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# Download Ebook Emotions In Second Language Teaching

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## KEY=IN - AUTUMN HARVEY

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**Emotions in Second Language Teaching Theory, Research and Teacher Education Springer** 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.

**Language Education and Emotions Research into Emotions and Language Learners, Language Teachers and Educational Processes Routledge** 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.

**Emotions and English Language Teaching Exploring Teachers' Emotion Labor** Taylor & Francis Taking a critical approach that considers the role of power, and resistance to power, in teachers' affective lives, Sarah Benesch examines the relationship between English language teaching and emotions in postsecondary classrooms. The exploration takes into account implicit feeling rules that may drive institutional expectations of teacher performance and affect teachers' responses to and decisions about pedagogical matters. Based on interviews with postsecondary English language teachers, the book analyzes ways in which they negotiate tension—theorized as emotion labor—between feeling rules and teachers' professional training and/or experience, in particularly challenging areas of teaching: high-stakes literacy testing; responding to student writing; plagiarism; and attendance. Discussion of this rich interview data offers an expanded and nuanced understanding of English language teaching, one positing teachers' emotion labor as a framework for theorizing emotions critically and as a tool of teacher agency and resistance.

**Emotions in Second Language Teaching Theory, Research and Teacher Education** Springer 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.

**The Emotional Rollercoaster of Language Teaching Multilingual Matters** This book focuses on the emotional complexity of language teaching and how the diverse emotions that teachers experience while teaching are shaped and function. The book is based on the premise that teaching is not just about the transmission of academic knowledge but also about inspiring students, building rapport with them, creating relationships based on empathy and trust, being patient and most importantly controlling one's own emotions and being able to influence students' emotions in a positive

way. The book covers a range of emotion-related topics on both positive and negative emotions which are relevant to language teaching including emotional labour, burnout, emotion regulation, resilience, emotional intelligence and wellbeing among others. These topics are studied within a wide range of contexts such as teacher education programmes, tertiary education, CLIL and action research settings, and primary and secondary schools across different countries. The book will appeal to any student, researcher, teacher or policymaker who is interested in research on the psychological aspects of foreign language teaching. **Language Teacher Psychology Multilingual Matters** 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. **Considering Emotions in Critical English Language Teaching Theories and Praxis** Groundbreaking in the ways it makes new connections among emotion, critical theory, and pedagogy, this book explores the role of students' and teachers' emotions in college instruction, illuminating key literacy and identity issues faced by immigrant students learning English in postsecondary institutions. Offering a rich blend of, and interplay between, theory and practice, it asks: How have emotions and affect been theorized from a critical perspective, and how might these theories be applied to English language teaching and learning? What do complex and shifting emotions, such as hope, disappointment, indignation, and compassion, have to do with English language teaching and learning in the neoliberal context in public universities? How might attention to emotions lead to deeper understanding of classroom interactions and more satisfying educational experiences for English language teachers and students? These questions are addressed not just theoretically, but also practically with examples from college classes of assigned readings, student writing, and classroom talk in which various emotions came into play. Thought-provoking, accessible, and useful, this is a must-read book for scholars, students, and teachers in the field of English language teaching. **Personality and Emotional Intelligence in Second Language Learning** Cambridge Scholars Publishing 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 Psychological Experience of Integrating Content and Language Multilingual Matters** This book brings together a diverse range of empirical chapters spanning various contexts and educational levels which explore the psychology of teaching and learning a subject through a second or other language. The chapters discuss both the psychological stressors and strains for learners and teachers, as well as the benefits and joys of being involved in such programmes. The studies encompass a range of areas, such as Content and Language Integrated Learning (CLIL), Foreign Language Medium of Instruction (FMI), bilingual education and other related approaches to integrating content and language. They feature a variety of psychological constructs, including identity, self-confidence, motivation, self-concept, teacher and learner beliefs, affect, anxiety, stress, mindsets, attributions and well-being, from the perspectives of both teachers and learners. This book is essential reading for anyone interested in ensuring that teachers and students are properly supported and that their experiences of integrated content and language settings enable them to flourish.

