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Contemporary Issues in Foreign Language Education - Małgorzata Baran-Łucarz 2023-05-02

This edited volume offers an insightful theoretical conceptualization of issues central to 21st century foreign language learning and teaching. Drawing on research results obtained in the fields of pedagogy, social psychology and sociology of education, this book provides a comprehensive practical exploration of issues experienced by researchers in Poland and in Europe, and which can easily find far-reaching implications in other educational contexts. Part I, Focus on the Teacher, includes seven texts discussing topics relevant to teacher initial and in-service education, as well as the functioning of foreign language instructors in educational systems. The eight contributions included in Part II, Focus on the Learner, explore learner-internal and learner-external factors that affect the effectiveness of the language

learning process. The exploration of key contemporary topics and the wide range of methodologies applied make this book of high relevance to Second Language Acquisition scholars, teacher educators, teachers, and language education policy makers. *Researching Chinese Learners* - L. Jin 2011-02-01

This collection focuses on Chinese learners with original data sets using innovative research methods. It investigates Chinese learners' learning and language skills, perceptions and particularly the processes of reciprocal intercultural adaptations in a wide international context of Australia, Canada, China, Hong Kong, New Zealand and the UK. **Motivation and Experience in Foreign Language Learning** - Yoshiyuki Nakata 2006

Originally presented as the author's thesis (Ph. D.)--University of Dublin, Trinity College.

Journal of International Students 2016 Vol 6 Issue 1 - Krishna Bista

2015-12-07

An interdisciplinary, peer reviewed publication, Journal of International Students is a professional journal that publishes narrative, theoretical and empirically-based research articles, study abroad reflections, and book reviews relevant to international students, faculty, scholars, and their cross-cultural experiences and understanding in higher education. The Journal audience includes international and domestic students, faculty, administrators, and educators engaged in research and practice in international students in colleges and universities. More on the web: <http://jistudents.org/>

International Journal of Language Studies (IJLS) □ volume 6(3) - Mohammad Ali Salmani Nodoushan

Understanding Second Language Acquisition - Lourdes Ortega
2014-02-04

Whether we grow up with one, two, or several languages during our early years of life, many of us will learn a second, foreign, or heritage language in later years. The field of Second language acquisition (SLA, for short) investigates the human capacity to learn additional languages in late childhood, adolescence, or adulthood, after the first language --in the case of monolinguals-- or languages --in the case of bilinguals-- have already been acquired. Understanding Second Language Acquisition offers a wide-encompassing survey of this burgeoning field, its accumulated findings and proposed theories, its developed research paradigms, and its pending questions for the future. The book zooms in and out of universal, individual, and social forces, in each case evaluating the research findings that have been generated across diverse naturalistic and

formal contexts for second language acquisition. It assumes no background in SLA and provides helpful chapter-by-chapter summaries and suggestions for further reading. Ideal as a textbook for students of applied linguistics, foreign language education, TESOL, and education, it is also recommended for students of linguistics, developmental psycholinguistics, psychology, and cognitive science. Supporting resources for tutors are available free at www.routledge.com/ortega.
Journal of Applied Linguistics: Selected Papers - Hussain Al-Fattah Ahmad

English Linguistics, Literature, and Language Teaching in a Changing Era - Suwarsih Madya 2019-10-22

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.

Self-Esteem and Foreign Language Learning - Fernando Rubio 2021-02-19
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.

CALL and professionalisation: short papers from EUROCALL 2021 - Naouel Zoghلامي 2021-12-13

The 2021 EUROCALL conference engaged just under 250 speakers from 40 different countries. Cnam Paris and Sorbonne Université joined forces to host and organise the event despite the challenging context due to the Covid-19 pandemic. Originally programmed to be held on site in the heart of Paris, France, the EUROCALL organising team and executive

committee agreed to opt for a blended and then for a fully online conference. The theme of the 2021 EUROCALL conference was "CALL & Professionalisation". This volume, a selection of 54 short papers by some of the EUROCALL 2021 presenters, offers a combination of research studies as well as practical examples fairly representative of the theme of the conference.

International Journal of Language Studies (IJLS) – volume 9(1) - Mohammad Ali Salmani Nodoushan

English Language Teaching Research in the Middle East and North Africa - Sahbi Hidri 2018-11-23

This edited collection examines a range of English Language Teaching (ELT) research in the Middle East and North Africa (MENA). While the MENA context has witnessed considerable change in recent years, it has so far been under-represented in ELT research at both the regional and the international level. This book aims to fill that gap by surveying the current state of the field, examining in detail a range of issues and concepts, and suggesting future directions for further research. It will be of interest to ELT researchers and practitioners in general - not just those based in MENA contexts themselves.

