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Academic Language in Diverse Classrooms: Definitions and Contexts Developing Advanced Literacy in First and Second Languages Language Education in a Changing World The Sociopolitics of English Language Teaching Academic Language in Diverse Classrooms: English Language Arts, Grades K-2 Language as Behaviour, Language as Code Second Language Education Teacher Development for Content-Based Language Education The Magic of Language Advancing English Language Education Exploring Language Assessment and Testing Classroom Management in Language Education Resources in Education Language Policy Chinese Language Education in the United States Rethinking Heritage Language Education Multiple Voices in Academic and Professional Discourse Language Education and Emotions The Johns Hopkins University Studies in Historical and Political Science Spanish and Heritage Language Education in the United States Margo Gottlieb Mary J. Schleppegrell Rod Bolitho Joan Kelly Hall Margo Gottlieb Lynne Young G. Richard Tucker Susan Ballinger Thomas Tinnefeld Wafa Zoghbor Anthony Green Tony Wright William Egginton Jiening Ruan Peter Pericles Trifonas Sergio Maruenda Bataller Mathea Simons Marta Ana Fairclough Academic Language in Diverse Classrooms: Definitions and Contexts Developing Advanced Literacy in First and Second Languages Language Education in a Changing World The Sociopolitics of English Language Teaching Academic Language in Diverse Classrooms: English Language Arts, Grades K-2 Language as Behaviour, Language as Code Second Language Education Teacher Development for Content-Based Language Education The Magic of Language Advancing English Language Education Exploring Language Assessment and Testing Classroom Management in Language Education Resources in Education Language Policy Chinese Language Education in the United States Rethinking Heritage Language Education Multiple Voices in Academic and Professional Discourse Language Education and Emotions The Johns Hopkins University Studies in Historical and Political Science Spanish and Heritage Language Education in the United States Margo Gottlieb Mary J. Schleppegrell Rod Bolitho Joan Kelly Hall Margo Gottlieb Lynne Young G. Richard Tucker Susan Ballinger Thomas Tinnefeld Wafa Zoghbor Anthony Green Tony Wright William Egginton Jiening Ruan Peter Pericles Trifonas Sergio Maruenda Bataller Mathea Simons Marta Ana Fairclough

with the rigorous content of college and career readiness standards academic language use has moved to the forefront of educational

priorities school leaders and teachers must ensure that academic language becomes the focus of new curricula instruction and assessment with special attention to linguistically and culturally diverse students margo gottlieb and gisela ernst slavit s six book series on academic language is already the definitive resource on the topic this companion volume provides a concise thorough overview of the key research concepts and effective practices that underlie the series it includes definitions and examples of the dimensions of academic language a step by step template to incorporate academic language use into plans for student learning graphic models that illustrate the construct of academic language and its classroom application language is the most fundamental building block of education be sure your school is as strong as it can be with this indispensable book

this book addresses the linguistic challenges faced by diverse populations of students at the secondary and post secondary levels as they engage in academic tasks requiring advanced levels of reading and writing learning to use language in ways that meet academic expectations is a challenge for students who have had little exposure and opportunity to use such language outside of school although much is known about emergent literacy in the early years of schooling much less has been written about the development of advanced literacy as students move into secondary education and beyond developing advanced literacy in first and second languages meaning with power brings together work on first and second language acquisition and emphasizes the importance of developing advanced literacy in the first language such as spanish for bilingual students as well as english spans a range of theoretical orientations and analytic approaches drawing on work in systemic functional linguistics genre theory and sociocultural perspectives addresses the content areas of science history and language arts provides specific information about genres and grammatical features in these content areas and presents suggestions for teacher education what unites the contributors to this volume is their shared commitment to a view of literacy that emphasizes both the social contexts and the linguistic challenges the chapters collected in this volume contribute in important ways to research and pedagogy on advanced literacy development for the multilingual and multicultural students in today s classrooms this book is particularly useful for researchers and students in language and education applied linguistics and others concerned with issues and challenges of advanced literacy development in first and second languages

this book considers the importance of language education in a rapidly changing world the authors look at language education from different perspectives the teaching and learning of foreign or second languages the role of literacy oracy and language across the curriculum the part played by different stakeholders in educational policy and the current state of language teacher education and the ways in which language is addressed in the education of teachers of all subjects drawing on their extensive experience of language education and on case studies and data from around the world the authors consider how a different approach to language in education might help students to develop the language awareness and linguistic and communicative competences they need in order to participate fully and confidently in our increasingly diverse societies