**Positive Psychology in Second and Foreign Language Education** Springer Nature This book demonstrates how resources taken from positive psychology can benefit both teachers and learners. Positive psychology is the empirical study of how people thrive and flourish. This book explores a range of topics, such as affectivity and positive emotions, engagement, enjoyment, empathy, positive institutions, a positive L2 self-system, as well as newly added Positive Language Education. Some papers in this collection introduce new topics such as the role of positive psychology in international higher education, a framework for understanding language teacher well-being from an ecological perspective, or positive institutional policies in language education contexts.

**The Emotional Rollercoaster of Language Teaching** "This book focuses on the emotional complexity of language teaching and how the diverse emotions that teachers experience are shaped and function. The book covers a range of emotion-related topics on both positive and negative emotions, including emotional labour, burnout, emotion regulation, resilience, emotional intelligence and wellbeing"--

**TEACHER WELLBEING** Oxford University Press This book seeks to support and maintain teacher wellbeing, particularly for language teachers, through a variety of approaches. While acknowledging the importance of contextual factors, the book serves as a practical guide for individual teachers, helping them discover strategies for nurturing and promoting their

**wellbeing. Understanding Emotions in English Language Learning in Virtual Worlds Routledge** This book contributes to overcoming the deficit in research on emotions in foreign language learning in the domain of computer-assisted language learning (CALL) in both traditional and virtual settings. The authors divide emotions into positive (i.e., enjoyment and curiosity) and negative (i.e., boredom and language anxiety) and explore their role in L2 teaching and learning in CALL environments from theoretical, empirical and pedagogical perspectives. The book begins with a theoretical overview of selected issues concerning positive and negative emotions and surveys the studies that have dealt with this issue in L2 learning in conventional settings and CALL. The empirical part of the book is devoted to a research project which explores the experience of positive and negative emotions in learning English in the virtual world Second Life, the relationships of the emotions in question and factors influencing them. The book concludes by recommending a selection of practices which can help maximize the positive emotions and minimize the negative emotions in foreign language learning in CALL environments. This is an important and illuminating read for students and scholars of applied linguistics, second language education and educational technology who are interested in CALL and in incorporating VW/VR-based language learning programs into their studies and teaching.

**Emotions and English Language Teaching Exploring Teachers' Emotion Labor Routledge** Taking a critical approach that considers the role of power, and resistance to power, in teachers' affective lives, Sarah Benesch examines the relationship between English language teaching and emotions in postsecondary classrooms. The exploration takes into account implicit feeling rules that may drive institutional expectations of teacher performance and affect teachers' responses to and decisions about pedagogical matters. Based on interviews with postsecondary English language teachers, the book analyzes ways in which they negotiate tension—theorized as emotion labor—between feeling rules and teachers' professional training and/or experience, in particularly challenging areas of teaching: high-stakes literacy testing; responding to student writing; plagiarism; and attendance. Discussion of this rich interview data offers an expanded and nuanced understanding of English language teaching, one positing teachers' emotion labor as a framework for theorizing emotions critically and as a tool of teacher agency and resistance.

**English as a foreign language teacher education Current perspectives and challenges Rodopi** The field of Second Language Teacher Education (SLTE) is mainly concerned with the professional preparation of L2 teachers. In order to improve teaching in the multilingual and multicultural classroom of the 21st century, both pre- and in-service L2 teachers as well as L2 teacher educators must be prepared to meet the new challenges of education under the current circumstances, expanding their roles and responsibilities so as to face the new complex realities of language instruction. This volume explores a number of key dimensions of EFL teacher education. The

