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between and

speaking

silence

a study of quiet students

# Between Speaking And Silence A Study Of Quiet Students

**Jim King, Seiko Harumi**



## **Between Speaking And Silence A Study Of Quiet Students:**

*Between Speaking and Silence* Mary M. Reda, 2009-01-28 Why are students silent Using written reflections and interviews Mary M Reda examines students perceptions of speaking and being silent in a first year composition classroom and explores how their teachers classroom relationships and their own sense of identity shape their decisions to speak or be silent By challenging many firmly held beliefs about those quiet students in the back of the classroom *Between Speaking and Silence* offers the new vision that silence is not necessarily problematic [Journal of International Students 2012 Vol 2 Issue 1](#) Krishna Bista, 2015-10-03 An interdisciplinary peer reviewed publication *Journal of International Students* Print ISSN 2162 3104 Online ISSN 2166 3750 is a professional journal that publishes narrative theoretical and empirically based research articles student reflections and book reviews relevant to international students and their cross cultural experiences and understanding Published quarterly the Journal encourages the submission of manuscripts from around the world and from a wide range of academic fields including comparative education international education student affairs linguistics psychology religion sociology business social work philosophy and culture studies For further information <http://jistudents.org>

*Journal of International Students, 2012 Vol. 2(1)* Krishna Bista, 2012-02-01 The *Journal of International Students* JIS an academic interdisciplinary and peer reviewed publication Print ISSN 2162 3104 Online ISSN 2166 3750 publishes scholarly peer reviewed articles on international students in tertiary education secondary education and other educational settings that make significant contributions to research policy and practice in the internationalization of higher education [www.ojed.org/jis](http://www.ojed.org/jis) [Facilitating Seven Ways of Learning](#) Bridget D. Arend, James R. Davis, 2023-07-24 For busy college faculty who want to catch up on the latest developments in teaching and learning this book offers an accessible guide to seven key evidence based strategies for effective instruction As higher education embraces active learning online and blended classrooms and new student expectations educators are faced with overwhelming choices in teaching methods How do instructors sort through all the possible options and choose the most appropriate methods for their goals Streamlining the theoretical background and foundational material of the previous edition this new iteration allows readers to ground current teaching practices in established theories of learning Expanded discussion includes applications across classroom modalities new understandings of culturally responsive teaching practices and a range of examples across disciplines With numerous teaching options available this go to resource is the ideal companion for any college instructor who wishes to intentionally match the best teaching strategies to their desired learning outcomes improve student learning and enjoy teaching

**Facilitating Seven Ways of Learning** James R. Davis, Bridget D. Arend, 2023-07-03 For teachers in higher education who haven't been able to catch up with developments in teaching and learning James Davis and Bridget Arend offer an introduction that focuses on seven coherent and proven evidence based strategies The underlying rationale is to provide a framework to match teaching goals to distinct ways of learning based on well established theories of learning The authors

present approaches that readers can readily and safely experiment with to achieve desired learning outcomes and build confidence in changing their methods of teaching Research on learning clearly demonstrates that learning is not one thing but many The learning associated with developing a skill is different from the learning associated with understanding and remembering information which in turn is different from thinking critically and creatively solving problems making decisions or change paradigms in the light of evidence Differing outcomes involve different ways of learning and teaching strategies The authors provide the reader with a conceptual approach for selecting appropriate teaching strategies for different types of content and for achieving specific learning objectives They demonstrate through examples how a focused and purposeful selection of activities improves student performance and in the process makes for a more effective and satisfying teaching experience The core of the book presents a chapter on each of the seven ways of learning Each chapter offers a full description of the process illustrates its application with examples from different academic fields and types of institutions clearly describes the teacher's facilitation role and covers assessment and online use The seven ways of learning are Behavioral Learning Cognitive Learning Learning through Inquiry Learning with Mental Models Learning through Groups and Teams Learning through Virtual Realities and Experiential Learning Along the way the authors provide the reader with a basis for evaluating other approaches to teaching and other learning methodologies so that she or he can confidently go beyond the seven ways to adapt or adopt further strategies This is the ideal companion for teachers who are beginning to explore new ways of teaching and want to do some serious independent thinking about learning The book can also be used to prepare graduate students for teaching and will be welcomed by centers for teaching and learning to help continuing faculty re-examine a particular aspect of their teaching

