



# Faces In A Crowd The Individual Learner In Multisection Courses

**Emilie Sanchez**



## **Faces In A Crowd The Individual Learner In Multisection Courses:**

**Faces in a Crowd** Carol A. Klee, 1994 *Faces in a Crowd The Individual Learner in Multisection Courses* is the fifth book of the Issues in Language Program Direction AAUSC Annual Volumes During the past two decades an increasing amount of research has been dedicated to aspects of individual learners cf Skehan 1989 and has been accompanied by a focus on the need of individual learners in curriculum development and instructional practice cf Nunan 1988 Tarone and Yule 1989 This 1994 volume focuses on the individual learner in multisection courses

## **Investigating Individual Learner Differences in Second Language Learning** Mirosław Pawlak, 2021-06-01 This edited book brings together ten empirical papers reporting original studies investigating different facets of individual variation second language learning and teaching The individual difference factors covered include among others motivation self anxiety emotions willingness to communicate beliefs age and language learning strategies What is especially important some of the contributions to the volume offer insights into intricate interplays of these factors while others attempt to relate them to learning specific target language subsystems or concrete instructional options All the chapters also include tangible implications for language pedagogy The book is of interest to both researchers examining the role of individual variation in second language learning and teaching teacher trainers graduate and doctoral students in foreign languages departments as well as practitioners wishing to enhance the effectiveness of second language instruction in their classrooms

*UPRT 2008: Empirical Studies in English Applied Linguistics* ,

The SAGE Handbook of Gender and Education Christine Skelton, Becky Francis, Lisa Smulyan, 2006-10-23 The Handbook of Gender and Education brings together leading scholars on gender and education to provide an up to date and broad ranging guide to the field It is a comprehensive overview of different theoretical positions on equity issues in schools The contributions cover all sectors of education from early years to higher education curriculum subjects methodological and theoretical perspectives and gender identities in education Each chapter reviews synthesises and provides a critical interrogation of key contemporary themes in education This approach ensures that the book will be an indispensable source of reference for a wide range of readers students academics and practitioners The first section of the Handbook Gender Theory and Methodology outlines the various feminist perspectives on researching and exploring gender and education The section critiques the notion of gender as a category in educational research and considers recent trends evident especially in the gender and underachievement debates to locate gender difference solely within biology This section provides the broad background upon which the issues and debates in the other sections can be situated Section two Gender and Education considers the differing ways in which gender has been shown to impact upon the opportunities and experiences of pupils students teachers and other adults in the different sectors of education It also includes a chapter on single sex schooling Section three Gender and School Subjects comprises chapters that cover gender issues within the teaching and learning of particular school subjects for example maths literacy and science It also includes topics such as sex

education and assessment The chapters in section four Gender identity and educational sites address up to date issues which have a long history in terms of explorations into gender and educational opportunities More recent inclusions in the debates such as disability sexuality and masculinities are discussed alongside the more traditional concerns of race social class and femininities The final section Working in Schools and Colleges illuminates the working lives of teachers and academics The chapters cover such topics as school culture career progression and development and the gendered identities of professionals within educational institutions The contributors to this book have been selected by the editors as authorities in their specific area of gender and education and are drawn from the international scholarly community **The Wiley**

**International Handbook of Service-Learning for Social Justice** Darren E. Lund, 2018-08-17 A comprehensive guide to service learning for social justice written by an international panel of experts The Wiley International Handbook of Service Learning for Social Justice offers a review of recent trends in social justice that have been until recently marginalized in the field of service learning The authors offer a guide for establishing and nurturing social justice in a variety of service learning programs and show that incorporating the principles of social justice in service learning can empower communities to resist and disrupt oppressive power structures and work for solidarity with host and partner communities With contributions from an international panel of experts the Handbook contains a critique of the field's roots in charity a review of the problematization of Whitenormativity paired with the bolstering of diverse voices and perspectives and information on the embrace of emotional elements including tension ambiguity and discomfort This important resource Considers the role of the community in service learning and other community engaged models of education and practice Explores the necessity of disruption and dissonance in service learning Discusses a number of targeted issues that often arise in service learning contexts Offers a practical guide to establishing and nurturing social justice at the heart of an international service learning program Written for advanced undergraduate students graduate students scholars and educators The Wiley International Handbook of Service Learning for Social Justice highlights social justice as a conflict ridden struggle against inequality xenophobia and oppression and offers practical suggestions for incorporating service learning programs in various arenas

