularly in strengthening the theoretical and methodological foundations of Language Arts. The use of literature and the arts in humanist education has a long history within Europe, being traditionally appreciated for its ability to transform leaders, instill finer sensibilities and question social ills. In its postcolonial incarnations, as the traditional subject areas were informed by critical and linguistic theories, language arts subject areas were less often used, as they were understood to offer opportunities to analyse their functions as apology for leaders, coopting the young, and pacifying dissent but less often used to teach second language skills. Language Arts curricula arising since the 1980s have increasingly embraced authentic voices, styles and genres. Contemporary Language Arts curricula use literature to teach reading-based and communication skills, in conjunction with critical and creative thinking. The movement of English-language education beyond native English shores has placed Language Arts
into a World Englishes frame, and therefore its curricula have included the teaching ethics, civics and intercultural sensitivity. The explosion of media and digital communications of the 1990s led to the adoption of media literacy as a crucial Language Arts skill. As digital innovations continue to impact the teaching of English, Language Arts has adopted multiliteracies. These developments are represented in the papers included in this volume. The communication demands expected of today’s engineers and information technology professionals immersed in multicultural global enterprises are unsurpassed. New Media Communication Skills for Engineers and IT Professionals: Trans-National and Trans-Cultural Demands provides new and experienced practitioners, academics, employers, researchers, and students with international examples of best practices in new, as well as traditional, communication skills in increasingly trans-cultural, digitalized, hypertext environments. This book will be a valuable addition to the existing literature and resources in communication skills in both organizational and higher educational settings, giving readers comprehensive insights into the proficient use of a broad range of communication critical for effective professional participation in the globalized and digitized communication environments that characterize current engineering and IT workplaces.

Teaching English to Second Language Learners in Academic Contexts: Reading, Writing, Listening, and Speaking provides the fundamental knowledge that ESL and EFL teachers need to teach the four language skills. This foundational text, written by internationally renowned experts in the field, explains why skills-based teaching is at the heart of effective instruction in English for academic purposes (EAP) contexts. Each of the four main sections of the book helps readers understand how each skill—reading, writing, listening, and speaking—works and explains what research has to say about successful skill performance. Pedagogically focused chapters apply this information to principles for EAP curriculum design and to instructional activities and tasks adaptable in a wide range of language-learning contexts. Options for assessment and the role of digital technologies are considered for each skill, and essential information on integrated-skill instruction is provided. Moving from theory to practice, this teacher-friendly text is an essential resource for courses in TESOL programs, for in-service teacher-training seminars, and for practicing EAP teachers who want to upgrade their teaching abilities and knowledge bases.

Second Language Learning Theories is a clear and concise overview of the field of second language acquisition (SLA) theories. Written by a team of leading academics working in different SLA specialisms, this book provides expert analysis of the main theories from multiple perspectives to offer a broad and balanced introduction to the topic. The book covers all the main theoretical perspectives currently active in the SLA field and sets them in a broader perspective per chapter, e.g. linguistic, cognitive or sociolinguistic. Each chapter examines how various theories view language, the learner, and
the acquisition process. Summaries of key studies and examples of data relating to a variety of languages illustrate the different theoretical perspectives. Each chapter concludes with an evaluative summary of the theories discussed. This third edition has been thoroughly updated to reflect the very latest research in the field of SLA. Key features include: a fully re-worked chapter on cognitive models of language and language learning a new chapter on information processing, including the roles of different types of memory and knowledge in language learning the addition of a glossary of key linguistic terms to help the non-specialist a new timeline of second language learning theory development This third edition takes account of the significant developments that have taken place in the field in recent years. Highly active domains in which theoretical and methodological advances have been made are treated in more depth to ensure that this new edition of Second Language Learning Theories remains as fresh and relevant as ever.