New Perspectives on Willingness to Communicate in a Second Language  
Nourollah Zarrinabadi, Mirosław Pawlak, 2021-05-03 This edited collection provides a state of the art overview of research on willingness to communicate WTC in a second and foreign language In particular it includes innovative studies seeking to demonstrate the ways in which WTC can be examined within the framework of complex dynamic systems how the construct is related to self-assessment reticence and extroversion and what it signifies in the case of immigrants Another group of papers is related to the role of technology in fostering WTC in different contexts The volume also comprises papers that touch on methodological issues in the study of WTC such as experience case sampling the network approach or the integration of the macro and micro perspective The book will be of value to researchers interested in the study of WTC but will also provide inspiration for students teachers and materials writers

*Proceedings of the 2024 4th International Conference on Internet Technology and Educational Informatization (ITEI 2024)* Mir Sajjad Hussain Talpur, Muhd Khaizer Omar, Masrah Azrifah Azmi Murad, Nur Izura Binti Udzir, 2024-11-01 This is an open access book As a contributor to the global trend of technological innovation China continues to create a more open environment for scientific and technological innovation constantly enhancing the depth and breadth of academic cooperation and building an innovation community that

benefits all parties This is a new contribution to globalization and a new effort towards building a community with a shared future for mankind The 4th International Conference on Internet Technology and Educational Informatization will be held in Kuala Lumpur Malaysia from August 23 to 25 2024 The conference will gather innovative scholars and industry experts in the fields of internet technology and educational informatization to share an academic feast The main goal of the conference is to promote research and development activities in internet technology and educational informatization Another goal is to facilitate the exchange of scientific information among researchers developers engineers students and practitioners from around the world The organizing committee sincerely invites research experts and scholars to participate in this conference to jointly support technological innovation and promote new developments in scientific research and academia **LGBTQ**

**People and Social Work** Brian J. O'Neill, Tracy A. Swan, Nick J. Mulé, 2015 This unique edited collection addresses issues impacting the well being of LGBTQ individuals with diverse identities to help students practitioners educators and policymakers work with sensitivity and strength in the LGBTQ communities Edited by three expert LGBTQ scholars this engaging book offers a multiplicity of perspectives through the works of practitioners students and activists By focusing on intersectionality and its application to social work practice organizational change and the pursuit of social justice this text gives voice to previously silenced members of the LGBTQ community The contributors of this important collection deepen insight into the diversity of identities within LGBTQ communities and provide many thoughtful recommendations to inform future social work pedagogy agency policy and forms of practice in diverse contexts and fields of service This book is a valuable resource for students in Social Work Community Medicine Counselling Psychology Nursing Equity Studies and Gender Studies as well as anyone engaged in social service work *Silence in the Second Language Classroom* J.

King, 2013-10-31 Why are second language learners in Japan's universities so silent This book investigates the perplexing but intriguing phenomenon of classroom silence and draws on ideas from psychology sociolinguistics and anthropology to offer a unique insight into the reasons why some learners are either unable or unwilling to speak in a foreign language

Materializing Silence in Feminist Activism Jessica Rose Corey, 2021-10-27 This book examines how rhetorically effective uses of silence and materiality mediate feminist activism and discusses the implications of these dynamics for pedagogy Specifically the text establishes a theoretical foundation for what the author terms psychosocial composing or the metaphorical composing and revising of individual participants and society and the contribution of written and visual texts as an input and output of the relationships between individuals and social culture This idea is examined through primary research on the Clothesline Project an international event that invites people who have experienced gender violence directly or indirectly to decorate tee shirts that get hung on clotheslines in public places Through looking at values and roles of silence in global cultures and the use of material arts in activist efforts the author argues for the unique value of silence and materiality in individual and collective spaces The manuscript includes discussion questions and sample teaching materials

Overall making connections among composition and rhetoric psychology sociology politics women s studies art and design pedagogy and history this book further demonstrates the potential interdisciplinary approaches to rhetoric and communication

**Mad at School** Margaret Price,2011-02-17 Explores the contested boundaries between disability illness and mental illness in higher education