**Research Mosaics of Language Studies in Asia Differences and Diversity (Penerbit USM)** Salasiah Che Lah, Rita Abdul Rahman Ramakrishna, This book gives readers a present and critical view of different language and linguistic issues in selected Asian contexts The language aspect of the manuscript explores various areas of English language learning and teaching while the linguistic aspect looks at different fields such as sociolinguistics semantics stylistics corpus based studies translation studies and cultural studies These aspects also provide distinct tangents in researching language for they offer significant points of view and outcomes in understanding the influence and or the function of cultures when dealing with either spoken or written discourses involving native or non native speakers Such dynamics are instrumental in bringing about wider range of topics pertinent to the transdisciplinary nature of the current research theme in this part of the world

Substantially the major sub disciplines included in the manuscript frame both theoretical and hands on implications for more rigorous innovations and expansions in the respective area of investigation      *Strategies in Learning and Using a Second Language* Andrew D. Cohen,2014-06-11 *Strategies in Learning and Using a Second Language* examines what it takes to achieve long term success in languages beyond the first language Distinguishing language learning from language use strategies Andrew D Cohen disentangles a morass of terminology to help the reader see what language strategies are and how they can enhance performance Particular areas of research examined in the book include links between the use of task specific strategies and language performance how multilinguals verbalise their thoughts during language learning and use strategies that learners use in test taking contexts In this fully revised and substantially rewritten second edition every chapter has been reworked with material either updated or replaced Entirely new material has also been developed based on examples of specific strategies supplied by actual learners mostly drawn from a website featuring these strategies in the learning of Spanish grammar *Strategies in Learning and Using a Second language* will be an invaluable resource for language teachers and researchers as well as for administrators of second language programmes and for students of applied linguistics      *Applied Language Learning* ,2018      *UPRT 2007: Empirical Studies in English Applied Linguistics* ,

*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      *Handbook of Undergraduate Second Language Education* Judith W. Rosenthal,2013-06-17 This volume offers the most comprehensive up to date description of the wide array of second language programs currently available to undergraduate students in the United States and abroad It brings together for the first time detailed descriptions of programs in foreign language English as a second language ESL dual language bilingual American Sign Language Native American and heritage languages Addressing both theory and practice the volume presents the historical development current practices and future directions of each type of program along with detailed case studies

For second language teachers academic administrators and teacher educators this Handbook provides information that will be useful in making instructional and programmatic planning decisions

**The Routledge Handbook of Language Program Development and Administration** Alan V. Brown, Cori Crane, Beatrice C. Dupuy, Estela Ene, 2025-06-30 Second language program development and administration is a long standing area within the larger field of applied linguistics In many ways it is the quintessential applied linguistics field as it crosses disciplinary boundaries while balancing the rigors of scholarly inquiry with the demands of practical application without losing sight of concrete learner outcomes The Routledge Handbook of Language Program Development and Administration provides a scholarly rigorous yet practically relevant treatment of issues implicated in program development and administration with 52 chapters written by leading scholars in the field Authors not only address the theoretical underpinnings of their respective topics but also provide actionable evidence based recommendations concerning eminently practical matters In this way the volume provides both novice and experienced language program administrators with important guidance on how to think about the work that they do and how best to go about it while also validating language program administration as a scholarly area of inquiry The Routledge Handbook of Language Program Development and Administration is essential reading for practicing second language program administrators at the post secondary level in service and pre service second language instructors graduate students in applied linguistics and even upper level undergraduate education students considering second language teaching as a future career

*UPRT 2013* Judit Dombi, József Horváth, Marianne Nikolov, 2014-01-19 Eleven research papers from the field of applied linguistics

*Handbook for Achieving Gender Equity Through Education* Susan S. Klein, Barbara Richardson, Dolores A. Grayson, Lynn H. Fox, Cheris Kramarae, Diane S. Pollard, Carol Anne Dwyer, 2014-05-22 First published in 1985 the Handbook for Achieving Gender Equity Through Education quickly established itself as the essential reference work concerning gender equity in education This new expanded edition provides a 20 year retrospective of the field one that has the great advantage of documenting U S national data on the gains and losses in the efforts to advance gender equality through policies such as Title IX the landmark federal law prohibiting sex discrimination in education equity programs and research Key features include Expertise Like its predecessor over 200 expert authors and reviewers provide accurate consensus research based information on the nature of gender equity challenges and what is needed to meet them at all levels of education Content Area Focus The analysis of gender equity within specific curriculum areas has been expanded from 6 to 10 chapters including mathematics science and engineering Global Diversity Focus Global gender equity is addressed in a separate chapter as well as in numerous other chapters The expanded section on gender equity strategies for diverse populations contains seven chapters on African Americans Latinas/os Asian and Pacific Island Americans American Indians gifted students students with disabilities and lesbian gay bisexual and transgender students Action Oriented All chapters contain practical recommendations for making education activities and outcomes more gender equitable A final

