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Experience, Seeking New Perspectives

Editor Shulamith Kreitler 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

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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

File Type PDF International Perspectives On Motivation Language Learning And 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,

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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, ...

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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 ...

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*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 ...

Psychology Today

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 ...

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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 ...

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*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 ...

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Teaching

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.

This book explores theories and pedagogies in the L2 classroom that have led to an understanding of how

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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

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contributions are the result of an open call for studies that highlight practical innovative approaches in 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

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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.

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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 edited book offers culturally-situated, critical accounts of Content and Language Integrated Learning (CLIL) approaches in diverse educational settings, showcasing authentic examples of how CLIL

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can be applied to different educational levels from primary to tertiary. The contributors offer a research-based, critical view of CLIL opportunities, challenges and implications in the following areas: teacher education, continuing professional development, assessment, teacher-student dialogue, translanguaging, coursebooks, bilingual education, authenticity, language development and thinking skills. This wide-ranging volume will appeal to students and scholars of English Language Teaching (ELT), language policy and planning, bi- and multilingualism, and applied linguistics more broadly.

This collection brings new insight into the relationship

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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.

With contributions by leading European, North American and Asian scholars, this volume offers a comprehensive anthology of conceptual and empirical papers describing the latest developments in L2 motivation research that involves the reframing of motivation in the context of contemporary notions of self and identity.

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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

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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 book synthesises current theory and research on L2 motivation in the EFL Japanese context carried out by internationally recognized researchers and upcoming researcher-educators working in various educational contexts in Japan. Topics covered include the issues of cultural identity, demotivation, language communities, positive psychology, possible L2 selves and internationalisation within a key EFL context. The

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studies in the book utilise a wide variety of research methodologies aiming to narrow the gap between theory and practice and examine L2 motivation in primary, secondary and tertiary education. This volume will be of interest to research/teacher professionals who are currently engaged in active ESL/EFL practice, EFL educators, researchers, and teacher-trainers both inside and outside Japan, who are interested in research on L2 motivation in general and within the Japanese context in particular, as well as graduate and postgraduate researchers.

This book explores how complex systems theory can contribute to the understanding of classroom

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language learner motivation through an extended examination of one particular, situated research project. Working from the lived experience of the participants, the study describes how action research methods were used to explore the dynamic conditions operating in a foreign language classroom in Japan. The book draws attention to the highly personalised and individual, yet equally co-formed nature of classroom foreign language learning motivation and to the importance of agency and emotions in language learning. It presents an extended illustration of the applicability of complex systems theory for research design and process in SLA and its narrative approach shines light upon the evolving nature of

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research and role of the researcher. The study will be a valuable resource for practitioners, researchers and postgraduate students interested in classroom language teaching and learning, especially those with a focus on motivation among learners.

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