*Silence in English Language Pedagogy* Dat Bao,2023-02-09 Silence in language learning is commonly viewed negatively with language teachers often struggling to interpret learner silence and identify whether it is part of communication mental processing or low engagement This book addresses silence in language pedagogy from a positive perspective translating research into practice in order to inform teaching and to advocate greater use of positive silence in the classroom The first half of the book examines the existing research into silence and the second half provides research informed practical strategies and classroom tasks It offers applicable principles for task design that utilises rich resources which include visual arts mental representation poetry music and other innovative tools to allow both silence and speech to express their respective and interrelated roles in learning Comprehensive yet accessible it is essential reading for academic researchers and students in applied linguistics TESOL and language teaching as well as for language teachers and educators

**Silence and Listening as Rhetorical Arts** Cheryl Glenn,Krista Ratcliffe,2011-01-05 In *Silence and Listening as Rhetorical Arts* editors Cheryl Glenn and Krista Ratcliffe bring together seventeen essays by new and established scholars that demonstrate the value and importance of silence and listening to the study and practice of rhetoric Building on the editors groundbreaking research which respects the power of the spoken word while challenging the marginalized status of silence and listening this volumemakes a strong case for placing these overlooked concepts and their intersections at the forefront of rhetorical arts within rhetoric and composition studies Divided into three parts History Theory and Criticism and Praxes this book reimagines traditional histories and theories of rhetoric and incorporates contemporary interests such as race gender and cross cultural concerns into scholarly conversations about rhetorical history theory criticism and praxes For the editors and the other contributors to this volume silence is not simply the absence of sound and listening is not a passive act When used strategically and with purpose together and separately silence and listening are powerful rhetorical devices integral to effective communication The essays cover a wide range of subjects including women rhetors from ancient Greece and medieval and Renaissance Europe African philosophy and African American rhetoric contemporary antiwar protests in the United States activist conflict resolution in Israel and Palestine and feminist and second language pedagogies Taken together the essays in this volume advance the argument that silence and listening are as important to rhetoric and composition studies as the more traditionally emphasized arts of reading writing and speaking and are particularly effective for theorizing historicizing analyzing and teaching An extremely valuable resource for instructors and students in rhetoric composition and communication studies *Silence and Listening as Rhetorical Arts* will also have applications beyond academia helping individuals cultural groups and nations more productively discern

and implement appropriate actions when all parties agree to engage in rhetorical situations that include not only respectful speaking reading and writing but also productive silence and rhetorical listening

*Walking Away* Alexander B. Pratt, Kevin Donley, Sage Hatch, Staci L. Tharp, Freyca Calderon-Berumen, 2024-09-01 Walking away is both refusal and production Tuck Grant Woodson Harney Hartman 2007 survivance Powell 2002 Sabzalian 2019 Vizenor 2008 testimonios Calderon Berumen 2021 Delgado Bernal Burciaga Latina Feminist Group 2001 and other forms of critical pedagogy and curriculum In other words walking away presumes both the rejection of a form of status quo walking away from something and a new direction taken a walking toward something else In the context of education many teachers and researchers have reached that breaking point where when no more curricular pedagogic violence can be survived and it is in that moment that those researchers and teachers actively remove themselves from those systems and assert new courses with new possibilities This edited volume is a collection of works chronicling acts of refusal that manifest as walking away In some cases what is walked away from is the erasure of experience in curriculum while in others it is a fundamentalist religious experience In still other cases what is walked away from is the carceral nature of school discipline policies In each case walking away is resistance refusal and re co producing new possibilities and agencies What is walked toward is a new curriculum pedagogy of resistance sometimes within and sometimes without that place

**ENDORSEMENTS** *Walking Away* provides a window into what it is for educators to form a new world Enter *Walking Away* and walk into Leonard Harris Purdue University Walking away is sure to inspire pre service educators practicing teachers and others to participate in the construction of more just and equitable worlds Tristan Gleason Cal Poly Humbolt Ultimately *Walking Away* represents the capacious thinking that emerges from the various connections conversations and profound contributions of each author Boni Wozolek Pennsylvania State University Abington Campus This important book insists that we as curriculum scholars seriously ask ourselves what our roles and responsibilities are as academics researchers and educators in these dire times Jennifer A Sandlin Arizona State University