Second Language and Heritage Learners in Mixed Classrooms - Patricia Bayona 2022-11-30

This book addresses the complexity of mixed language classroom learning environments in which heritage learners (HL) and second language (L2) learners are concurrently exposed to language learning in the same physical space. Heritage speakers, defined widely as those exposed to the target language at home from an early age, tend to display higher oral proficiency and increased intercultural proficiency

but lesser metalinguistic and grammatical awareness than L2 learners. The theoretical and pedagogical challenges of engaging both types of learners simultaneously without polarizing the classroom community dictates the need for well-defined, differentiated learning strategies; in response this book offers best practices and reproducible pedagogical initiatives and methodologies for different levels of instruction. The chapters address themes including translanguaging, linguistic identity, metalinguistic awareness and intercultural competence, with contributions from Europe, Africa and the United States.

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.

Foreign Language Learning Anxiety in China - Deyuan He 2018-01-18

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.

The Routledge Handbook of Second Language Acquisition and Speaking -

Tracey M. Derwing 2022-03-11

This Handbook is a comprehensive volume outlining the foremost issues regarding research and teaching of second language speaking, examining such diverse topics as cognitive processing, articulation, knowledge of pragmatics, instruction in sub-components of speaking (e.g., grammar, pronunciation, and vocabulary) and the attrition of the first language. Outstanding academics have contributed chapters to provide an integrated and inclusive perspective on oral language skills. Specialized contexts for speaking are also explored (e.g., English as a Lingua Franca, workplace, and

interpreting). The Routledge Handbook of Second Language Acquisition and Speaking will be an indispensable resource for students and scholars in applied linguistics, cognitive psychology, linguistics, and education.

Social Dynamics in Second Language

Accent - John M. Levis 2014-04-01

This volume offers a definitive source for understanding social influences in L2 pronunciation, demonstrating the importance of empirical findings from a number of research perspectives, and outlining the directions that future work can take. The aim is to present a coherent argument for the significance of social factors and how they contribute to phonological acquisition.

Task-Based Language Learning - Peter Robinson 2011-06-13

This volume contains papers addressing issues in task-based research into second language learning which are essential to informed pedagogic decision-making about how best to achieve this aim. These issues include research into the design characteristics of pedagogic tasks that promote the accuracy, fluency and complexity of learner language; the role of individual differences in the motivational and other cognitive variables that demands made by pedagogic tasks draw on; the extent to which tasks, and teacher interventions during task performance, promote the quantity and quality of interaction that facilitate L2 learning; and the generalizability of task-based research in laboratory contexts to classroom settings.

Intercultural Language Use and Language Learning - Eva Alcon Soler 2007-05-24

Eva Alcón Soler Maria Pilar Safont Jordà Universitat Jaume I, Spain The

main purpose of the present book is to broaden the scope of research on the development of intercultural communicative competence. Bearing this purpose in mind, English learners are considered as intercultural speakers who share their interest for engaging in real life communication. According to Byram and Fleming (1998), the intercultural speaker is someone with knowledge of one or more cultures and social identities, and who enjoys discovering and maintaining relationships with people from other cultural backgrounds, although s/he has not been formally trained for that purpose. Besides, possessing knowledge of at least two cultures is the case of many learners in bilingual or multilingual communities. In these contexts, the objective of language learning should then focus on developing intercultural competence, which in turn may involve promoting language diversity while encouraging English as both a means and an end of instruction (see Alcón, this volume). This is the idea underlying the volume, which further sustains Kramsch's argument (1998) against the native/ non-native dichotomy. Following that author, we also believe that in a multilingual world where learners may belong to more than one speech community, their main goal is not to become a native speaker of English, but to use this language as a tool for interaction among many other languages and cultures.

Foreign Language Anxiety and the Advanced Language Learner - Zsuzsa Tóth 2010-08-11

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.

