Humanism In Language Learning A Critical Perspective

There are many books about business and society, yet very few of them question the primacy of GDP growth, profit maximization and individual utility maximization. This groundbreaking book questions these assumptions and investigates the possibility of creating a human-centered, value-oriented society based on humanistic principles.

As more and more universities, schools, and corporate training organizations develop technology plans to ensure technology will directly benefit learning and achievement, the demand is increasing for an all-inclusive, authoritative reference source on the infusion of technology into curriculums worldwide. The Encyclopedia of Information Technology Curriculum Integration amasses a comprehensive resource of concepts, methodologies, models, architectures, applications, enabling technologies, and best practices for integrating technology into the curriculum at all levels of education. Compiling 154 articles from over 125 of the world's leading experts on information technology, this authoritative reference strives to supply innovative research aimed at improving academic achievement, teaching and learning, and the application of technology in schools and training environments.

Authored by some of the most preeminent Renaissance scholars active today, this volume's essays give fresh and illuminating analyses of important aspects of Renaissance humanism, including its origin, connection to the papal court and medieval traditions, classical learning, religious and literary dimensions, and its dramatis personae.

From the fourteenth to the seventeenth century, humanism played a key role in European culture. Beginning as a movement based on the recovery, interpretation and imitation of ancient Greek and Roman texts and the archaeological study of the physical remains of antiquity, humanism turned into a dynamic cultural programme, influencing almost every facet of Renaissance intellectual life. The fourteen essays in this 1996 volume deal with all aspects of the movement, from language learning to the development of science, from the effect of humanism on biblical study to its influence on art, from its Italian origins to its manifestations in the literature of More, Sidney and Shakespeare. A detailed biographical index, and a guide to further reading, are provided. Overall, The Cambridge Companion to Renaissance Humanism provides a comprehensive introduction to a major movement in the culture of early modern Europe.

Now in its second edition, Teaching and Researching Language Learning Strategies: Self-Regulation in Context charts the field systematically and coherently for the benefit of language learning practitioners, students, and researchers. This volume carries on the author's tradition of linking theoretical insights with readability and practical utility and offers an enhanced Strategic Self-Regulation Model. It is enriched by many new features, such as the first-ever major content analysis of published learning strategy definitions, leading to a long-awaited, encompassing strategy definition that, to a significant degree, brings order out of chaos in the strategy field. Rebecca L. Oxford provides an intensive discussion of self-regulation, agency, and related factors as the "soul of learning strategies." She ushers the strategy field into the twenty-first century with the first in-depth treatment of strategies and complexity theory. A major section is devoted to applications of learning strategies in all language skill areas and in grammar and vocabulary. The last chapter presents innovations for strategy instruction, such as ways to deepen and differentiate strategy instruction to meet individual needs; a useful, scenario-based emotion regulation questionnaire; insights on new research methods; and results of two strategy instruction meta-analyses. This revised edition includes in-depth questions, tasks, and projects for readers in every chapter. This is the ideal textbook for upper-level undergraduate and graduate courses in TESOL, ELT, education, linguistics, and psychology.

Which language should philosophers use: technical or common language? In a book as important for intellectual historians as it is for philosophers, Lodi Nauta addresses a vital question which still has resonance today: is the discipline of philosophy assisted or disadvantaged by employing a special vocabulary? By the Middle Ages philosophy had become a highly technical discipline, with its own lexicon and methods. The Renaissance humanist critique of this specialised language has been dismissed as philosophically superficial, but the author demonstrates that it makes a crucial point: it is through the misuse of language that philosophical problems arise. He charts the influence of this critique on early modern philosophers, including Hobbes and Locke, and shows how it led to the downfall of medieval Aristotelianism and the gradual democratization of language and knowledge. His book will be essential reading for anyone interested in the transition from medieval to modern philosophy.

The term 'humanist' originally referred to a scholar of Classical literature. In the Renaissance and particularly in the Elizabethan age, European intellectuals devoted themselves to the rediscovery and study of Roman and Greek literature and culture. This trend of Renaissance thought became known in the 19th century as 'humanism'. Often a difficult concept to understand, the term Elizabethan Humanism is introduced in Part One and explained in a number of different contexts. Part Two illustrates how knowledge of humanism allows a clearer understanding of Elizabethan literature, by looking closely at major texts of the Elizabethan period which include Spenser's, 'The Shepherd's Calendar'; Marlowe's 'Faustus' and Shakespeare's 'Hamlet'.

Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Meis that programme. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective Peopleto a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think

win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too early to teach someone how to live well.

In pedagogical manuals strongly reminiscent of gardening guides, the scholar was seen as both a pliant vine and a force of nature. What does the Confucian heritage mean to modern East Asian education today? Is it invalid and outdated, or an irreplaceable cultural resource for an alternative approach to education? And to what extent can we recover the humanistic elements of the Confucian tradition of education for use in world education? Written from a comparative perspective, this book attempts to collectively explore these pivotal questions in search of future directions in education. In East Asian countries like China, Japan, Korea and Taiwan, Confucianism as a philosophy of learning is still deeply embedded in the ways people think of and practice education in their everyday life, even if their official language puts on the Western scientific mode. It discusses how Confucian concepts including rite, rote-learning and conformity to authority can be differently understood for the post-liberal and post-metaphysical culture of education today. The contributors seek to make sense of East Asian experiences of modern education, and to find a way to make Confucian philosophy of education compatible with the Western idea of liberal education. This book was originally published as a special issue of Educational Philosophy and Theory.

Humanism in Language TeachingA Critical PerspectiveOxford University Press, USA

Essays by 33 colleagues, friends, and students of the Johns Hopkins University Arabist and linguist. Topics include (1) humanism, culture, and literature; (2) Arabic; (3) Aramaic; and (4) Afroasiatic.

Demonstrates the principles involved in planning and designing an effective syllabus. This book examines important concepts, such as needs analysis, goal-setting, and content specification, and serves as a useful introduction for teachers who want to gain an understanding of syllabus design in order to modify the syllabuses with which they work.

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.

The Cambridge Companion to Renaissance Philosophy, published in 2007, provides an introduction to a complex period of change in the subject matter and practice of philosophy. The philosophy of the fourteenth through sixteenth centuries is often seen as transitional between the scholastic philosophy of the Middle Ages and modern philosophy, but the essays collected here, by a distinguished international team of contributors, call these assumptions into question, emphasizing both the continuity with scholastic philosophy and the role of Renaissance philosophy in the emergence of modernity. They explore the ways in which the science, religion and politics of the period reflect and are reflected in its philosophical life, and they emphasize the dynamism and pluralism of a period which saw both new perspectives and enduring contributions to the history of philosophy. This will be an invaluable guide for students of philosophy, intellectual historians, and all who are interested in Renaissance thought.

Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning, remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naïve theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and – as a result of the emergence of computer technologies – especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The Encyclopedia of the Sciences of Learning provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the Encyclopedia provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies; supplies clear and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences.

The Routledge Encyclopedia of Language Teaching and Learning is an authoritative handbook dealing with all aspects of this increasingly important field of study. It has been produced specifically for language teaching professionals, but can also be used as a reference work for academic studies at postgraduate level. It offers a comprehensive range of articles on contemporary language teaching and its history. Themes covered include: methods and materials assessment and testing contexts and concepts influential figures related disciplines, such as psychology, anthropology and sociolinguistics. It covers the teaching of languages, in particular Japanese, Chinese and Arabic, as well as English, French, German and Spanish. There are thirty-five overview articles dealing with issues such as communicative language teaching, early language learning, teacher education and syllabus and curriculum design. A further 160 entries focus on topics such as bilingualism, language laboratories and study abroad. Numerous shorter items look at language

and cultural institutions, professional associations and acronyms. Multiple cross-references enable the user to browse from one entry to another, and there are suggestions for further reading. Written by an international team of specialists, the Routledge Encyclopedia of Language Teaching and Learning is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject.

