



The Invisible Foreign Language Classroom

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**MSI Press
ISBN
9781950328000**

Non Fiction

\$19.95

On sale at
www.amazon.com,
www.bn.com,
and select book
retailers

September 17, 2019

Order direct from
MSI Press:
orders@msipress.com

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FOR IMMEDIATE RELEASE

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The Invisible Foreign Language Classroom: Bringing Hidden Dynamics to Light for Individual and Group Harmony and Success

An insightful look into intragroup dynamics and how they affect the classroom.

When teachers adapt their instruction, they provide students with a gift because students will do better in that course. When teachers teach students how to adapt, they give them a gift for life because those students will do better in most courses. Teaching to the class profile can help the teacher achieve this aim. Knowing that sensors prefer facts and specifics, the teacher can adjust her plan to give sensing learners the details they crave and provide them with steps to help grow their resourcefulness.

Excerpt from *The Invisible Foreign Language Classroom*

It's the beginning the school year and a room full of students is looking up at you, their new teacher, expectantly. Looking around the room you worry, will this be a peaceful class, or one fraught with conflict? As a teacher, you learn quickly to expect any and every possibility. Why do some classes and students just click with you when others *really* don't?

By exploring personal psychology and its effect in the foreign language classroom, this book tackles the seemingly impossible task of creating harmony in even the most dysfunctional of classrooms. Analyzing the different MBTI personality types of Carl Jung, the authors provide teachers with steps they can take, based on their personality types, to sidestep conflict before it begins and create a productive, healthy learning environment for their students.

With an emphasis on how the personality types work together in the foreign language classroom, this book provides readers with examples of 16 different teacher-student group dynamics. These examples demonstrate that, while every classroom is different, with an understanding of personality type, teachers can learn to accommodate all students.

This invaluable guide is a must-read for foreign language teachers and can be used for faculty development as a whole.

Laura Dabbs works at the University of Alabama in Birmingham where she is pursuing an M. A. in TESOL Her work at this diverse university has enabled her to observe the relationship between personality traits and education first hand.

Betty Lou Leaver has personally taught hundreds of students, and her work with dozens of language programs, including programs for government institutions, such as the Foreign Service Institute, NASA, and the Defense Language Institute, has benefitted tens of thousands of students.