the sociopolitical dimensions of english language teaching are central to the english language professional these dimensions include language policies cultural expectations and the societal roles of languages this book aims to present these issues to practicing and aspiring teachers in order to raise awareness of the sociopolitical nature of english language teaching

make every student fluent in the language of learning the common core and eld standards provide pathways to academic success through academic language using an integrated curricular framework districts schools and professional learning communities can design and implement thematic units for learning draw from content and language standards to set targets for all students examine standards centered materials for academic language collaborate in planning instruction and assessment within and across lessons consider linguistic and cultural resources of the students create differentiated content and language objectives delve deeply into instructional strategies involving academic language reflect on teaching and learning

this work arose from the desire to teach foreign students in north america a particular variety of language used in their disciplines speech situations whereupon the inadequacy or non existence of previous study became apparent given this raison d etre the work first illustrates one approach to the analysis of language in order to test whether something of significance can be said about the typology of texts and discourse the approach chosen is systemic functional grammar with its roots in the prague school of linguistics and the london school of j r firth a theory that is particularly able to show how situational factors affect codal choices secondly the author proceeds to use this theory and one language variety academic speech to illustrate the influence of speech situational components on the codal selections in the language variety since the impetus for the work is pedagogical the book concludes with a brief reappraisal of the analysis model and a discussion of some of the pedagogical implications stemming from the analysis since the work is also theoretical the implications of the study for the model of grammar are thoroughly explored

the contributions to the volume examine in detail diverse aspects of second language education ranging from a focus on the basic contributions of linguistic theory and research to our understanding of second language learning and teaching on the one hand to a series of reviews of innovative language education practices in selected regions of the world on the other

this book fills a large gap in our understanding of how to prepare teachers for the challenging but increasingly popular task of integrating content and language instruction it brings together findings on content based teacher education from africa asia australia europe and north america in order to inform researchers and teacher educators and enable them to play a critical role in the continued success of such programs it offers a solid grounding in theories and applications of content based approaches with empirical studies investigating teacher identity materials design use of cognitive discourse functions and best practices for teacher education

responding to the growing popularity of content based programs and the shortage of qualified teachers for these contexts this book promotes teacher researcher collaboration and provides support for trainee teachers in service teachers and course leaders

language is magic this magic happens when new ideas come to our minds or when we come across notions which are new to us i e when we use language productively and construct our own world the magic in the productivity of language works in various linguistic areas e g phonetics lexicology phraseology pragmatics languages for specific purposes and multilingualism in language teaching and learning this magic comes into effect when language meets content when we try to adapt our teaching to our learners needs or when we need to leave our comfort zone to take risks with contributions by lizeta demetriou bessie dendrinos olga dobrunoff rashit emini douglas fleming thomas h goetz ourania katsara bernd klewitz katrin menzel torten piske lea pöschik ronald kresta nikolay slavkov anja steinlen and brikena gëzim xhaferi this edited volume features articles that cover a diversity of research findings which deal with the magic of language in various contexts and linguistic settings in europe america and asia saarbrücken series on linguistics and language methodology ssllm series editor prof thomas tinnefeld

advancing english language education edited by wafa zoghbor thomaï alexiou this volume contains a selection of nineteen articles that focus on skills and strategies for advancing english language teacher education in several contexts where english is taught to speakers of other language the volume focuses on the teachers and learners as the prime participants in the learning process the papers selected for inclusion represent the diverse backgrounds experiences and research interests of efl educators and showcase contribution that document theory research and pedagogy the volume comprises six sections teacher education and professional development young learners testing and assessment teaching of writing skills context specific issues in efl teaching learning and pedagogy contributors alessandro ursic alison larkin koushki athanasios karasimos daria grits david rear irshat madyarov ivan ivanov james milton laila khalil larysa nikolayeva mariam al nasser marianthi serafeim marielle risse marta tryzna mher davtyan michael m parrish nikita berezin nour al okla peter davidson richard d miller syuzanna torosyan talin grigorian thomaï alexiou wafa zoghbor zainab rashed aldhanhani

the routledge introductions to applied linguistics series takes an innovative practice to theory approach with a back to front structure this leads the reader from real world problems and issues through a discussion of intervention and how to engage with these concerns before finally relating these practical issues to theoretical foundations exploring language assessment and testing offers a straightforward and accessible introduction that starts from real world experiences and uses practical examples to introduce the reader to the academic field of language assessment and testing extensively updated with additional features such as reader tasks with extensive commentaries from the author a glossary of key terms and an annotated further reading section this second edition provides coverage of recent theoretical and technological developments and explores specific purposes for assessment including concrete