sixteen chapters discuss a wide variety of issues related to second language pedagogy and SLTE. Topics discussed include the importance of SLA research; competency-based teacher education approach; classroom-based action research; SLTE models; the value and role of practicum experience abroad; the models of pronunciation teaching; multicultural awareness and competence; the influence of teachers' cognitions, emotions and attitudes on their emerging and changing professional identities; the potential of classroom materials and technology; and CLIL and ESP teacher education. English as a foreign language teacher education: Current perspectives and challenges will be of interest to teachers-in-training, teachers, teacher educators and to those educational researchers interested in how L2 teaching is actually learned in professional preparation programmes. Juan de Dios Martínez Agudo is Associate Professor of EFL Teacher Education at the University of Extremadura, Spain. His current research interests include Second Language Acquisition and English Teaching Methodology. His most recent books are *Oral Communication in the EFL Classroom* (2008), *Errors in the Second Language Classroom: Corrective Feedback* (2010) and *Teaching and Learning English through Bilingual Education* (2012). *Technology and the Psychology of Second Language Learners and Users* Springer Nature 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. *Emotions in Multiple Languages* Springer A large-scale investigation on how multilinguals feel about their languages and use them to communicate emotion. Combining quantitative and qualitative approaches, the author looks at the factors that affect multilinguals' self-perceived competence, attitudes, communicative anxiety, language choice and code-switching. *Doing SLA Research with Implications for the Classroom* Reconciling methodological demands and pedagogical applicability John Benjamins Publishing Company This book is unique in bringing together studies on instructed second language acquisition that focus on a common question: "What renders this research particularly relevant to classroom applications, and what are the advantages, challenges, and potential pitfalls of the methodology adopted?" The

empirical studies feature experimental, quasi-experimental and observational research in settings ranging from the classroom to the laboratory and CALL contexts. All contributors were asked to discuss issues of cost, ethics, participant availability, experimental control, teacher collaboration, and student motivation, as well as the generalizability of findings to different kinds of educational contexts, languages, and structures. This volume should be of interest to graduate students in second language research, practicing teachers who want some guidance to navigate the sometimes overwhelming array of publications, and to researchers who are planning studies on instructed second language learning or teaching and are looking to make principled decisions on which of the existing methodologies to adopt. **The Routledge Handbook of the Psychology of Language Learning and Teaching** Routledge This state-of-the-art volume is the first to capture a hybrid discipline that studies the role and linguistic implications of the human mind in language learning and teaching. This Handbook considers individual as well as collective factors in language learners and teachers from an array of new empirical constructs and theoretical perspectives, including implications for practice and “myths, debates, and disagreements” in the field, and points to future directions for research. This collection of stellar contributions is an essential resource for researchers, advanced students, and teachers working in applied linguistics, second language acquisition, psychology, and education. **Key Questions in Second Language Acquisition** An Introduction Cambridge University Press This highly accessible introductory textbook carefully explores the main issues that have driven the field of second language acquisition research. Intended for students with little or no background in linguistics or psycholinguistics, it explains important linguistic concepts, and how and why they are relevant to second language acquisition. Topics are presented via a 'key questions' structure that enables the reader to understand how these questions have motivated research in the field, and the problems to which researchers are seeking solutions. It provides a complete package for any introductory course on second language acquisition. **Bilingual Minds** Emotional Experience, Expression, and Representation Multilingual Matters Do bi- and multilinguals perceive themselves differently in their respective languages? Do they experience different emotions? How do they express emotions and do they have a favourite language for emotional expression? How are emotion words and concepts represented in the bi- and multilingual lexicons? This ground-breaking book opens up a new field of study, bilingualism and emotions, and provides intriguing answers to these and many related questions. **Positive Psychology in SLA** Multilingual Matters Positive psychology is the scientific study of how human beings prosper and thrive. This is the first book in SLA dedicated to 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. **Emotions and Multilingualism** Cambridge University Press Pavlenko challenges the monolingual bias of modern linguistics and psychology by bringing together insights from many different fields. **Language and Emotion** Cambridge University Press This book analyses the signals people use to express emotion, looking at the social, cultural and political functions of emotional language. **Language for Behaviour and Emotions A Practical Guide to Working with Children and Young People** Routledge This practical, interactive resource is designed to be used by professionals who work with children and young people who have Social, Emotional and Mental Health needs and Speech, Language and Communication needs. Gaps in language and emotional skills can have a negative impact on behaviour as well as mental health and self-esteem. The Language for Behaviour and Emotions approach provides a systematic approach to developing these skills so that young people can understand and work through social interaction difficulties. Key features include: A focus on specific skills that are linked to behaviour, such as understanding meaning, verbal reasoning and emotional literacy skills. A framework for assessment, as well as a range of downloadable activities, worksheets and resources for supporting students. Sixty illustrated scenarios that can be used flexibly with a wide range of ages and abilities to promote language skills, emotional skills and self-awareness. This invaluable resource is suitable for use with young people with a range of abilities in one to one, small group or whole class settings. It is particularly applicable to children and young people who are aiming to develop wider language, social and emotional skills including those with Developmental Language Disorder and Autism Spectrum Disorder. **Boredom in the Foreign Language Classroom A Micro-Perspective** Springer Nature The book focuses on boredom, a construct that has been explored in educational psychology but has received only scant attention from second language acquisition researchers. Although recent years have seen a growing interest in positive emotions in second or foreign language learning and teaching, negative emotions are always present in the classroom and they deserve to be investigated in their own right. The theoretical part provides an overview of the construct of boredom (e.g., definitions, types, empirical studies in the L2 classroom). The empirical part reports the findings of an empirical study which aimed to examine the changes in the levels of boredom experienced by a group of English majors in English classes and identify the factors accounting for such changes. The

