

WHAT IS YOUR TEACHER PERSONALITY?



Every teacher approaches their job differently. Some teachers are strict, while others are lenient. Some are spontaneous, while others are more practical. One thing is for sure: there's pros and cons to every teaching style. **What teacher personality type best fits you or your favorite teacher?**

Parental	Buddy	Reluctant	Wizard	Aloof	Sergeant
Nurturing Patient Sympathetic Indulgent	Lenient Humorous Casual Unstructured	Bored Uninspired Irritable Practical	Enthusiastic Spontaneous Knowledgeable Unconscientious	Sarcastic Stern Stoic Conscientious	Strict Structured Distant Focused
 Miss Honey <i>Matilda</i> "I can't abandon my children. And if I couldn't teach, I'd have nothing at all."	 Dean Craig Pelton <i>Community</i> "Off campus, I'm just a Craig-ular Joel!"	 Luke Skywalker <i>Star Wars: The Last Jedi</i> "I will never train another generation of Jedi."	 Miss Frizzle <i>The Magic School Bus</i> "Take chances, make mistakes, get messy!"	 Mr. George Feeny <i>Boy Meets World</i> "Is that the stupid idea train coming around the bend?"	 Miranda Bailey <i>Grey's Anatomy</i> "I hear everything. I know everything. I am watching each and every one of you."
 Ms. Rains <i>Precious</i> "People do love you, Precious! ...your baby loves you. 'I love you!'"	 Sister Mary Clarence <i>Sister Act II: Back in the Habit</i> "No, sir, let's talk about your mama. Who's so dumb she got hit by a parked car!"	 Edna Krabappel <i>The Simpsons</i> "These tests will have no affect on your grades. They merely determine your future social status and financial success, if any."	 Syrio Forel <i>Game of Thrones</i> "There is only one god and his name is Death, and there is only one thing we say to Death: Not today."	 Professor Minerva McGonagall <i>Harry Potter</i> "Would it be more useful if I were to transfigure Mr. Potter and yourself into a pocket watch? That way, one of you might be on time."	 Terence Fletcher <i>Whiplash</i> "I was there to push people beyond what's expected of them. I believe that's an absolute necessity."

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Austin Guildford Schmidt



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Teaching & Researching: Language Learning Strategies Rebecca L. Oxford, 2013-11-26 New to the regarded Applied Linguistics in Action series this accessible and informative book redraws the language learning strategy landscape In this book Rebecca Oxford offers practical innovative suggestions for assessing teaching and researching language learning strategies she provides examples of strategies and tactics from all levels from beginners to distinguished level learners as well as a new taxonomy of strategies for language learning The Role of Self-Esteem in Foreign Language Learning and Teaching Agnieszka Habrat, 2018-02-22 This book demonstrates how foreign language self esteem FLSE affects foreign language L2 learning and teaching and how it fluctuates with growing proficiency Further it explains the interaction between FLSE and a range of factors of recognized importance in second language acquisition SLA The theoretical part of the book presents the main pillars of self esteem as well as its notable influence on psychological functioning and learning with special emphasis being placed on L2 learning In turn the empirical part presents the findings of a study that explored the trajectory and behavioural outcomes of FLSE across three stages of education The book closes by outlining future research directions as well as some pedagogical implications In particular the findings of the study can be employed in teaching English as a foreign or second language by helping instructors understand the significance of learners individual differences

Proceedings of The 7th International Conference on Contemporary Education, Social Sciences and Humanities (Philosophy of Being Human as the Core of Interdisciplinary Research) (ICCESSH 2022) Olga Chistyakova, Iana Roumbal, 2023-02-10 This is an open access book The aim of the Conference is to provide a shared platform for academics scholars PhD students and graduate students with different cultural backgrounds to present and discuss research developments and innovations in the fields of contemporary education social sciences and humanities are referred with the understanding of the Human being Papers concerning education philosophy philosophical anthropology sociology theory and history of culture epistemology religions ethics are strongly related with analyzing of the Human being will be considered Interdisciplinary approach and comparative perspective are encouraged *Introducing Second Language Acquisition* Kirsten M. Hummel, 2021-02-24 An up to date overview of second language acquisition designed to engage 21st century learners *Introducing Second Language Acquisition Perspectives and Practices* provides a clear and comprehensive introduction to the main concepts issues and debates in second language acquisition studies This introductory textbook is aimed specifically at students encountering the topic for the first time Each chapter offers a modern layout with engaging pedagogical features such as self assessment and discussion questions project ideas and further reading and viewing suggestions The second edition of *Introducing Second Language Acquisition Perspectives and Practices* has been fully updated to reflect the most recent scholarship in the field It introduces a new structure featuring separate chapters on theoretical perspectives which cover past and present approaches as well as cognitive approaches New content also includes