models and examples to guide readers into the relevant literature this book also offers practical guidance for educators and researchers on designing developing and using assessments providing an inclusive and impartial survey of both classroom based assessment by teachers and larger scale testing this is an indispensable introduction for postgraduate and advanced undergraduate students studying language education applied linguistics and language assessment

this book develops an understanding of practices at the very center of language education the classroom the author explores key concepts in unpacking the complexity of classroom life examines existing research and practice through a series of research case studies provides a template for research activity and suggestions for projects and methodologies and collects resources for readers keen to follow up the themes developed in the book

think globally act locally is the message of language policy dominant english pluralist challenges the book examines the impact of english in countries in which it is taken for granted australia britain canada new zealand and the usa it explores how the dominance of english impacts on the development of national language policies the maintenance of minority languages the ability to provide services in other languages the efforts to promote first language and bilingual education programs and the opportunities for adult and child second language and literacy training the book examines language and language in education policies in these countries and the extent to which english influences some policies or precludes others it explores the viability of a statement on national language policies that could be adopted by the international teachers of english to speakers of other languages tesol organization as a statement of principles the book explores how to raise issues of individual social and educational responsibilities that tesol members must face as they are influenced by and can influence the language policy agendas established in these countries it explores what can be learned from other english dominant nations and compares language policy and practice developing a more cross national view on rights and responsibilities in language and language in education in these five dominant nations

this book offers historical philosophical and sociocultural perspectives on chinese language education for speakers of other languages with a special focus on chinese language education in the united states it provides a comprehensive cross disciplinary look at changes in cfl csl education over time in china and the u s and the philosophical political and sociocultural influences that led to these changes the essays address a wide array of topics related to chinese language education including a historical overview of the field theories that apply to cfl csl learning policies and initiatives for cfl csl by the chinese and u s governments medium of instruction curriculum and instruction for cfl csl learners at k 12 and college levels technology for cfl csl education chinese language learning for heritage learners cfl in study abroad contexts cfl teacher education and training this work is essential reading for scholars and students interested in gaining a greater understanding of chinese language education in the two countries and around the world

a collaborative series with the university of cambridge faculty of education highlighting leading edge research across teacher education international education reform and language education rethinking heritage language education is an edited collection that brings together emerging and established researchers interested in the education field of heritage language education to negotiate its concepts and practices and investigate the correlation between culture and language from a pedagogic and cosmopolitan point of view the scholars who have contributed to the growth of heritage language education as a discipline reconsider and enrich their findings by drawing new lines across the boundaries of research and practice it complements the previous work of these theorists filling a void in the current literature around the question of heritage language education

the demands of today s society for greater specialization have brought about a profound transformation in the humanities which are not immune to the competitive pressure to meet new challenges that are present in other sectors thus lecturers and researchers in modern languages and applied linguistics departments have made great efforts to design syllabi and materials more attuned to the competences and requirements of potential working environments at the same time linguists have attempted to apply their expertise in wider areas creating research institutes that focus on applying language and linguistics in different contexts and offering linguistic services to society as a whole this book attempts to provide a global view of the multiple voices involved in interdisciplinary research and innovative proposals in teaching specialized languages while offering contributions that attempt to fill the demands of a varied scope of disciplines such as the sciences professions or educational settings the chapters in this book are made up of current research on these themes discourse analysis in academic and professional genres specialized translation lexicology and terminology and ict research and teaching of specialized languages

language education and emotions presents innovative empirical research into the influence of emotions and affective factors in language education both in l1 and in foreign language education it offers a comprehensive overview of studies authored and co authored by researchers from all over the world the volume opens and ends with backbone contributions by two of the discipline s most reputed scholars jane arnold spain and jean marc dewaele united kingdom this book broadens our understanding of emotions including well known concepts such as foreign language anxiety as well as addressing the emotions that have only recently received scientific attention driven by the positive psychology movement chapters explore emotions from the perspective of the language learner and the language teacher and in relation to educational processes a number of contributions deal with traditional school based contexts whereas others study new settings of foreign language education such as migration the book paints a picture of the broad scale of approaches used to study this topic and offers new and relevant insights for the field of language education and emotions this book will be of great interest to academics researchers and postgraduate students in the field of language education psycholinguistics sociolinguistics and applied linguistics

the study examines the effects of formal instruction on the acquisition of standard spanish looks at the expression of conditionality and suggests pedagogical implications based on the findings

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