book closes with a discussion of directions for further research as well as some pedagogic implications. **Positive Psychology Perspectives on Foreign Language Learning and Teaching** Springer This book introduces readers to the principles of a fairly new branch of psychology - positive psychology - and demonstrates how they can be applied in the context of second language acquisition in a natural environment and in instructed foreign language (FL) learning. It focuses both on the well-being and success of the learner and the professional and personal well-being of the teacher. Further, the book stresses the importance of the positive emotions and character strengths of those involved in the process of language learning and teaching, as well as the significant role played by enabling institutions such as school and, at the micro-level, individual FL classes. **The Man in the High Castle** Houghton Mifflin Harcourt In a classic work of alternate history, the United States is divided up and ruled by the Axis powers after the defeat of the Allies during World War II. Reissue. Winner of the Hugo Award for Best Novel. **Emotion in Multilingual Interaction** John Benjamins Publishing Company This volume brings together for the first time a collection of studies that investigates how multilingual speakers construct emotions in their talk as a joint discursive practice. The contributions draw on the well established, converging traditions of conversation analysis, discursive psychology, and membership categorization analysis together with recent work on interactional storytelling, stylization, and multimodal analysis. By adopting a discursive approach to emotion in multilingual talk, the volume breaks with the dominant view of emotions as cognitive and intra-psychological phenomena and their study through self-report. Through detailed analyses of original recorded data, the chapters examine how participants produce emotion-implicative actions, identities, stances, and morality through their interactional work in ordinary face-to-face conversation, computer-mediated interaction, institutional talk in medical, educational, and broadcast media settings, and in research interviews. The volume addresses itself to students and researchers interested in language and emotion, multilingual speakers and settings, pragmatics, and discourse analysis. **Teaching and Learning English through Bilingual Education** Cambridge Scholars Publishing These days, numerous studies document and advocate the potential effectiveness of the CLIL approach, which is viewed as a real revolution in second language pedagogy. European bilingual education models are currently exemplified by CLIL - Content and Language Integrated Learning - a new generic and/or umbrella term for bilingual education, which has been rapidly spreading throughout Europe since the mid-nineties. Over the last decade there has been an explosion of interest in CLIL pedagogy in Europe and beyond. However, CLIL pedagogy also involves complex challenges concerning its implementation and the professional development of teachers. This publication provides readers with a collection of original papers covering essential aspects of CLIL pedagogy. This collection of papers serves as a good indication that valuable research is being conducted throughout

Europe and that CLIL research is establishing itself as an important area of applied linguistics. This book is mainly addressed to those in-service teachers who teach in bilingual classrooms anywhere in the world, under any circumstances, and who wish to know more about CLIL pedagogy. It can also be used as a helpful handbook for EFL student teachers. The book is also for teacher trainers running both pre-service and in-service courses.

**New Insights Into Language Anxiety Theory, Research and Educational Implications** Multilingual Matters Limited This book provides an overview of current theory, research and practice in the field of language anxiety and brings together a range of perspectives on this psychological construct in a single volume. Chapters show that language anxiety can be viewed as a complex and dynamic construct and can be researched using different methods and frameworks.

