
Affect In Language Learning

Positive Psychology Perspectives on Foreign Language Learning and Teaching
New Perspectives on Individual Differences in Language Learning and Teaching
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An Introduction
Affect in Language Learning

ADRIENNE YOSLIN

Positive Psychology Perspectives on Foreign Language Learning and Teaching Routledge

In recent years traditional, classroom-based language tuition has been increasingly overshadowed by innovative approaches, such as distance learning, supported independent learning and blended learning (with an online component). This timely volume examines the use of language learning strategies in a range of independent settings, and addresses key issues for independent learners such as autonomy, strategic awareness and self-regulation.

New Perspectives on Individual Differences in Language Learning and Teaching Cambridge University Press

The volume contains most updated theoretical and empirical research on foreign or second language processes analyzed from the perspective of cognition and affect. It consists of articles devoted to various issues related to such broad topics as gender, literacy, translation or culture, to mention a few. The collection of papers offers a constructive and inspiring insight into a fuller understanding of the interconnection of the language-cognition-affect trichotomy.

Considering Emotions in Critical English Language Teaching Affect in Language Learning

This book addresses a particularly important area of second language acquisition research, specifically the factors that mediate learning outcomes in learning a second or foreign language. It provides a comprehensive, up-to-date overview of studies in the field of second language learning and L2 use from the point of view of personality traits and emotional intelligence. It also presents results of a mixed-method study researching the possible influence of these variables on the process of learning a second language. Furthermore, the book represents the first systematic exploration of the role of emotional intelligence and the factors related to it in moderating attainment in the target language. What is also unique here is the investigation of the role of personality with respect to different target language skills and subsystems, which allows finer-grained insights into this relationship. The book will be of considerable interest to both researchers, teachers and students in the fields of SLA, TESOL, applied linguistics, and bilingualism.

The Personal World of the Language Learner Multilingual Matters

In recent years, linguists have increasingly turned to the cognitive sciences to broaden their investigation into the roots and development of language. With the advent of cognitive-linguistic, usage-based and complex-adaptive models of language, linguists today are utilizing approaches and insights from cognitive psychology, neuropsychology, social psychology and other related fields. A key result of this interdisciplinary approach is the concept of entrenchment—the ongoing reorganization and adaptation of communicative knowledge. Entrenchment posits that our linguistic knowledge is continuously refreshed and reorganized under the influence of social interactions. It is part of a larger, ongoing process of lifelong cognitive reorganization whose course and quality is conditioned by exposure to and use of language, and by the application of cognitive abilities and

processes to language. This volume enlists more than two dozen experts in the fields of linguistics, psycholinguistics, neurology, and cognitive psychology in providing a realistic picture of the psychological and linguistic foundations of language. Contributors examine the psychological foundations of linguistic entrenchment processes, and the role of entrenchment in first-language acquisition, second language learning, and language attrition. Critical views of entrenchment and some of its premises and implications are discussed from the perspective of dynamic complexity theory and radical embodied cognitive science.

Affect in Language Learning Multilingual Matters

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.

Affect in Literacy Learning and Teaching Cambridge University Press

Feeling It brings together twelve chapters from researchers in Chicana studies, education, feminist studies, linguistics, and translation studies to offer a cohesive yet broad-ranging exploration of the issue of affect in the language and learning experiences of Latinx youth. Drawing on data from an innovative social justice-oriented university-community partnership based in young people's social agency and their linguistic and cultural expertise, the contributors are unified by their focus on a single year in the history of this partnership; their analytic focus on race, language, and affect in educational contexts; and their shared commitment to ethnography, discourse analysis, and qualitative methods, informed by participatory and social justice paradigms for research with youth of color. Designed specifically for use in courses, with theoretical framing by the co-editors and ethnographic contributions from leading and emergent scholars, this book is an important and timely resource on affect, race, and social justice in the United States. Thanks to its interdisciplinary grounding, *Feeling It* will be of interest to future teachers and to researchers and students in applied linguistics, education, and Latinx studies, as well as related fields such as anthropology, communication, social psychology, and sociology.

Pedagogies, Politics and Coming to Know Routledge

Do you feel stuck in life, not knowing how to make it more successful? Do you wish to become more popular? Are you craving to earn more? Do you wish to expand your horizon, earn new clients and win people over with your ideas? *How to Win Friends and Influence People* is a well-researched and

comprehensive guide that will help you through these everyday problems and make success look easier. You can learn to expand your social circle, polish your skill set, find ways to put forward your thoughts more clearly, and build mental strength to counter all hurdles that you may come across on the path to success. Having helped millions of readers from the world over achieve their goals, the clearly listed techniques and principles will be the answers to all your questions.