sections on skill acquisition theory translanguaging second language literacy development and multilingualism Written in accessible language and with a focus on practical applications this go to textbook is a clear and concise introduction to second language acquisition studies offering lessons drawn from the latest leading research It is an ideal resource for students in applied linguistics and second language education This key text offers Comprehensive coverage of the latest research in second language acquisition studies Improved organizational structure to promote greater student comprehension Engaging introduction to the theoretical underpinnings of second language acquisition with chapters on first language acquisition and bilingualism and multilingualism Coverage of key topics including acquisition contexts theoretical perspectives language teaching methods and individual differences Pedagogical tools to aid student learning including language learning in practice textboxes bolded terms defined in the margins and an end of book glossary With a strong focus on the fundamentals this second edition of *Introducing Second Language Acquisition* stands as an innovative guide This book is ideal for today's undergraduate students offering a practical focus and appealing format that will aid in learning and provide a solid foundation for further study

Innovation on Education and Social Sciences Irena Maureen, Elly Imah, Siti Savira, Syafi'ul Anam, Masilva Mael, Lina Hartanti, 2022-03-06 After a year of a global Covid 19 pandemic still we have more questions than answers to the future of education and our social life It is more important than ever to follow the developments closely in the coming period pay attention to critical concerns such as inequality as well as positive signs of transformation and innovation in all aspects of the world of teaching and learning Expectations on what the future brings will have to be based on solid research rather than short term perceptions The proceedings of IJCAH 2021 are an interdisciplinary platform for teachers researchers practitioners and academicians to discuss the latest research findings concerns and practical challenges encountered and solutions adopted in the fields of Arts and Humanities The subject areas within the proceeding are education language learning arts culture social sciences

Extroversion/introversion in Foreign Language Learning Natsumi Wakamoto, 2009 This book explores how learners personalities influence foreign language learning in Japan In particular this volume investigates three main research questions What are the learning strategies generally employed by Japanese college students What are the characteristic learning strategies of extroverts and introverts Do extroversion and introversion have an impact on English listening proficiency In the analysis carried out in the volume both quantitative and qualitative research methods have been used As regards the former various types of questionnaires have been employed measuring strategy use personality characteristics and English proficiency As regards the latter the strategies students use both in the classroom and in a tutorial learning situation have been observed integrated with interviews with the students themselves regarding their use of learning strategies In the last part of the book the pedagogical implications of this study are examined with suggestions for both teachers and learners

Exploring English Grammar Caroline Coffin, Jim Donohue, Sarah North, 2013-04-15 This engaging textbook bridges the gap between traditional and

functional grammar Starting with a traditional approach students will develop a firm grasp of traditional tools for analysis and learn how SFG Systemic Functional Grammar can be used to enrich the traditional formal approach Using a problem solving approach readers explore how grammatical structures function in different contexts by using a wide variety of thought provoking and motivating texts including advertisements cartoons phone calls and chatroom dialogue Each chapter focuses on a real world issue or problem that can be investigated linguistically such as mis translation or problems arising from a communication disorder By working on these problems students will become equipped to understand and analyze formal and functional grammar in different genres and styles With usable and accessible activities throughout Exploring English Grammar is ideal for upper undergraduate and postgraduate students of English language and linguistics

Individual Differences in Language Learning Carol Griffiths, Adem Soruç, 2020-12-01 This textbook takes a Complex Systems Theory approach to examine individual differences between learners and the potential impact of these variables on the process of acquiring a second language The authors argue that individual variables cannot provide the complete picture and that they must instead be understood as part of an interconnected and dynamic system of different factors in order to be useful in a language learning context Written in an accessible style and suitable for final year undergraduate and Masters level students the book includes clear definitions of key terms discussion questions for classroom use practical exercises and activities and examples of real empirical studies that students and teachers can replicate in their own contexts This textbook will be of interest to students taking TESOL and SLA courses and modules as well as those on broader Applied Linguistics programmes

Contemporary Issues in Foreign Language Education Małgorzata Baran-Łucarz, Anna Czura, Małgorzata Jedynak, Anna Klimas, Agata Słowik-Krogulec, 2023-05-02 This edited volume offers an insightful theoretical conceptualization of issues central to 21st century foreign language learning and teaching Drawing on research results obtained in the fields of pedagogy social psychology and sociology of education this book provides a comprehensive practical exploration of issues experienced by researchers in Poland and in Europe and which can easily find far reaching implications in other educational contexts Part I Focus on the Teacher includes seven texts discussing topics relevant to teacher initial and in service education as well as the functioning of foreign language instructors in educational systems The eight contributions included in Part II Focus on the Learner explore learner internal and learner external factors that affect the effectiveness of the language learning process The exploration of key contemporary topics and the wide range of methodologies applied make this book of high relevance to Second Language Acquisition scholars teacher educators teachers and language education policy makers

