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Independent language learning (ILL) has been conceptualised and researched from a diverse range of perspectives and theoretical frames ... of a group of quintessential independent ...

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Editor Shulamith Kreidler brings together a wide range of international contributors to produce ... Dunn, Moravian College, CHOICE "...Cognition and Motivation: Forging an Interdisciplinary ...

Cognition and Motivation

Drawing from the University's pool of bilingual talent, the Directed Independent Language Study program has offered not-for-credit lessons in languages from Arabic to Zulu.

International graduate students help others learn new languages

Why intelligent — even sceptical — independent thinkers succumb to the allure of community and 'inside' information that some groups offer ...

Cults use language to cast their spell

There are students from almost every part of the world and that got me excited about the opportunities I have with learning about different cultures and perspectives ... similar passion as me is a ...

A really good motivation for me to keep trying my best.

The new OHIO Global Network Fellows program, a collaboration of the Office of Global Affairs, Ohio University Alumni Association, and Division of University Advancement, kicks off this summer.

Ohio University Global Network Fellows seek to strengthen international alumni engagement

Workplace motivation is based on five major theories, proposed by academics ... Sandilands is the former editor of an international property news portal and an experienced dog breeder and trainer.

Can You Have Multiple Motivational Theories in a Workplace?

This volume surveys theories and research ... The contributors are all leading international researchers, and their chapters discuss such exciting topics as how goals influence thinking and behaviour, ...

Conscious and Unconscious Processes

International Language Center at the U of A is searching for host families for incoming international students for the fall term, which begins Aug. 16.

Host Families for International Students Needed

In March 2016, Ellie Carpenter became the first player born in the new millenium to play international football for Australia ... "I think that's a bit of motivation for us to say, 'Come on then, ...

Tough Olympic group 'best thing' for Matildas; Ellie Carpenter reflects on journey from Cowra to Tokyo

There is a similarly wide range of political views about a more prosaic topic: the role and governance of the International Sustainability ... I will illustrate how her language reveals her ...

The International Sustainability Standards Board As An Ideological Rorschach Test

Fawzya Khosti, International Talk Radio Host on VoiceAmerica, and Matthew Huffhines of Inspire Services discuss the importance of communication with special needs kids on July 14, 2021 at 9 AM Pacific ...

Matthew Huffhines of Inspire Services Discusses the Importance of Communication with Special Needs Kids on Focus on Success Live Radio Program

We have all come across plenty of conspiracy theories on the internet, from faked moon landings to the idea that 5G radiation is worsening or even causing COVID-19 symptoms. But belief in ...

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Miller, a professor in the departments of political science and international ... theories. Miller believes that while media interventions like fact-checking are important, they overlook the ...

Conspiracy theories are a mental health crisis

The national curriculum expects teachers to teach some maths concepts through a financial lens. The revised curriculum includes the financial lens as an example teachers can use, if they choose to.

Aussie kids' financial knowledge is on the decline. The proposed national curriculum has downgraded it even further

Megan Snyder developed a unique routine during the Spring 2021 semester. She woke up at midnight every evening for two weeks and traveled to the South Dakota Mines campus to join an eight hour Zoom ...

South Dakota Mines International Collaboration with German Institutions Thrives Despite Spring Travel Restrictions

The Space Force is developing directed-energy weapons as a counter to space warfare threats posed by both China and Russia, according to the general in charge of the force.

Space Force working on laser defenses

We appreciate the rich discussion triggered by this week's EJIL Talk! symposium, which has addressed a number of legal issues arising from our report "A Threshold Crossed: Israeli Authorities and the ...

Bringing together motivation-related practical concerns and debates from diverse international contexts and educational settings where English is learned, this book shows how locally produced insights and issues can have wider global significance, resonating with the experiences and concerns of English teachers and learners across the world.

Bringing together motivation-related practical concerns and debates from diverse international contexts and educational settings where English is learned, this book shows how locally produced insights and issues can have wider global significance, resonating with the experiences and concerns of English teachers and learners across the world.

As technological innovation continues to affect language pedagogy, there is an increasing demand for information, exemplars, analysis and guidance. This edited volume focuses on international perspectives in Computer-Assisted Language Learning (CALL) in all of its forms, including Technology Enhanced Language Learning, Network-Based Language Learning, Information and Communication Technologies for Language Learning.