Learner Contributions to Language Learning Sristhi Publishers & Distributors

This edited volume seeks to highlight the effects of self-concept on L2 learning and teaching by considering a wide range of theories as well as their practical application. The book is divided into four sections and includes: chapters discussing various approaches related to self-concept; empirical studies related to the selves of the learners; research from teachers' perspectives on students' self-concept; and L2 motivational intervention studies associated with the development of self-concept of language learners. The volume contains a collection of studies from around the world (Central Europe, Canada, Asia and Australia) which were carried out using a variety of research methods and have a range of foci including adult and young learners, public and private education, foreign and second language settings, and teacher and learner motivation.

Metacognition in Language Learning and Teaching (Open Access) Springer Science & Business Media

The present volume examines the relationship between second language practice and what is known about the process of second language acquisition, summarising the current state of second language acquisition theory, drawing general conclusions about its application to methods and materials and describing what characteristics effective materials should have. The author concludes that a solution to language teaching lies not so much in expensive equipment, exotic new methods, or sophisticated language analysis, but rather in the full utilisation of the most important resources - native speakers of the language - in real communication.

Mind and Context in Adult Second Language Acquisition Routledge

This edited volume explores the multifaceted nature of teacher emotions, presenting current research from different approaches and perspectives, focused towards the second language classroom. Twenty three chapters by well-known scholars from the applied linguistics, TESOL and educational psychology fields provide the reader with a holistic picture of teacher emotions, making this collection a significant contribution to the field of second language teaching. Given the emotional nature of teaching, the book explores a number of key issues or dimensions of L2 teachers' emotions that were until now rarely considered. The contributions present the views of a select group of applied linguistic researchers and L2 teacher educators from around the world. This international perspective makes the book essential reading for both L2 teachers and teacher educators.

Emotion in Learning and Teaching the Law Routledge

Introduces the concept of language socialization by providing case studies from various classrooms around the world.

How Myths about Language Affect Education Cambridge Scholars Publishing

How do people learn nonnative languages? Is there one part or function of our brains solely dedicated to language processing, or do we apply our general information-processing abilities when learning a new language? In this book, an interdisciplinary collaboration of scholars and researchers

presents an overview of the latter approach to adult second language acquisition and brings together, for the first time, a comprehensive picture of the latest research on this subject. Clearly organized into four distinct but integrated parts, *Mind and Context in Adult Second Language Acquisition* first provides an introduction to information-processing approaches and the tools for students to understand the data. The next sections explain factors that affect language learning, both internal (attention and awareness, individual differences, and the neural bases of language acquisition) and external (input, interaction, and pedagogical interventions). It concludes by looking at two pedagogical applications: processing instruction and content based instruction. This important and timely volume is a must-read for students of language learning, second language acquisition, and linguists who want to better understand the information-processing approaches to learning a non-primary language. This book will also be of immense interest to language scholars, program directors, teachers, and administrators in both second language acquisition and cognitive psychology.

How We Reorganize and Adapt Linguistic Knowledge University of Michigan Press

As language teachers, we have to pay attention to many things in our work so why add "attention to affect"? Perhaps the simplest, most direct answer is that whatever we focus most on in our particular context, be it general English, morphosyntax, phonetics, literature, English for academic writing or any other special area, attention to affect will make our teaching more effective. If I want to communicate to my students my respect for and interest in what I teach and to encourage them to share this interest, I have a valuable ally in attention to affect. This article will provide a more in-depth answer to the question of why affect is important and will discuss some options for dealing with it in the classroom.

Entrenchment and the Psychology of Language Learning Multilingual Matters

In this cutting-edge volume, scholars from around the world connect affect theory to the field of literacy studies and unpack the role and influence of this emerging area of scholarship on literacy education. Offering an introduction to affect theory and scholarship as it relates to literacy studies, contributors discuss the role of humanizing and dehumanizing influences on schooling and examine the emotional and affective dimensions at individual and communal levels. Arguing that an affective turn requires a radical rethinking of the nature of literacy, these chapters address the impact and import of emotion and affect on reading, writing and calling to action. Grounded in trailblazing research, the contributors push the boundaries of academic writing and model how theoretically-driven writing about affect must itself be moving and expressive.

Language Socialization in Classrooms Taylor & Francis

The Open Access version of this book, available at <https://www.taylorfrancis.com/books/e/9781351049139>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license. This volume offers an exhaustive look at the latest research on metacognition in language learning and teaching. While other works have explored certain notions of metacognition in language learning and teaching, this book, divided into theoretical and empirical chapters, looks at metacognition from a variety of perspectives, including metalinguistic and multilingual awareness, and language learning and teaching in L2 and L3 settings, and explores a range of studies from around the world. This allows the volume to

highlight a diverse set of methodological approaches, including blogging, screen recording software, automatic translation programs, language corpora, classroom interventions, and interviews, and subsequently, to demonstrate the value of metacognition research and how insights from such findings can contribute to a greater understanding of language learning and language teaching processes more generally. This innovative collection is an essential resource for students and scholars in language teaching pedagogy, and applied linguistics.

