



IATEFL Plenary

Connecting Minds: Language Learner and Teacher Psychologies

Sarah Mercer

University of Graz

References & related recommended reading

Achor, S. (2010). *The Happiness Advantage*. New York: Random House.

Bryk, A. S., & Schneider, B. (2002). *Trust in Schools: A Core Resource for Improvement*. New York, NY: Russell Sage Foundation.

Cain, S. (2013). *Quiet: The Power of Introverts in a World That Cannot Stop Talking*. London: Penguin.

Clandfield, L., & Hadfield, J. (2017). *Interaction Online: Creative Activities for Blended Learning*. Cambridge: Cambridge University Press.

Claxton, G. (2015). *Intelligence in the Flesh: Why Your Mind Needs Your Body Much More Than It Thinks*. Padstow, CT: Yale University Press.

Covey, S. (2004). *The 7 Habits of Highly Effective People*. London: Simon & Schuster.

Davis, H. A., Summers, J. J., & Miller, L. M. (2012). *An Interpersonal Approach to Classroom Management: Strategies for Improving Student Engagement*. Thousand Oaks, CA: Corwin Press.

Denton, P. (2007). *The Power of Our Words: Teacher Language That Helps Children Learn*. Turners Falls: Northeast Foundation for Children.

Dewaele, J.-M., & MacIntyre, P. (2016). Foreign language enjoyment and foreign language anxiety: The right and left feet of the language learner. In P. MacIntyre, T. Gregersen, & S. Mercer (Eds.), *Positive Psychology in SLA* (pp. 215-236). Bristol: Multilingual Matters.

Dörnyei, Z. (2005). *The Psychology of the Language Learner*. Mahwah, NJ: Lawrence Erlbaum.

Dörnyei, Z., & Murphey, T. (2003). *Group Dynamics in the Language Classroom*. Cambridge: Cambridge University Press.

- Duckworth, A. (2016). *Grit: The Power of Passion and Perseverance*. London: Vermilion.
- Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. New York, NY: Random House.
- Dweck, C. S. (2007). The perils and promises of praise. *Educational Leadership*, 65(2), 34-39.
- Dweck, C. S., Chiu, C.-Y., & Hong, Y.-Y. (1995). Implicit theories and their role in judgements and reactions: A world from two perspectives. *Psychological Inquiry*, 6(4), 267-285.
- Fan, S. P., Liberman, Z., Keysar, B., & Kinzler, K. D. (2015). The exposure advantage: Early exposure to a multilingual environment promotes effective communication. *Psychological Science*, 26(7), 1090-1097.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56, 218–226.
- Fredrickson, B. L. (2012). *Positivity: Groundbreaking Research to Release Your Inner Optimist and Thrive*. Oxford: One World.
- Fredrickson, B. L., & Cohn, M. A. (2008). Positive emotions. In M. Lewis, J. Haviland-Jones, & L. F. Barrett (Eds.), *Handbook of Emotions* (pp. 777–796). New York: Guilford Press.
- Frenzel, A. C., Götz, T., Lüdtke, O., Pekrun, R., & Sutton, R. E. (2009). Emotional transmission in the classroom: Exploring the relationship between teacher and student enjoyment. *Journal of Educational Psychology*, 101(3), 705–716.
- Furrer, C. J., Skinner, E. A., & Pitzer, J. R. (2014). The influence of teacher and peer relationships on students' classroom engagement and everyday motivational resilience. *National Society for the Study of Education*, 113(1), 101–123.
- Gabryś-Barker, D., & Galajda, D. (Eds.) (2016). *Positive Psychology Perspectives on Foreign Language Learning and Teaching*. Cham: Springer.
- Gkonou, C., & Mercer, S. (2017). *Understanding Emotional and Social Intelligence among English Language Teachers*. London: British Council.
- Hadfield, J. (1992). *Group Dynamics*. Oxford: Oxford University Press.
- Hattie, J. (2009). *Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement*. Abingdon: Routledge.
- Holmes, E. (2005). *Teacher Wellbeing: Looking after Yourself and Your Career in the Classroom*. London: Taylor & Francis.
- Hyland, K., & Hyland, F. (Eds.) (2006). *Feedback in Second Language Writing*. Cambridge: Cambridge University Press.
- Irie, K., Ryan, S., & Mercer, S. (2016). Using Q methodology to investigate pre-service EFL teachers' mindsets about teaching competences. Manuscript submitted for review.

- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research, 79*(1), 491-525.
- Knight, J. (2016). *Better Conversations: Coaching Ourselves and Each Other To Be More Credible, Caring, and Connected*. Thousand Oaks: Corwin.
- Kyriacou, C. (2000). *Stress-busting for Teachers*. Cheltenham: Stanley Thornes Publishers.
- Lannutti, P. J., & Strauman, E. C. (2006). Classroom communication: The influence of instructor self-disclosure on student evaluations. *Communication Quarterly, 54*(1), 89–99.
- Lieberman, Z., Woodward, A. L., Keysar, B., & Kinzler, K. D. (2017). Exposure to multiple languages enhances communication skills in infancy. *Developmental Science, 20*(1), 1-11.
- Linley, A. (2008). *Average to A+: Realising Strengths in Yourself and Others*. Coventry: CAPP Press.
- Lou, N. M., & Noels, K. A. (2016). Changing language mindsets: Implications for goal orientations and responses to failure in and outside the second language classroom. *Contemporary Educational Psychology, 46*, 22-33.
- Lovewell, K. (2012). *Every Teacher Matters: Inspiring Well-being through Mindfulness*. St Albans: Ecademy Press.
- Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin, 131*(6), 803-855.
- MacIntyre, P., & Gregersen, T. (2014). Special issue on positive psychology in SLA. *Studies in Second Language Learning and Teaching (SLLT), 4*(2).
- MacIntyre, P., Gregersen, T., & Mercer, S. (Eds.) (2016). *Positive Psychology in SLA*. Bristol: Multilingual Matters.
- Marzano, R. J. (2003). *What Works in Schools: Translating Research into Action*. Alexandria, VA: ASCD.
- Maslach, C., & Leiter, M. P. (1999). Teacher burnout: A research agenda. In R. Vandenburghe & A. M. Huberman (Eds.), *Understanding and Preventing Teacher Stress: A Sourcebook of International Research and Practice* (pp. 295-314). Cambridge: Cambridge University Press.
- Mercer, S. (2011). *Towards an Understanding of Language Learner Self-concept*. Dordrecht: Springer.
- Mercer, S. (2012). Dispelling the myth of the natural-born linguist. *ELT Journal, 66*(1), 22-29.
- Mercer, S., & Kostoulas, A. (Eds.) (under review). *Teacher Psychology in SLA*. Bristol: Multilingual Matters.
- Mercer, S., Oberdorfer, P., & Saleem, M. (2016). Helping language teachers to thrive: Using positive psychology to promote teachers' professional well-being. In D. Gabryś-Barker, & D. Gałajda (Eds.), *Positive Psychology Perspectives on Foreign Language Learning and Teaching, Second Language Learning and Teaching* (pp. 213-229). Switzerland: Springer.

