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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.

Capitalizing on Language Learners' Individuality: From ...

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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.

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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. Issues of content are targeted through a description of the variables of anxiety, beliefs, cognitive abilities, motivation, strategies, styles and willingness to communicate.

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Capitalizing On Language Learners Individuality From Premise To Practice 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

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Capitalizing on Language Learners' Individuality: From ...

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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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

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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

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This textbook takes a Complex Systems Theory approach to examine

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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

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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.

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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.

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The Routledge Handbook of Second Language Acquisition and Individual Differences provides a thorough, in-depth discussion of the theory, research, and pedagogy pertaining to the role individual difference (ID) factors play in second language acquisition (SLA). It goes beyond the traditional repertoire and includes 32 chapters covering a full spectrum of topics on learners' cognitive, conative, affective, and demographic/sociocultural variation. The volume examines IDs from two perspectives: one is how each ID variable is associated with learning behaviors, processes, and outcomes; the other is how each domain of SLA, such as vocabulary or reading, is affected by clusters of ID variables. The volume also includes a section on the common methods used in ID research, including data elicitation instruments such as surveys, interviews, and psychometric testing, as well as methods of data analysis such as structural equation modeling. The book is a must-read for any second language researcher or applied linguist interested in investigating the effects of IDs on language learning, and for any educator interested in taking account of learners' individual differences to maximize the effects of second language instruction.

Positive psychology is the scientific study of how human beings prosper and thrive. This is the first book in SLA dedicated to

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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.

This book brings together contributions from the leaders of the language learning motivation field. The varied chapters demonstrate how Gardner's work remains integral to a diverse range of contemporary theoretical issues underlying the psychology of language, even today, 60 years after the publication of Gardner and Lambert's seminal 1959 paper. The chapters cover a wide selection of topics related to applied linguistics, second language acquisition, social psychology, sociology, methodology and historical issues. The

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book advances thinking on cutting-edge topics in these diverse areas, providing a wealth of information for both students and established scholars that show the continuing and future importance of Gardner and Lambert's ideas.

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

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highly relevant to those teaching second and foreign languages in diverse contexts.

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