This book explores theories and pedagogies in the L2 classroom that have led to an understanding of how non-native languages are taught and learned. Featuring a diverse set of perspectives from researchers and language educators from around the globe, this book highlights important theoretical and practical underpinnings of the L2 classroom—discussions on what has worked and why. Some examples of these topics include: online and nonverbal communication, peace literacy, learning behaviors, high-impact practices, pragmatic awareness, study abroad, implicit and explicit teaching, motivation, and more. One mission of this book is to appreciate a diverse array of L2 teaching practices with sound theoretical underpinnings and universal implications for L2 classrooms. The chapter contributions are the result of an open call for studies that highlight practical innovative approaches in

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L2 teaching and learning and expand the avenues of exploration available within their theoretical frameworks. More specifically, the call for proposals sought to gather a diverse set of perspectives from researchers and language educators from various parts of the world in order to provide practical and thought-provoking insight on innovative approaches to L2 teaching. As such, the studies in this book all share a common goal that demonstrates the applicability of L2 teaching practices across languages, cultures, and regions. The book is intended to act as a valuable reference for language educators, practitioners, specialists, and anyone studying or wishing to gain an overview of successful teaching practices and learning nuances in the L2 classroom that cross all languages, cultures, and regions.

This book gathers together 11 empirical-based studies of classroom interaction carried out in different countries, including the USA, England, Kenya, Sweden, and China. Along with a state-of-the-art literature review, the chapters provide key insights and engagement priorities that will prove relevant to a variety of learning and teaching contexts.

This edited volume brings together large-scale research as well as case studies from a range of geographical contexts and represents a variety of educational settings involving second language learners and users. Its aim is to explore the interrelated issues of psychology and technology use in second language learning settings as well as in more autonomous environments. As language learning professionals continue to devote more time and attention to making various technological tools an integral part of the classroom, it is just as important to understand the influences that these tools have on the psychological state of the learners who use them. In consideration of this objective, the volume examines factors such as learner attitudes and motivation, emotion and behaviour, and the cognitive processes that are at play in the minds of the language users. This volume will be of interest not only to language teachers but also to researchers working in second language acquisition (SLA), applied linguistics, and educational psychology.

This book offers a holistic practitioner and research-based perspective on English Language Teaching and teacher education in difficult circumstances. In addition to extending the current conceptualization of 'difficult circumstances' in ELT to include the broader policy issues that may affect ELT in low-to-mid income countries, the book focuses on the challenges faced by practitioners and learners in contexts of confinement, conflict and special education. The chapters in this collection examine the challenges and problems that emerge from the complex current ELT environment, and present examples of contextualized inquiry-based strategies and interventions to address these challenges. Underlining the need to extend the boundaries of the discipline of ELT to include teaching-learning in less privileged contexts, this wide-ranging volume will appeal to students, scholars and practitioners of English Language Teaching.

This volume presents the results of the largest ever language attitude/motivation survey in second language studies. The research team gathered data from over 13,000 Hungarian language learners on three successive occasions: in 1993, 1999 and 2004. The examined period covers a particularly prominent time in Hungary's history, the transition from a closed, Communist society to a western-style democracy that became a member of the European Union in 2004. Thus, the book provides an 'attitudinal/motivational flow-chart' describing how significant sociopolitical changes affect the language disposition of a nation. The investigation focused on the appraisal of five target languages – English, German, French, Italian and Russian – and this multi-language design made it also possible to observe the changing status of the different languages in relation to each other over the examined 12-year period. Thus, the authors were in an ideal position to investigate the ongoing impact of language globalisation in a context where for various political/historical reasons certain transformation processes took place with unusual intensity and speed. The result is a unique blueprint of how and why language globalisation takes place in an actual language learning environment.

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Many studies of teacher motivation have been conducted in different contexts over time. However, until fairly recently there has not been a reliable measure available to allow comparisons across samples and settings. This has resulted in an abundance of findings which cannot be directly compared or synthesised. The FIT-Choice instrument offers the opportunity to examine motivations across settings. The various studies in this book suggest that people who choose teaching as a career are motivated by a complex interaction of factors embedded within communities and cultural expectations, but seem generally to embrace a desire to undertake meaningful work that makes for a better society. Unlike some careers, where rewards are in the form of salary and status, by and large these factors are not strong drivers for people who want to become teachers. They want to work with children and adolescents, and believe they have the ability to teach.

This collection brings new insight into the relationship between English as a lingua franca and language teaching. It explores how the pedagogy of intelligibility, culture and language awareness, as well as materials analysis and classroom management, can be viewed from an ELF perspective in school and university contexts.

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