**The Lottery** The Creative Company A seemingly ordinary village participates in a yearly lottery to determine a sacrificial victim.

**Individual Differences and Instructed Language Learning** John Benjamins Publishing Second language learners differ in how successfully they adapt to, and profit from, instruction. This book aims to show that adaptation to L2 instruction, and subsequent L2 learning, is a result of the interaction between learner characteristics and learning contexts. Describing and explaining these interactions is fundamentally important to theories of instructed SLA, and for effective L2 pedagogy. This collection is the first to explore this important issue in contemporary task-based, immersion, and communicative pedagogic settings. In the first section, leading experts in individual differences research describe recent advances in theories of intelligence, L2 aptitude, motivation, anxiety and emotion, and the relationship of native language abilities to L2 learning. In the second section, these theoretical insights are applied to empirical studies of individual differences-treatment interactions in classroom learning, experimental studies of the effects of focus on form and incidental learning, and studies of naturalistic versus instructed SLA.

**Investigating Individual Learner Differences in Second Language Learning** Springer Nature 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.

**Psycholinguistics and Cognition in Language Processing** IGI Global The relationship between

language and psychology is one that has been studied for centuries. Influencing one another, these two fields uncover how the human mind's processes are interrelated. *Psycholinguistics and Cognition in Language Processing* is a critical scholarly resource that examines the mystery of language and the obscurity of psychology using innovative studies. Featuring coverage on a broad range of topics, such as language acquisition, emotional aspects in foreign language learning, and speech learning model, this book is geared towards linguists, academicians, practitioners, and researchers, seeking current research on the cognitive and emotional synthesis of multilingualism. *Sociological Understandings of Teachers' Emotions: A Short Introduction, Critical Review, and the Way Forward* Anchor Academic Publishing (aap\_verlag) Teachers' emotions have been issues drawing the attentions of educational scientists. Since teachers' emotions has been regarded as a psychological phenomenon, the educational scientists explain how teachers feel and how their feelings affect educational process with psychological theories. However, more and more educational scientists note that teachers' emotions are socially constructed and the social construction of teachers' emotions is not explained by the psychological theories. As a result, they switch their theoretical perspectives from psychology to sociology. In the literature, the sociological theories they have employed include the labor process theory, theory of bureaucracy, emotional labor theory, post-structuralism, theory of emotional geographies, and identity theory. Nevertheless, each of the theories has some limitations. Therefore, the goals of this book is to (1) introduce and review the sociological theories which are applied to explain teachers' emotions critically and (2) propose a sociological framework and research agenda for further studies based on the critically review. *Affect in Language Learning Understanding Second Language Acquisition* Routledge Whether we grow up with one, two, or several languages during our early years of life, many of us will learn a second, foreign, or heritage language in later years. The field of Second language acquisition (SLA, for short) investigates the human capacity to learn additional languages in late childhood, adolescence, or adulthood, after the first language --in the case of monolinguals-- or languages --in the case of bilinguals-- have already been acquired. *Understanding Second Language Acquisition* offers a wide-encompassing survey of this burgeoning field, its accumulated findings and proposed theories, its developed research paradigms, and its pending questions for the future. The book zooms in and out of universal, individual, and social forces, in each case evaluating the research findings that have been generated across diverse naturalistic and formal contexts for second language acquisition. It assumes no background in SLA and provides helpful chapter-by-chapter summaries and suggestions for further reading. Ideal as a textbook for students of applied linguistics, foreign language education, TESOL, and education, it is also recommended for students of linguistics, developmental psycholinguistics, psychology, and cognitive science.

**Supporting resources for tutors are available free at [www.routledge.com/ortega](http://www.routledge.com/ortega). Multifaceted Strategies for Social-emotional Learning and Whole Learner Education "This book supports teachers who wish to utilize these teaching theories to meet their students' needs academically, socially, and emotionally and to ensure that they become lifelong learners"-- Engaging Language Learners in Contemporary Classrooms This accessible book offers a fresh perspective on engagement, with an emphasis on how teachers can create the conditions for active engagement and the role learners can play in shaping the way they learn. Drawing on extensive theoretical knowledge, the book takes an applied approach, providing clear principles and practical strategies for teachers.**