Second Language Task Complexity - Peter Robinson 2011

Understanding how task complexity affects second language learning, interaction and spoken and written performance is essential to informed decisions about task design and sequencing in TBLT programs. The chapters in this volume all examine evidence for claims of the Cognition Hypothesis that complex tasks should promote greater accuracy and complexity of speech and writing, as well as more interaction, and learning of information provided in the input to task performance, than simpler tasks. Implications are drawn concerning the basic pedagogic claim

of the Cognition Hypothesis, that tasks should be sequenced for learners from simple to complex during syllabus design. Containing theoretical discussion of the Cognition Hypothesis, and cutting-edge empirical studies of the effects of task complexity on second language learning and performance, this book will be important reading for language teachers, graduate students and researchers in applied linguistics, second language acquisition, and cognitive and educational psychology.

Proceedings of the 2022 5th International Conference on Humanities Education and Social Sciences (ICHESS 2022) - Augustin Holl 2023-01-13

This is an open access book. ICHESS started in 2018, the last four sessions of ICHESS have all been successfully published. ICHESS is to bring together innovative academics and industrial experts in the field of Humanities Education and Social Sciences to a common forum. And we achieved the primary goal which is to promote research and developmental activities in Humanities Education and Social Sciences, and another goal is to promote scientific information interchange between researchers, developers, engineers, students, and practitioners working all around the world. 2022 5th International Conference on Humanities Education and Social Sciences (ICHESS 2022) was held on October 14-16, 2022 in Chongqing, China. ICHESS 2022 is to bring together innovative academics and industrial experts in the field of Humanities Education and Social Sciences to a common forum. The primary goal of the conference is to promote research and developmental activities in Humanities Education and Social Sciences and another goal is to promote scientific information interchange between researchers,

developers, engineers, students, and practitioners working all around the world. The conference will be held every year to make it an ideal platform for people to share views and experiences in Humanities Education and Social Sciences and related areas.

Speaking English as a Second Language

- Alireza Jamshidnejad 2020-12-11

This book focuses on understanding the process of problem construction in oral communication in foreign language contexts, examining how speakers of English as a second language approach issues in oral communication, as well as the strategies they employ to overcome these difficulties. Using theories of general communication, and in particular current approaches to L2 oral communication and strategies in interactional discourse, the authors construct a theoretical framework for defining, identifying and classifying learners' problems and coping strategies when speaking English as a second or foreign language. The book offers a coherent process-oriented description of the complex and multidimensional nature and typology of oral interaction problems in EFL contexts, and it will be of interest to practitioners, teachers, researchers, students, and curriculum designers in Applied Linguistics and TESOL.

Noticing Oral Corrective Feedback in the Second Language Classroom - Eva Kartchava 2019-03-18

Noticing Oral Corrective Feedback in the Second Language Classroom: Background and Evidence provides a comprehensive overview of research into the role of noticing of form, details several original studies on the phenomenon, and outlines language teaching plans and strategies to augment noticing of errors in the language classroom.

Introducing Second Language

Acquisition - Muriel Saville-Troike 2005-11-17

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.

Classroom-oriented Research -

Mirosław Pawlak 2013-07-20

The volume brings together papers related to different aspects of classroom-oriented research on teaching and learning second and foreign languages that have been authored by specialists from Poland and abroad. The first part contains contributions dealing with individual variation in the language classroom, in particular age, anxiety, beliefs and language learning strategies. The second part deals with various facets of teachers' behaviors in the classroom, focusing in particular on classroom communication and the use of action research in teacher training. The third part includes papers devoted to various

instructional practices, such as the use of new technologies, the development of intercultural competence, assessment or combining content and language. Finally, the last part deals with issues involved in research methodology, with special emphasis being placed on the use of diaries, observations, mixed methods research as well as triangulation.

Teaching Languages to Students with Specific Learning Differences - Judit Kormos 2012-01-18

This book is intended to help language teachers to work effectively and successfully with students who have specific learning differences (SpLD) such as dyslexia. The book takes an inclusive and practical approach to language teaching and encourages teachers to consider the effects that an SpLD could have on a language learner. It suggests strategies that can be implemented to enable learners to succeed both in the classroom and in formal assessment. The book places issues of language teaching for learners with an SpLD in a broad educational context and, in addition to practical advice on methodologies and classroom management, also discusses discourses of the field, the identification of SpLDs and facilitating progression. Communicative Approaches to Second Language Teaching and Testing - Michael Canale 1979

New Media Communication Skills for Engineers and IT Professionals: Trans-National and Trans-Cultural Demands - Patil, Arun 2012-03-31

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.