This book offers a wide range of topics for the scholar interested in the study of English in this unsettling era of disruption in our lives – from linguistics to literature to language teaching and learning. The chapters present snippets of thoughts and critical reflections, findings from action research and other methodologies, and essays on troubling topics for language teachers. The authors are researchers, experienced teachers, and students engaged in exploratory research. The many ideas and suggestions for further reflection and research will inspire teachers and researchers working in many different contexts, both educational and regional. There is something in this book for everybody.

Now in its second edition, this reader-friendly text offers a comprehensive treatment of concepts and knowledge related to teaching second language (L2) listening, with a particular emphasis on metacognition. This book advocates a learner-oriented approach to teaching listening that focuses on the process of learning to listen. It applies theories of metacognition and language comprehension to offer sound and reliable pedagogical models for developing learner listening inside and outside the classroom. To bridge theory and practice, the book provides teachers with many examples of research-informed activities to help learners understand and manage cognitive, social, and affective processes in listening. Comprehensively updated with new research and references, the new edition includes additional and expanded discussions of many topics, including metacognition in young learners, working memory, and a L2 listening systems model. It remains an essential text on L2 listening pedagogy, theory, and research.

In recent years language learning has been increasingly viewed by some SLA researchers as an essentially social-psychological process in which the role of a wider sociocultural context should not be marginalized. This volume offers a valuable contribution to this growing body of research by providing theoretical considerations and empirical research data on themes such as the development of intercultural communicative competence, the role of English as a lingua franca in intercultural communication, and the place of cultural factors in SLA theorizing, research, second/foreign language teaching and teacher training. The volume also contains contributions which share the linguistic interest in the culture-related concepts and constructs such as time, modesty, politeness, and respect, discussing the culture-
dependent differences in conceptualization and their reflection in particular language forms and linguistic devices.

This book presents research on the learning of foreign languages by children aged 6-12 years old in primary school settings. The collection provides a significant and important contribution to this often overlooked domain and aims to provide research-based evidence that might help to inform and develop pedagogical practice. Topics covered in the chapters include the influence of learner characteristics on word retrieval; explicit second language learning and language awareness; meaning construction; narrative oral development; conversational interaction and how it relates to individual variables; first language use; feedback on written production; intercultural awareness raising and feedback on diagnostic assessment. It will be of interest to undergraduate and graduate students, researchers, teachers and stakeholders who are interested in research on how children learn a second language at primary school.

This book explores the benefits of teaching reflection upon one’s own culture to develop intercultural competence and looks into the relationship between the proficiency level of the second language and the target culture. It introduces new debates on the concept of ‘critical cultural awareness’ in intercultural learning and teaching, for example the indiscriminate use of terminologies related to the idea of ‘intercultural encounters’. Also, it provides insight into the relationship between language and culture using a new tool such as the Autobiography of Intercultural Encounters through Visual Media. The presentation of different approaches, tools, barriers, educational and cultural realities, online intercultural exchange projects and concepts such as motivation, attitudes, stereotyping, otherization, and critical cultural awareness makes this book an excellent instrument not only for teachers but also for researchers, policy-makers and private and public institutions that want to explore culture and interculturality and to promote an intercultural competence and global citizenship among its learners / users / clients and / or an interculturally-oriented language education.

The book presents theoretical considerations as well as the results of empirical research on the existence of “directed motivational current” (DMC) experiences among Iranian English as a foreign language (EFL) learners in order to provide insights into how a DMC is triggered and launched, and to explore whether the key characteristics of DMCs could be detected in language learners' experiences in Iran. Although Dörnyei et al. (2016) claimed that language learners who experience a DMC may have an amalgamation of several positive emotions, they did not present any evidence of whether these feelings exert any impact on learners' willingness to take part in language learning situations (willingness to communicate (WTC)), their confidence to use their L2, their self-perceptions, and the extent to which they independently try to learn English inside and outside the classroom context (language learner autonomy). This book extensively studies DMCs in an EFL setting and examines how such experiences affect language learners' WTC, self-concept, language learner autonomy, and self-confidence.

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