A collection of papers on humanistic approaches to instruction in English as a second language includes: an introduction (Patrick Early); "Humanism" (Earl W. Stevick); "Some Humanistic Doubts about Humanistic Language Teaching" (Christopher Brumfit); "Self-Confidence Through Self-Disclosure: The Pursuit of Meaningful Communication" (Gertrude Moskowitz); "Exquisite Corpses, Men of Glass and Oulipo: Harnessing the Irrational to Language Learning" (Alan Maley); "Off Stage: Informal Drama in Language Learning" (Margaret Early, Carole Tarlington); "Awareness Activities for Teaching Structures" (Mario Rinvolucri); "A Humanistic Philosophy of Education" (Jennybelle Rardin); "Interviewing in the Group Life of Community Language Learning" (Paul G. La Forge); "CLL: A Way Forward?" (Rod Bolitho); "Learner-Centred Remedial Work: A Humanistic Approach" (Henry Daniels, Denny Packard); "Designer's Needs versus Learner's Needs: Conversation in the Classroom" (Patrick Early); "How Real Is a Computer Simulation?" (John Higgins); "Suggestopedy and the Adult Language Learner" (Peter O'Connell); and "The Silent Way: Evaluating an Experience" (Arthur McNeill). (MSE)

This volume provides new translations, commissioned for the I Tatti Renaissance Library, of four of the most important theoretical statements that emerged from the early humanists efforts to reform medieval education."

This volume explores humanistic approaches - unconventional methodologies - in relation to language teaching, and invites readers to radically reassess their understanding of unconventional teaching methods.

The Humanist World of Renaissance Florence offers the first synthetic interpretation of the humanist movement in Renaissance Florence in more than fifty years.

Based on the study of over 500 surviving manuscript school books, this comprehensive 2001 study of the curriculum of school education in medieval and Renaissance Italy contains some surprising conclusions. Robert Black's analysis finds that continuity and conservatism, not innovation, characterize medieval and Renaissance teaching. The study of classical texts in medieval Italian schools reached its height in the twelfth century; this was followed by a collapse in the thirteenth century, an effect on school teaching of the growth of university education. This collapse was only gradually reversed in the two centuries that followed: it was not until the later 1400s that humanists began to have a significant impact on education. Scholars of European history, of Renaissance studies, and of the history of education will find that this deeply researched and broad-ranging book challenges much inherited wisdom about education, humanism and the history of ideas.

The present book is a collection of scholarly reflections on the theme of humanism from an integrational linguistic perspective. It studies humanist thought in relation to the philosophy of language and communication underpinning it and considers the question whether being a 'humanist' binds one to a particular view of language. The contributions to this volume explore whether integrational linguistics, being informed by a non-mainstream semiology and adopting a lay linguistic perspective, can provide better answers to contentious ontological and epistemological questions concerning the humanist project – questions having to do with the self, reason, authenticity, creativity, free agency, knowledge and human communication. The humanist perspectives adopted by the contributors to this volume are critical insofar as they start from semiological assumptions that challenge received notions within mainstream linguistics, such as the belief that languages are fixed-codes of some kind, that communication serves the purpose of thought transfer, and that languages are prerequisites for communication.

Human beings have the possibility to give meaning to their lives and to create coherence in experiences. Present-day humanism strongly focuses on personal development in relation to others. It is this tension between personal development and advancement of humanization, that is creating the opportunities for the personal development of every world citizen. Humanism is about personal autonomy, moral responsibility, and about solidarity with humanity. The tension between autonomy and social involvement is the core of humanism. Education can support persons in their moral and personal identity development. The authors brought together in this book all address issues of developing autonomy and humanity in educational practices. All the chapters try to link theory and practice. They either make theoretical ideas more practical or they use practical experiences and concerns to rethink theoretical notions. Together the chapters in the book give a broad overview of theoretical foundations, concrete research, and practices in education. The book shows a diversity that can inspire scholars and practitioners in further developing their perspectives. Creating meaning is an essential part of all education. Focusing on the linking of autonomy and humanity is the humanist perspective in it.