**Creating a Multivocal Self** Julie Choi, 2016-08-05 Showcasing a new methodology in language learning and identity research this carefully conceptualized innovative book explicates the use of autoethnography as a way of re imagining one s sense of linguistic and cultural identity A key work for researchers and students in Applied Linguistics and Language Education it addresses fundamental aspects of research methodology and explores substantive issues relating to individual dimensions of multilingualism Choi shows convincingly how the learning of a language is inseparable from one s constant searching for a voice a place and a self in this world demonstrating the importance of interrogating what lies behind everyday life events and interactions the political and ethical implications of the utterances thoughts actions and stories of the self and others Themes of authenticity illegitimacy power relations perceptions of self other cultural discourses and practices and related issues in multilingual identity development surface in the multi modal narratives Chapters on methodology woven through the book focus on the process of knowledge production approaches to writing narratives the

messiness of research writing practices and the inseparability of writing and research

**The Dynamic Interplay between Context and the Language Learner** Jim King, 2016-01-26 This edited volume offers a series of state of the art conceptual papers and empirical research studies which consider how contextual factors at multiple levels dynamically interact with individuals to influence how they go about the complex business of learning and using a second language *East Asian Perspectives on Silence in English Language Education* Jim King, Seiko Harumi, 2020-06-22 Silence is a key pedagogical issue in language education Seen by some as a space for thinking and reflection during the learning process for others silence represents a threat inhibiting target language interaction which is so vital during second language acquisition This book eschews stereotypes and generalisations about why so many learners from East Asia seem either reluctant or unable to speak in English by providing a state of the art account of current research into the complex and ambiguous issue of silence in language education The innovative research included in this volume focuses on silence both as a barrier to successful learning and as a resource that may in some cases facilitate language acquisition The book offers a fresh perspective on ways to facilitate classroom interaction while also embracing silence and it touches on key pedagogical concepts such as teacher cognition the role of task features classroom interactional approaches pedagogical intervention and socialisation willingness to communicate as well as psychological and sociocultural factors Each of the book's chapters include self reflection and discussion tasks as well as annotated bibliographies for further reading

Intelligent Tutoring Systems Vivekanandan Kumar, Christos Troussas, 2020-06-03 This volume constitutes the proceedings of the 16th International Conference on Intelligent Tutoring Systems ITS 2020 held in Athens Greece in June 2020 The 23 full papers and 31 short papers presented in this volume were carefully reviewed and selected from 85 submissions They reflect a variety of new techniques including multimodal affective computing explainable AI mixed compensation multidimensional item response ensemble deep learning cohesion network analysis spiral of silence conversational agent semantic web computer supported collaborative learning and social network analysis

Rhetorical Feminism and This Thing Called Hope Cheryl Glenn, 2018-09-04 Rhetoric and feminism have yet to coalesce into a singular recognizable field In this book author Cheryl Glenn advances the feminist rhetorical project by introducing a new theory of rhetorical feminism Clarifying how feminist rhetorical practices have given rise to this innovative approach Rhetorical Feminism and This Thing Called Hope equips the field with tools for a more expansive and productive dialogue Glenn's rhetorical feminism offers an alternative to hegemonic rhetorical histories theories and practices articulated in Western culture This alternative theory engages addresses and supports feminist rhetorical practices that include openness authentic dialogue and deliberation interrogation of the status quo collaboration respect and progress Rhetorical feminists establish greater representation and inclusivity of everyday rhetors disidentification with traditional rhetorical practices and greater appreciation for alternative means of delivery including silence and listening These tenets are supported by a cogent reconceptualization of the traditional rhetorical appeals



situating logos alongside dialogue and understanding ethos alongside experience and pathos alongside valued emotion Threaded throughout the book are discussions of the key features of rhetorical feminism that can be used to negotiate cross boundary mis understandings inform rhetorical theories advance feminist rhetorical research methods and methodologies and energize feminist practices within the university Glenn discusses the power of rhetorical feminism when applied in classrooms the specific ways it inspires and sustains mentoring and the ways it supports administrators especially directors of writing programs Thus the innovative theory of rhetorical feminism a theory rich with tactics and potentially broad applications opens up a new field of research theory and practice at the intersection of rhetoric and feminism **Emotions**

**in Second Language Teaching** Juan de Dios Martínez Agudo, 2018-03-12 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

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