Teacher Education and Professional Development In Industry 4.0 Ashadi, Joko Priyana, Basikin, Anita Triastuti, Nur Hidayanto Pancoro Setyo Putro, 2020-10-20 The main theme of the proceedings of the 4th International Conference on Teacher Education and Professional Development InCoTEPD 2019 is Teacher Education and Professional Development in Industry 4 0 The papers have been carefully grouped under the subthemes of teacher education

and professional development curriculum learning materials teaching learning process technology and media and assessment in Industry 4.0 education. They also cover vocational education in the era in question and one section is devoted to Industrially disadvantaged societies. As these papers were presented at an internationally refereed conference dedicated to the advancement of theories and practices in education, they provide an opportunity for academics and professionals from various educational fields with cross-disciplinary interests to bridge the knowledge gap and promote research esteem and the evolution of pedagogy.

Cross-Cultural Considerations in the Education of Young Immigrant Learners Keengwe, Jared, Onchwari, Grace, 2013-12-31. The rapid growth in online and virtual learning opportunities has created culturally diverse university classes and corporate training sessions. Instruction for these learning opportunities must adjust to meet participant needs. *Cross Cultural Considerations in the Education of Young Immigrant Learners* brings together professional discourse regarding best practices, challenges, and insights on both higher education and corporate training settings. This book is a vital instrument for instructional designers, faculty administrators, corporate trainers, students, and researchers interested in design and facilitation of online learning for a global audience.

Language Intake Carol Griffiths, 2024-11-05. Aimed towards advanced students and researchers in language acquisition and teaching, *Language Intake: Understanding and Improving Language Learning and Teaching* considers the long-debated definition of language intake and its determining factors. In doing so, it presents a unique argument for language input and intake with a particular focus on how input, interaction, identity, and investment contribute to intake through complex intercommunication. The book defines each of the contributing factors of intake in turn and demonstrates the principles of language intake through interviews with successful language learners in order to encourage teachers to take these factors into consideration so as to maximise intake of the target language. The author proposes that all these multiple factors contribute to what might be called the Intake Hypothesis, which can be outlined as a practicable framework to support teachers in providing rich, interesting, and extensive input, affording opportunities for interaction, respecting learner identity, and offering a motivating environment to encourage and sustain investment of time and effort, thereby contributing to intake.

Instructional Process and Concepts in Theory and Practice Celal Akdeniz, 2016-11-22. This book offers an accessible, practical, and engaging guide that provides sample instructional activities supported by theoretical background information with a focus on the nature of the instructional process in relation to several variables. It approaches instructional models, strategies, methods, techniques, tactics, and planning from a new perspective and shares effective tips to help readers better understand the instructional process and its theoretical elements. The book addresses the following questions: What is the nature of the instructional process? What are the classifications of contemporary models and strategies developed within the instructional process? Which groups yield the most effective methods and techniques, and how can they best be practically implemented? What are the instructional tactics teachers need to take into consideration in which groups are they collected, and which tips can help us employ each tactic?

Additionally readers can adapt the book's ready to use sample activities to their own educational settings Overall this book offers an enlightening discussion on contemporary practices related to the teaching process a broad and holistic theoretical framework and an ideal reference source for all students and scholars who are interested in the educational sciences

Peer Interaction and Second Language Learning Jenefer Philp, Rebecca Adams, Noriko Iwashita, 2013-11-07 Peer Interaction and Second Language Learning synthesizes the existing body of research on the role of peer interaction in second language learning in one comprehensive volume In spite of the many hours that language learners spend interacting with peers in the classroom there is a tendency to evaluate the usefulness of this time by comparison to whole class interaction with the teacher Yet teachers are teachers and peers are peers as partners in interaction they are likely to offer very different kinds of learning opportunities This book encourages researchers and instructors alike to take a new look at the potential of peer interaction to foster second language development Acknowledging the context of peer interaction as highly dynamic and complex the book considers the strengths and limitations of peer work from a range of theoretical perspectives In doing so Peer Interaction and Second Language Learning clarifies features of effective peer interaction for second language learning across a range of educational contexts age spans proficiency levels and classroom tasks and settings