The field of languages and literacies education is undergoing rapid transformation. Scholarship that draws upon feminist, post-colonial, new material and posthuman ontologies is transcending disciplinary boundaries and disrupting traditional binaries between human and nonhuman, the natural and the cultural, the material and the discursive. In Transforming Language and Literacy Education, editors Kelleen Toohey, Suzanne Smythe, Diane Dagenais and Magali Forte bring together accessible, conceptually rich stories from internationally diverse authors to guide new practices, new conversations and new thinking among scholars and educators at the forefront of languages and literacies learning. The book addresses these concepts for diverse groups of learners including young children, youth and adults in formal educational and community-based settings. Challenging and disruptive, this is a unique and important contribution to language and literacy education.

Though they have long been portrayed as arch rivals, Alan Perreiah here argues that humanists and scholastics were in fact working in complementary ways toward some of the same goals. After locating the two traditions within the early modern search for the perfect language, this study re-defines the lines of disagreement between them. For humanists the

perfect language was a revived Classical Latin. For scholastics it was a practical logic adapted to the needs of education. Succeeding chapters examine the concepts of linguistic meaning and truth in Lorenzo Valla's Dialectical Disputations and Juan Luis Vives' De disciplinis. The third chapter offers a new interpretation of Vives' Adversus pseudodialecticos as itself an exercise in scholastic sophistry. Against this humanistic background, the study takes up the concepts of meaning and truth in Paul of Venice's Logica parva, a popular scholastic textbook in the Quattrocento. To advance recent research on language pedagogy in the Renaissance, it clarifies the connections between truth and translation and shows how scholastic logic performed an essential task in the early modern university: it was a translational language that enabled students who spoke mainly their regional vernaculars to learn the language of university discourse. A conclusion reviews some major themes of the study-e.g., linguistic determinism and relativity, vernacularity and translation, semantical vs. epistemic truth-and evaluates the achievements of humanism and scholasticism according to appropriate criteria for a perfect language.

The final collection of writings by the late intellectual and author of Culture and Imperialism emphasizes the importance of humanism in today's complex, dangerous, and high-tech world, explaining why humanistic values and democratic principles are essential in an era of heightened animosity, aggression, and violence.

Foreign Language Learning, Today and Tomorrow is a collection of papers that attempts to shed lights into the concerns and issues that will be encountered by foreign language instructors. The title first deals with the futurism in foreign language learning, and then proceeds to humanism in learning foreign languages. Next, the selection presents a thematic approach in learning a second language. The text then covers the individualization of foreign language learning. Chapter 5 cites some studies, which claim that children can learn to read far earlier. The selection also covers the system for evaluation of a foreign language program, along with the sequence of learning activities that work well in the classroom. Chapter 8 talks about possibility of language learning thrive as an elective in American schools, while Chapter 9 deals with individualizing and sequencing training for inter-cultural communication. The last two chapters detail the alternatives in education and suggestions for the continuing development of pre- and in-service programs for teachers of second languages. The book will be of great use to foreign language instructors. Individuals who are involved in the design and implementation of school curriculum will also benefit from the text.

Covering key terms and concepts in the emerging field of posthumanism and literacy education, this volume investigates posthumanism, not as a lofty theory, but as a materialized way of knowing/becoming/doing the world. The contributors explore the ways that posthumanism helps educators better understand how students, families, and communities come to know/become/do literacies with other humans and nonhumans. Illustrative examples show how posthumanist theories are put to work in and out of school spaces as pedagogies and methodologies in literacy education. With contributions from a range of scholars, from emerging to established, and from both U.S. and international settings, the volume covers literacy practices from pre-K to adult literacy across various contexts. Chapter authors not only wrestle with methodological tensions in doing posthumanist research, but also situate it within pedagogies of teaching literacies. Inviting readers to pause, slow down, and consider posthumanist ways of thinking about agency, intra-activity, subjectivity, and affect, this book explores and experiments with new ways of seeing, understanding, and defining literacies, and allows readers to experience and intra-act with the book in ways more traditional (re)presentations do not.