International Journal of Language Studies (IJLS) – volume 7(1) - Mohammad Ali Salmani Nodoushan

Journal of International Students, 2016 Vol. 6(1) - Krishna Bista 2019-10-01

The Journal of International Students (JIS), an academic, interdisciplinary, and peer-reviewed publication (Print ISSN 2162-3104 & Online ISSN 2166-3750), publishes narrative, theoretical, and empirically-based research articles, student and faculty reflections, study abroad experiences, and book reviews relevant to international students and their cross-cultural experiences and understanding in international education.

Individual differences in Computer Assisted Language Learning Research - Mirosław Pawlak 2022-08-26

This book synthesizes cutting-edge research on the role of individual differences (IDs) in the field of SLA and in computer assisted language learning. It also outlines the theoretical and methodological issues at the heart of this research, presents empirical findings and

charts future directions of this research. Pawlak and Kruk provide an overview of the latest theoretical developments in research on IDs in SLA as well as methodological considerations that are crucial when researching individual variation, with special emphasis on data-collection procedures that are most prominent in CALL. The book goes on to summarize and explore a body of empirical evidence concerning the role of individual difference factors in CALL, singling out existing gaps, methodological problems, and areas in need of further investigation. Finally, the authors provide a guide on how empirical investigations of individual difference factors in CALL can be improved by incorporating latest developments from the broader field of SLA. This book will be of great interest to postgraduates and scholars in the domain of applied linguistics and second language education who are interested in CALL, as well as those studying and undertaking research in second language learning and teaching.

Effects of L2 Affective Factors on Self-Assessment of Speaking - Noriko Iwamoto 2015

This study was an investigation of the validity of students' self-assessment of L2 oral performance, the influences of L2 affective variables on their self-assessment bias, and the degree to which the influences of L2 affective variables differ between high and low proficiency learners. The participants were 389 science majors from two private Japanese universities. A questionnaire was administered using items based on the Attitude/Motivational Test Battery (Gardner, 1985), the Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986), the Rosenberg Self-Esteem Scale (Rosenberg, 1965), Sick and Nagasaka's (2000) Willingness to

Communicate Scale, and items designed to measure motivation adapted from Gardner, Tremblay, and Masgoret (1997), Yashima (2002), Irie (2005), and Matsuoka (2006). A factor analysis identified seven factors in the questionnaire data: Self-Esteem, L2 Speaking Anxiety, L2 Willingness to Communicate, Attitude Toward Learning to Speak English, L2 Speaking Motivational Intensity, Desire to Learn to Speak English, and L2 Speaking Self-Confidence. The scales were further validated using the Rasch rating scale model. Student oral interviews were recorded and rated by five English teachers using an oral assessment scale based on the Kanda English Proficiency Test (Bonk & Ockey, 2003). Immediately after the interviews were completed, the participants were asked to consider how they perceived their own speaking performance and they rated their own performance from their memory using the same oral assessment scale that the teacher raters used. The oral assessment scale included the descriptions of the oral performances that match each level. The participants read the descriptions of each level and chose a level that they thought matched their own performance. The study produced four main findings. First, a multi-faceted Rasch analysis revealed that the participants rated their own L2 speaking more severely than the teacher raters and that the students' self-assessments were neither reliable nor consistent. Second, self-assessment bias measures were calculated and used to test a hypothesized structural model of how affective factors influenced self-assessment bias. The hypothesized model showed poor fit to the data, possibly due to the poor reliability of the self-assessment measures. Multiple regression analyses conducted as a follow-up analysis

revealed that participants with greater Desire to Learn to Speak English tended to underestimate and those with greater L2 Speaking Self-Confidence tended to overestimate their own speaking performance. Third, 106 participants whose self-ratings were similar to the teachers' ratings were compared with other students in order to examine their distinctive features. However, no significant differences in L2 oral proficiency or affective variable measures were found between the two. Therefore, those whose self-assessments agreed with teachers could have resulted in some agreements that occurred by chance alone. Finally, 100 higher proficiency students were compared with 100 lower proficiency students and the results showed that the higher proficiency students with greater Desire to Learn to Speak English generally underestimated their L2 speaking proficiency, while those with higher Self-Esteem and greater L2 Speaking Self-Confidence tended to overestimate it. Lower proficiency students with greater L2 Speaking Self-Confidence tended to overestimate their L2 speaking proficiency. The results suggest that the self-assessment of L2 speaking might not be a sufficiently reliable or consistent assessment tool. Therefore, if teachers are considering including self-assessment in a speaking class, self-assessment training should be conducted. Additionally, giving L2 learners more opportunities to speak the L2 can help them notice gaps between their productions and those of proficient speakers, which might lead to more accurate self-assessment. Second, although some studies utilized only one teacher-rater, five teacher raters in this study displayed a great deal of diversity and exhibited unique bias patterns, so multiple