[Understanding Second Language Acquisition](#) Georgetown University Press

The volume constitutes an attempt to capture the intricate relationship between individual learner differences and other variables which are of interest to theorists, researchers and practitioners representing such diverse branches of applied linguistics as psycholinguistics, sociolinguistics, pragmatics or language teaching methodology. It brings together contributions by Polish and international authors, including leading experts in the field, touching upon changing perspectives on individual variation, cognitive, affective and social variables, learning deficits as well as their impact on learning and teaching. It offers a multifaceted perspective on these problems and shows how theory and research can be translated into classroom practice.

Capitalizing on Language Learners' Individuality Springer Nature

Research results over the past decades have consistently demonstrated that a key reason why many second language learners fail--while some learners do better with less effort--lies in various learner attributes such as personality traits, motivation, or language aptitude. In psychology, these attributes have traditionally been called "individual differences." The scope of individual learner differences is broad--ranging from creativity to learner styles and anxiety--yet there is no current, comprehensive, and unified volume that provides an overview of the considerable amount of research conducted on various language learner differences, until now. Each chapter in this new volume focuses on a different individual difference variable. Besides a review of the relevant second language literature, Zoltán Dörnyei presents a concise overview of the psychological research involving each topic. A key concern for the author has been to define the various learner factors as measurable constructs and therefore the discussion includes a summary of the most famous tests and questionnaires in each domain. A wide range of readers will benefit from this book--students in linguistics, applied linguistics, modern languages, and psychology programs; second language teachers participating in in-service training courses; and researchers in second language acquisition and psychology.

Affect, Representation and Language Springer

This book presents and elaborates on the rationale and implications of the transformational dimension of psychoanalysis. In so doing, it attempts to extend psychoanalytic theory and practice beyond neurosis and beyond what were formerly thought to be the limits of analytic understanding. Its theoretical vision sits at the crossroads of the thinking of Freud, Bion, Winnicott, Green and the

Paris Psycho-Somatic School. Other sources include the contributions of contemporary French psychoanalysts such as Laplanche, Donnet, L. Kahn, P. Miller and the Botellas, along with the work of Alvarez, Scarfone, Ferro, Ogden, and more. In re-examining the very epistemological foundations of psychoanalysis and their implications for a theory of psychic functioning, it follows upon and extends the radical implications of Freud's 1937 *Constructions* paper, the thoughts of Bion on intuition and Winnicott's understanding of the working through of the consequences of early pre-verbal environmental failure. In so doing, it makes a case for psychoanalysis as a powerful treatment for borderline, primitive narcissistic, post-traumatic and other character disorders and conditions - including perversions, addictions, psychosomatic, autistic and panic disorders. By presenting a revised metapsychology that is Freudian, contemporary and clinically near, *Affect, Representation and Language*. Between the Silence and the Cry offers practitioners at all levels of analytic experience a way of understanding and treating the expanding range of patients and disorders that present for treatment in our modern era.

Theories and Praxis Multilingual Matters

Language Education and Emotions presents innovative, empirical research into the influence of emotions and affective factors in language education, both in L1 and in foreign language education. It offers a comprehensive overview of studies authored and co-authored by researchers from all over the world. The volume opens and ends with "backbone" contributions by two of the discipline's most reputed scholars: Jane Arnold (Spain) and Jean-Marc Dewaele (United Kingdom). This book broadens our understanding of emotions, including well-known concepts such as foreign language anxiety as well as addressing the emotions that have only recently received scientific attention, driven by the positive psychology movement. Chapters explore emotions from the perspective of the language learner and the language teacher, and in relation to educational processes. A number of contributions deal with traditional, school-based contexts, whereas others study new settings of foreign language education such as migration. The book paints a picture of the broad scale of approaches used to study this topic and offers new and relevant insights for the field of language education and emotions. This book will be of great interest to academics, researchers and postgraduate students in the field of language education, psycholinguistics, sociolinguistics, and applied linguistics.

Methods, Theory, and Practice Ashgate Publishing, Ltd.

To date, the majority of work in language learning psychology has focused on the learner. In contrast, relatively little attention has been paid to teacher psychology. This volume seeks to redress the imbalance by bringing together various strands of research into the psychology of language teachers. It consists of 19 contributions on well-established areas of teacher psychology, as well as areas that have only recently begun to be explored. This original collection, which covers a multitude of theoretical and methodological perspectives, makes a significant contribution to the emerging field of language teacher psychology as a domain of inquiry within language education.

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