What English Teachers Need to Know, a set of companion texts designed for pre-service teachers and teachers new to the field of ELT, addresses the key question: What do English language teachers need to know and be able to do in order for their students to learn English? These texts work for teachers across different contexts (countries where English is the dominant language, one of the official languages, or taught as a foreign language); different levels (elementary/primary, secondary, college or university, or adult education); and different learning purposes (general English, workplace English, English for academic purposes, or English for specific purposes). Volume I, on understanding learning, provides the background information that teachers need to know and be able to use in their classroom. Volume II, on facilitating learning, covers the three main facets of teaching: planning, instructing, and assessing. Volume III, on designing curriculum, covers the contexts for, processes in, and types of ELT curricula—linguistic based, content-based, learner-centered, and learning-centered. Throughout the three volumes, the focus is on outcomes, that is, student learning. Features • Situated in current research in the field of English language teaching and other disciplines that inform it • Sample data, including classroom vignettes • Three kinds of activities/tasks: Reflect, Explore, and Expand

The first comprehensive study of the dominant form of solo singing in Renaissance Italy prior to the mid-sixteenth century.

From educational philosophy to classroom practices, this book exposes and analyzes tactical intersections between secular humanism and religious self-worship.

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.

Every sentence we hear is instantly analyzed by an inner grammar; just as a prism refracts a beam of light, grammar divides a stream of sound, linking diverse strings of information to different domains of mind—memory, vision, emotions, intentions. In The Prism of Grammar, Tom Roeper brings the abstract principles behind modern grammar to life by exploring the astonishing intricacies of child language. Adult expressions provide endless puzzles for the child to solve.

The individual child's solutions ("Don't uncomfortable the cat" is one example) may amuse adults but they also reveal the complexity of language and the challenges of mastering it. The tiniest utterances, says Roeper, reflect the whole mind and engage the child's free will and sense of dignity. He offers numerous and novel "explorations"—many at the cutting edge of current work—that anyone can try, even in conversation around the dinner table. They elicit how the child confronts "recursion"—the heartbeat of grammar—through endless possessives ("John's mother's friend's car"), mysterious plurals, contradictory adjectives, the marvels of ellipsis, and the deep obscurity of reference ("there it is, right here"). They are not tests of skill; they are tools for discovery and delight, not diagnosis. Each chapter on acquisition begins with a commonsense look at how structures work—moving from the simple to the complex—and then turns to the literary and human dimensions of grammar. One important human dimension is the role of dialect in society and in the lives of children. Roeper devotes three chapters to the structure of African-American English and the challenge of responding to linguistic prejudice. Written in a lively style, accessible and gently provocative, The Prism of Grammar is for parents and teachers as well as students—for everyone who wants to understand how children gain and use language—and anyone interested in the social, philosophical, and ethical implications of how we see the growing mind emerge.

We live in a world of social, political, economic, and religious rupture. Ideologies polarise to fuel confrontation within communities, nations and regions of the world. At this point in the twenty-first century, humanism's focus on reason, ethics and justice offers the potential to rethink and re-engage in new ways. "What Is Humanism, and Why Does It Matter?" brings together leading humanist thinkers and activists to examine humanism and how it can work in the world. Humanism is often misunderstood. The movement includes both atheists and agnostics, who seek to make ethical sense of the world based on shared human values and a concern for human welfare, happiness and fulfillment. "What Is Humanism, and Why Does It Matter?" presents an overview and exploration of the meaning and nature of humanism, both as a philosophy and as a way of engaging with the challenges of the world.

This new edition surveys the major approaches and methods in language teaching.

In light of a new wave of cultural mobility, how must educational leaders respond to the challenges of internationalising their curricula and accommodating diversity? This timely project bridges a gap in the field of educational administration by showcasing the development of curricular internationalisation across several countries.

Focusing on the interdependence between human, animal, and machine, posthumanism redefines the meaning of the human being previously assumed in knowledge production. This movement challenges some of the most foundational concepts in educational theory and has implications within educational research, curriculum design and pedagogical interactions. In this volume, a group of international contributors use posthumanist theory to present new modes of institutional collaboration and pedagogical practice. They position posthumanism as a comprehensive theoretical project with connections to philosophy, animal studies, environmentalism, feminism, biology, queer theory and cognition. Researchers and scholars in curriculum studies and philosophy of education will benefit from the new research agendas presented by posthumanism.

In this book, Gur Zak examines two central issues in Petrarch's works - his humanist philosophy and his concept of the self.

Copyright: d006c37c44d38ff8f4cd34d916330904