

Capitalizing On Language Learners Individuality From Premise To Practice

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How language shapes the way we think | Lera Boroditsky

Capitalization Rules | Classroom Language Arts Video

Capitalization Lesson | When to Capitalize in the English Language Advice for New Language Learners + Resource Recommendations **Capitalization Rules for Kids | Learn the capitalization rules in a fun interactive video for kids** CAPITALIZING \u0026 FORMATTING TITLES | English Lesson *Authenticity and Legitimacy in Multilingual Second Language Acquisition (SLA) - Claire Kramsch* *The Sentence Song | English Songs | Scratch Garden* *10 Rules Of Capitalisation | When To Use Capital Letters In English Writing | English Grammar Lesson 12-*Thomas Pynehen,*The Crying of Lot 49* Gabor Maté Lecture \"Hold On To Your Kids\"*Why the working class turned Tory, with Niek Timothy* *8 Common Grammar Mistakes in English!* Language \u0026 Meaning: *Crash Course Philosophy #26* 04- Course Introduction: *Rome's Greatness and First Crises* 8. Imagism *The Psychobiotic Revolution A Gut Feeling About Happiness - Dr. John Cryan - WGS 2018* 4- Introduction **Beethoven's 5th Symphony** 10- T.S. Eliot Educational technology: Assessing its fitness for purpose **Your accent is helpful, not harmful** Heather Cox Richardson on \"How the South Won the Civil War\" Readings on **Swami Abhedananda** Language Learners Buy Books Michael Reetenwald: \"Woke Capitalism\" *Capitalize | Uppercase Letters | Jack Hartmann, Capitalization* Capitalization Rules - Easy Grammar Tips on When to Capitalize (With Arabic Subtitles!) *Capitalizing On Language Learners Individuality*

This book closes the gap between theory and classroom application by capitalizing on learners' individuality in second or foreign language learning. The book examines the existing literature and theoretical underpinnings of each of the most prominent learner characteristics including anxiety, beliefs, cognitive abilities, motivation, strategies, styles and willingness to communicate.

Capitalizing on Language Learners' Individuality: From ...

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?Capitalizing on Language Learners' Individuality on Apple ...

Capitalizing on Language Learners' Individuality : From Premise to Practice, Hardcover by Gregersen, Tammy; Macintyre, Peter D., ISBN 1783091207, ISBN-13 9781783091201, Like New Used, Free shipping in the US This book closes the gap between theory and practice for teachers and researchers wishing to capitalize on learners' individuality in second or foreign language learning.

Capitalizing on Language Learners' Individuality : From ...

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Capitalizing on Language Learners' Individuality:From Premise to Practice. Capitalizing on learners' individuality is like looking at the language learning experience through a kaleidoscope (p. xiii). It involves seeing the separate colours and patterns of individual experience, orchestrating them into a coherent picture of group experience, and maintaining this coherence through all the dynamic changes that language learning entails.

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Capitalizing on language learners' individuality : from premise to practice / Tammy Gregersen and Peter D. MacIntyre. ISBN: 9781783091195 9781783091201 Author: Gregersen, Tammy (Author) MacIntyre, Peter D. (Author) Publisher: Bristol [etc.] : Multilingual Matters, 2014. Description: Xxvii, 259 p. ; 24 cm. Series: Second language acquisition ; 72 Note:

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Capitalizing on Language Learners' Individuality eBook por ...

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This book closes the gap between theory and classroom application by capitalizing on learners' individuality in second or foreign language learning. The book examines the existing literature and theoretical underpinnings of each of the most prominent learner characteristics including anxiety, beliefs, cognitive abilities, motivation, strategies, styles and willingness to communicate. This strong foundation, coupled with the wide variety of activities that are suggested at the end of each chapter, arms the reader with ideas to conquer the problems created by negative affect and to capitalize on positive, facilitative emotions. The tasks are unrestricted by language and can be modified for use with technology, emergent learners and large classes, making this book a useful resource for both in-service teachers and pre-service teachers in university language teacher education programs.

This book highlights the pivotal role that nonverbal behavior plays in target language communication, affect and cognition. It integrates research tenets and video demonstrations of nonverbal behavior with structured activities that will guide teachers and learners of any language to capitalize on the nonverbal means at their disposal. It does not shy away from the challenges that nonverbal communication poses in target language communication, including issues of personal and cultural identity that emerge with languages around the world. With its easy-to-use format, solid research support, and fully integrated activities and videos, this book is an essential resource for anyone interested in working with the nonverbal dimensions of communication. The text will be especially valuable for language educators, pre- and in-service teachers who are looking for classroom resources and ideas, who want to create positive classroom environments and want to improve learner interaction and communication while increasing language proficiency. This book is a valuable resource for anyone who interacts with other people in more than one language.

This textbook takes a Complex Systems Theory approach to examine individual differences between learners and the potential impact of these variables on the process of acquiring a second language. The authors argue that individual variables cannot provide the complete picture, and that they must instead be understood as part of an interconnected and dynamic system of different factors in order to be useful in a language learning context. Written in an accessible style and suitable for final-year undergraduate and Masters-level students, the book includes clear definitions of key terms, discussion questions for classroom use, practical exercises and activities, and examples of real empirical studies that students and teachers can replicate in their own contexts. This textbook will be of interest to students taking TESOL and SLA courses and modules, as well as those on broader Applied Linguistics programmes.