raters should be employed and Facets analyses should be employed because the multi-faceted Rasch model provides person ability estimates that are adjusted for rater bias. Finally, the use of multi-faceted Rasch analysis is useful for examining oral data because unlike raw scores, multi-faceted Rasch analysis provides detailed information concerning speaker ability, rater severity, and category difficulty. Moreover, while most researchers have utilized self-assessment raw scores, in this study bias measures of self-assessment were calculated using Facets, which indicated that the bias measures produced different outcomes compared with self-assessment scores.

Fostering Meaningful Learning Experiences Through Student Engagement - Ktoridou, Despo
2020-10-02

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.

Language Arts in Asia - Christina DeCoursey 2012-01-17

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.

Pronunciation Learning Strategies and Language Anxiety - Magdalena Szyszka 2016-12-29

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.

The Role of Self-Esteem in Foreign Language Learning and Teaching - Agnieszka Habrat 2018-02-22

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.

Handbook of Research on Effective Communication, Leadership, and

Conflict Resolution - Normore, Anthony H. 2016-02-26

In order for an organization to thrive, it is essential to develop key strategies for interaction, leadership, and management within diverse settings. Refining these skills ultimately aids in the arbitration of any potential conflicts that may arise during intra-organizational interactions. The Handbook of Research on Effective Communication, Leadership, and Conflict Resolution evaluates operational strategies and interpersonal skill development for the successful leadership and management of modern organizations. Highlighting various governance and interaction techniques that assist in mediating organizational controversies, this handbook of research is a vital source for professionals, leaders, managers, and human resource specialists interested in developing skills needed to efficiently communicate, collaborate, and negotiate across differences within an organization.

From Chatting to Confidence - Lily Ko-Li Compton 2002

This study investigates the potential impact of online chat on five Chinese TAs' WTC and state communicative self-confidence. It also analyzes the transfer of language experience from chat to speech and the impact of chat on oral fluency. Audio recordings made of the first three sessions were transcribed and analyzed to determine the number of words per minute while the transcripts from the last two sessions were used to determine the percentage of turns and the percentage of words uttered by each participant. Chat transcripts were compared with the transcripts of oral reports to determine the amount of language experience that was transferred from the chat. Finally, the ratings of four raters were used

to provide fluency scores from a listener's perspective. The findings showed that the impact of chat varies from learner to learner and is dependent on variables like topic of discussion and partner's attitude. Willingness to communicate appears to be higher after the chat experience if learners managed to obtain useful information during the chat discussion. An increase in state communicative self-confidence is the result of an increase in state self-perceived competence rather than a decrease in state anxiety. In general, learners found that the chat experience allowed them time to organize their thoughts and provided them with the necessary vocabulary to express their thoughts, making them confident enough to participate in the speaking task. The results also showed a great deal of language transfer between written and spoken mode. Learners transferred both their own lexical phrases and their partner's lexical phrases from the chat discussion into their oral reports. In terms of fluency, raters were consistent in deciding the fluency level based on linguistic aspects like stress, intonation and vocabulary, and non-linguistic aspects like speed, pauses and rhythm. These findings will be beneficial for L2 instructors who are looking for ways to improve their learners' speaking ability by promoting positive learning

experiences. Instructors who are interested in using online chat as an alternative teaching tool can also use this study as a guide for practical considerations.

Informal Digital Learning of English

- Ju Seong Lee 2021-12-28

In today's digital era, increasing numbers of youth around the world learn English outside classrooms, frequently with the use of technology. This timely book brings together research and theory on the increasingly common phenomenon of Informal Digital Learning of English (IDLE) among students of all ages and across a wide range of contexts globally. By examining the positive impact of IDLE on students' reading, writing, listening, and speaking abilities, as well as the unique challenges that result, Lee synthesizes research in one accessible and comprehensive volume in this rapidly developing domain. This book addresses key concepts, including Computer Assisted Language Learning, the impact on standardized assessment, and the role of classroom learning. Lee offers empirically tested activities, pedagogical recommendations, and lesson plans to engage ESL/EFL students. The research overview and practical offerings make this an ideal text for courses in TESOL on online education, language teaching online, digital learning, community and language, and applied linguistics.