chapter consolidates individual chapter recommendations for educators policymakers and researchers to achieve gender equity in and through education New Material Expanded from 25 to 31 chapters this new edition includes more emphasis on male gender equity and on sexuality issues special within population gender equity challenges race ability and disability etc coeducation and single sex education increased use of rigorous research strategies such as meta analysis showing more sex similarities and fewer sex differences and of evaluations of implementation programs technology and gender equity is now treated in three chapters women s and gender studies communication skills relating to English bilingual and foreign language learning and history and implementation of Title IX and other federal and state policies Since there is so much misleading information about gender equity and education this Handbook will be essential for anyone who wants accurate research based information on controversial gender equity issues journalists policy makers teachers Title IX coordinators equity trainers women s and gender study faculty students and parents

*Reducing Language Anxiety & Promoting Learner Motivation: A Practical Guide for Teachers of English As a Foreign Language* Fakieh Alrabai, 2014-05-19 This guide book is designed in response to the overwhelming need to find some practical techniques to control learners foreign language anxiety and to promote their motivation to learn English as a foreign language Anxiety controlling strategies provided in this guide are practical means developed to tackle anxiety sources that usually stem from learner s characteristics learner s beliefs about learning a foreign language teacher s characteristics language testing classroom atmosphere learning procedures etc Motivation promoting strategies involve those targeting situation specific learner motivational dispositions such as developing a positive relationship with learners and promoting learner curiosity self confidence and autonomy

**World Language Teacher Education** Jacqueline F. Davis, 2010-07-01 The significant change in public schools over the last two decades warrants a response in how we prepare teachers This volume is an effort to share the contributors knowledge experience and ideas with colleagues particularly with novice language teacher educators The suggestions in the chapters are primarily provided for the teaching methods course but many can be adapted to other education courses or for professional development programs The first section of the introduction provides a review of issues identified in teacher education including debates accountability and government influence over education The second section explores teacher educators in the literature such as issues in their practice and a focus on foreign language teacher educator practice The third section provides a brief overview of the chapters in the book

**Advocating for Sociolinguistic Justice in the United States** Michelle F. Ramos Pellicia, Patricia MacGregor-Mendoza, Mercedes Niño-Murcia, 2024-10-01 This collection focuses on social awareness and critical language awareness with the goal of enlightening and empowering multilingual and multicultural communities across the U S Each chapter brings to light the trauma gaps in services and misguided societal perceptions that adversely impact communities whose linguistic and cultural background and or status as migrants place them in vulnerable situations In doing so the authors and editors demonstrate how an increased awareness of diverse

communities linguistic and cultural wealth can be leveraged to build strength and resilience in order to overcome physical verbal or symbolic violence and provide remedies for inequities in educational medical and legal contexts Showcasing discussions of the intersectionality and contexts in which language power migration and the cultural funds of knowledge of minoritized communities interact this volume will be of interest to students scholars and educators in sociolinguistics applied linguistics and language education      *Post-colonial Curriculum Practices in South Asia* Asantha Attanayake, 2019-07-10 Post colonial Curriculum Practices in South Asia gives a conceptual framework for curriculum design for English Language Teaching taking into account context specific features in the teaching learning settings of post colonial South Asia It reveals how the attitudes prevalent in post colonial South Asian societies towards English negatively influence English language learning The book provides a comprehensive analysis to design a course for English language teaching that aims at building learner confidence to speak English Based on original research the study covers Bangladesh India Pakistan and Sri Lanka The book focuses on the context specific nature of learners and considers a curriculum design that binds teaching materials and teaching methods together with an aligned assessment Chapters discuss language attitudes learner characteristics and English in the context of native languages and introduce a special type of anxiety that stems from existing language attitudes in a society referred to as Language Attitude Anxiety The book will appeal to doctoral and post doctoral scholars in English language education students and researchers of sociolinguistics psycholinguistics as well as curriculum designers of ELT and language policy makers      **Learning and Teaching English in India** Ravi Sheorey, 2006-03-09 This book presents empirical studies on the various factors that influence English language learning and teaching in India In particular the author examines whether and to what extent the variables which have been shown to influence second language learning in monolingual countries also apply to the Indian situation which is characterized by multilingualism and multiculturalism Among the various aspects discussed in this book are Indian students and their teachers theories about learning English their preferences or styles for language learning the learning and reading strategies they use to enhance their competence in English the degree of language learning anxiety they experience and their attitudes toward and motivation for learning English Ravi Sheorey also explores Indian teachers judgments of the errors they come across in the writings of their students The results are compared to studies with subjects from other countries and the implications for the learning and teaching of English are discussed in each chapter      Applied Language Learning , 1998



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