This innovative book focuses on the relationships among self-regulated language learning strategies, students' individual characteristics, and the diverse contexts in which learning occurs. It presents state-of-the-art, lively, readable chapters by well-known experts and new, promising scholars, who analyze learning strategy theory, research, assessment, and use. Written by a team of international contributors from Austria, Canada, Greece, Japan, New Zealand, Poland, Turkey, the UK and the USA, this volume provides theoretical insights on how strategic learning interacts with complex environments. It explores strategy choice and the fluidity and flexibility of learning strategies. Research-based but practical themes in the book include strategy-related teacher preparation; differentiated strategy instruction to meet the needs of diverse learners of different ages, cultures, and learning styles; and creative, visualization-based development of strategy awareness. Examining methodologies for strategy research and assessment, the volume explores narrative, decision-tree, scenario-based, and questionnaire-based research, as well as mixed-methods research and new assessment tools for young learners' strategies. It presents research on strategies used for foreign/second language pronunciation, pragmatics, listening, reading, speaking, writing, and test-taking. By providing a wide range of examples of strategies in research and action in a number of countries, cultures, and educational settings, and by offering incisive section overviews and a detailed synthesis at the end, this book enables readers to develop a holistic understanding of language learning strategies. With additional online strategy materials available for downloading, Language Learning Strategies and Individual Learner Characteristics is invaluable to all those interested in helping language students learn more effectively.

This book introduces an approach to understanding and measuring working memory components and functions in second language learning, processing and development. It presents comprehensive, thorough and updated reviews of relevant literatures from cognitive sciences and applied linguistics. Drawing on multidisciplinary research, the book advocates a conceptual framework for integrating working memory theories with second language acquisition theories. An innovative theoretical model is also presented, which illuminates research studies investigating the distinctive roles of phonological and executive working memory as they relate to specific L2 learning domains, skills and processes. Theoretical and methodological implications of this integrative perspective are further elaborated and discussed within the specific realms of L2 task-based performance and language aptitude research.

Over the past decade, the focus of inquiry into the psychology of SLA has shifted from the analysis of various characteristics within individuals towards a greater consideration of individuals' dynamic interactions with diverse contexts. This revisit of the bestselling *The Psychology of the Language Learner* reflects on these developments by challenging some of the assumptions upon which the original text was based, maintaining the familiar structure of the original, while situating the discussion within a very different theoretical framework. Written in a lively, accessible style, the book considers how the field has evolved and maintains a keen eye on the future, suggesting exciting new directions for the psychology of SLA. *The Psychology of the Language Learner Revisited* will appeal to students and researchers in a wide range of disciplines, including applied linguistics, second language acquisition, modern languages, and psychology.

This book explores potential new directions in the growing field of language learning psychology. The individual chapters cover theoretical and conceptual developments and innovative methodological designs, while also exploring practical implications. Language learning psychology is a vibrant field of research that typically involves constructs from social and educational psychology, which it considers in terms of their relevance for the domain of language learning. The diverse theoretical and empirical chapters examine a range of familiar and lesser-known constructs, highlighting the importance of taking into account both learner and teacher psychologies, and recognising the complexity, dynamism and situatedness of psychological constructs, as well as the value of employing diverse research methodologies. It is hoped that these 'new directions' concerning populations, constructs and theoretical and methodological frameworks will pave the way for innovative future developments in this vibrant field.

Positive psychology is the scientific study of how human beings prosper and thrive. This is the first book in SLA dedicated to theories in positive psychology and their implications for language teaching, learning and communication. Chapters examine the characteristics of individuals, contexts and relationships that facilitate learning: positive emotional states such as love, enjoyment and flow, and character traits such as empathy, hardiness and perseverance. The contributors present several innovative teaching ideas to bring out these characteristics among learners. The collection thus blends new teaching techniques with cutting-edge theory and empirical research undertaken using qualitative, quantitative and mixed-methods approaches. It will be of interest to SLA researchers, graduate students, trainee and experienced teachers who wish to learn more about language learning psychology, individual differences, learner characteristics and new classroom practices.

Expanding Individual Difference Research in the Interaction Approach: Investigating learners, instructors, and other interlocutors demonstrates why investigating the individual differences of all interlocutors with whom learners interact – including peer and heritage learners, instructors, researchers, and native speakers – is critical to understanding how second and foreign languages are taught and learned. Through state-of-the-art syntheses detailing what is known about learners and instructors, and novel empirical studies highlighting new avenues of inquiry, the volume articulates the most pressing needs for individual difference research. The book concludes with a scoping review, which reveals the many interlocutors still yet to be empirically considered and outlines next steps for this research. Uniquely combining linguistic theory, research synthesis, and empirical study, this book encourages students and established scholars alike to expand their conceptualization of individual differences. By demonstrating the importance of considering the individual differences of all interlocutors, the studies are also highly relevant to those teaching second and foreign languages in diverse contexts.

The role played by concepts of the "Self" in the learning of languages has recently received increasing attention in academic studies. In the same way that fingerprints represent each person's uniqueness, the self here is related to the uniqueness of learners, the way they receive and transmit their identity in the teaching and learning process. It is this uniqueness that brings dynamism, challenge and inspiration to learning and teaching. By focusing on language learners' self-concept, this book foregrounds the role of the learner in the process of language learning. It presents a number of empirical studies that bring into focus various aspects of the self, and will, as such, be of interest to EFL teachers, researchers and the general reader interested in the self and its effects on learners' approaches, motivation and interest in foreign language learning.

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