- Mercer, S., & Ryan, S. (2013). Praising to learn: Learning to praise. In M. Reitbauer, N. Campbell, S. Mercer, J. Schumm, & R. Vaupetitsch (Eds.), *Feedback Matters: Current Feedback Practices in the EFL Classroom* (pp. 21-36). Frankfurt: Peter Lang.
- Mercer, S., Ryan, S., & Williams, M. (Eds.). (2012). *Psychology for Language Learning: Insights from Research, Theory and Practice*. Basingstoke: Palgrave Macmillan.
- Mercer, S., & Williams, M. (Eds.) (2014). *Multiple Perspectives on the Self in SLA*. Bristol: Multilingual Matters.
- Mills, S. H. (1990). *Stress Management for Teachers*. Lancaster: Framework Press.
- Mueller, C. M., & Dweck C. S. (1998). Praise for intelligence can undermine children's motivation and performance. *Journal of Personality and Social Psychology*, 75(1), 33-52.
- Neff, K. (2015). *Self-compassion: The Proven Power of Being Kind to Yourself*. New York, NY: Harper Collins.
- Pinker, S. (2014). *The Village Effect: Why Face-to-Face Contact Matters*. London: Atlantic Books.
- Pryce-Jones, J. (2010). *Happiness at Work: Maximizing your Psychological Capital for Success*. Chichester: John Wiley and Sons.
- Ratey, J. J., & Hagerman, E. (2010). *Spark! How Exercise Will Improve the Performance of Your Brain*. London: Quercus.
- Ripley, A. (2013). *The Smartest Kids in the World and How They Got That Way*. New York, NY: Simon & Schuster.
- Roffey, S. (2011). *Changing Behaviour in Schools: Promoting Positive Relationships and Wellbeing*. Thousand Oaks, CA: SAGE.
- Rogers, B. (2012). *The Essential Guide to Managing Teacher Stress*. Harlow: Pearson.
- Rubie-Davies, C. (2015). *Becoming a High-expectation Teacher: Raising the Bar*. London: Routledge.
- Ryan, S., & Mercer, S. (2012). Implicit theories: Language learning mindsets. In S. Mercer, S. Ryan, & M. Williams (Eds.), *Psychology for Language Learning: Insights from Research, Theory and Practice* (pp. 74-89). Basingstoke: Palgrave MacMillan.
- Seligman M. E. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. New York, NY: Free Press.
- Senior, R. (2012). Class-centred teaching: A framework for classroom decision making. In A. Burns, & J. C. Richards (Eds.), *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching* (pp. 38-45). Cambridge: Cambridge University Press.
- Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 85(4), 571-581.

Spilt, J. L., Koomen, H. M. Y., & Thijs, J. T. (2011). Teacher wellbeing: The importance of teacher-student relationships. *Educational Psychology Review*, 23(4), 457-477.

Vandenberghe, R., & Huberman, A. M. (Eds.) (1999). *Understanding and Preventing Teacher Burnout*. Cambridge: Cambridge University Press.

Weinstein, R. S. (2002). *Reaching Higher: The Power of Expectations in Schooling*. Cambridge, MA: Harvard University Press.

Williams, M., Burden, R., & Lanvers, U. (2002). "French is the language of love and stuff": Student perceptions of issues related to motivation in learning a foreign language. *British Educational Research Journal*, 28(4), 503–528.

Williams, M., Mercer, S., & Ryan, S. (2016). *Exploring Psychology for Language Learning and Teaching*. Oxford: Oxford University Press.

Zimmerman, F. J., Gilkerson, J., Richards, J. A., Christakis, D. A., Xu, D., Gray, S., & Yapanel, U. (2009). Teaching by listening: The importance of adult-child conversations to language development. *Pediatrics*, 124, 342-349.

Websites, videos, and TED talks

<http://robertwaldinger.com/> (Harvard's 75-year-long study of what makes a good life)

Barry White – Teacher with the handshakes: <https://www.youtube.com/watch?v=BUQIARSN3ag>

Rita Pierson Ted talk:

https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion

Ken Robinson Ted talk:

https://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley

Ron Gutman Ted talk:

https://www.ted.com/talks/ron_gutman_the_hidden_power_of_smiling

Angela Maiers – You matter campaign

<http://www.angelamaiers.com/2012/01/the-you-matter-manifesto/>

Graphics:

<https://pixabay.com/>

And thanks to Thomas Murr and Achilles Kostoulas for help with some of the graphics.

If you have questions, please feel free to contact me via email: sarah.mercer@uni-graz.at