The Routledge Handbook of Second Language Acquisition and Individual Differences Shaofeng Li, Phil Hiver, Mostafa Papi, 2022-05-30 The Routledge Handbook of Second Language Acquisition and Individual Differences provides a thorough in depth discussion of the theory research and pedagogy pertaining to the role individual difference ID factors play in second language acquisition SLA It goes beyond the traditional repertoire and includes 32 chapters covering a full spectrum of topics on learners cognitive conative affective and demographic sociocultural variation The volume examines IDs from two perspectives one is how each ID variable is associated with learning behaviors processes and outcomes the other is how each domain of SLA such as vocabulary or reading is affected by clusters of ID variables The volume also includes a section on the common methods used in ID research including data elicitation instruments such as surveys interviews and psychometric testing as well as methods of data analysis such as structural equation modeling The book is a must read for any second language researcher or applied linguist interested in investigating the effects of IDs on language learning and for any educator interested in taking account of learners individual differences to maximize the effects of second language instruction

The Strategy Factor in Successful Language Learning Carol Griffiths, 2018-03-28 This book addresses fundamental questions regarding the relationships between successful language learning and strategy use and development according to learner situational or target variables It considers strategy effectiveness from an individual point of view and discusses pedagogical issues especially relating to teacher perceptions and training classroom and learner factors methodology and content This new edition has been reworked and revised to include an extensive review analysis and re interpretation of the existing literature and an update on the theoretical debate surrounding language learning strategies

The research methodology section has been considerably extended and detailed explanations are now given for how to analyse data from research studies Rather than focusing on strategies divorced from the real world of the classroom this book explores the issues from the teaching learning point of view and will be of interest to students teachers trainee teachers teacher educators and researchers alike

The Big Five in SLA Ewa Piechurska-Kuciel, 2020-11-03 This book also focuses on analyzing each trait from the point of view of its higher and lower order structure as well as from the affective cognitive behavioral social and academic perspectives apart from outlining the field of personality psychology Personality traits are important in daily interaction and are a significant factor in achieving educational goals also for second and foreign language L2 learners Consequently studying the role of personality in the field of second language acquisition SLA appears to be of primary importance especially because there has been little research on this subject Moreover general results pertaining to the role of personality in L2 are inconclusive This book's primary objective is to present a concise and updated picture of personality on the basis of the Big Five model which is accessible for non psychologists The middle part of the book focuses on discussing potential merits and drawbacks of each trait for the purpose of the process of SLA both from the formal and informal theoretical and empirical points of view The next part includes a description of an empirical study whose main aim is to sensitize the reader to direct and indirect influences that personality may exert on L2 learning The book closes with a concluding chapter aiming at clarifying directions for further empirical study of personality as well as issues in research methodology

Second Language Educational Experiences for Adult Learners John M. Norris, John McE. Davis, Veronika Timpe, Veronika Timpe-Laughlin, 2017-04-21 *Second Language Educational Experiences for Adult Learners* explains the latest research on adult learning and then applies that work to specifically address second language learning In the foundational chapters this book introduces some of the differences between language learning for adults In the second half of the volume the authors move to consider educational design in chapters on curriculum materials assessment and technology This is an essential book for researchers and students interested in the science of language learning or anyone looking to better understand the science of adult education

Teaching English from Classes to Masses Sanjay Arora, 2017-05-11 This volume brings together articles based on experimental and theoretical research from teachers working in diverse teaching backgrounds with varying experience from research scholars to school teachers from college and university teachers in India to a British native teaching in China The contributions here provide a mix of global and local teaching scenarios addressing the need for diagnostic tests developing need based material using the mother tongue to ensure active participation of the masses and re examining the language policies in Asian countries The papers collected here also explore the implementation of Task based Language Teaching the integration of technology in developing language skills and the use of games and activities to engage the interest of low level learners while teaching both literature and language further linking them with their culture and society The book offers a reflection of the changes that have taken place in the teaching environment in the

last two decades with the introduction of Communicative Language Teaching and as such will be of immense help for policy framers and educators in South Asian countries and in countries where English is a second or foreign language Furthermore the volume offers valuable information for researchers working in the field of English Language Teaching ELT which can be used for reviewing literature and exploring the directions in which the new teaching methods and approaches are leading and establishing the validity of research Exploring L1-L2 Relationships Richard L. Sparks, 2022-09-15 This book traces and summarizes the author's theoretical insights and empirical findings in the field of foreign language education The volume explores themes such as individual differences in L1 ability and their connection to L2 aptitude and L2 achievement L2 anxiety as an affective or cognitive variable and the relationship between L1 and L2 reading The book includes the author's previously published works presented together with newly written commentaries on those topics as well as commentaries on new empirical work It will be of interest to students and researchers in SLA educational practitioners and language policymakers

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