This book describes a theory-guided approach to Foreign Language (FL) course development, implementation, instruction and assessment. It
documents the development and implementation of a theory-guided approach designed to exploit cross-linguistically sharable competencies as resources for promoting FL learning. The volume delineates the processes of (a) identifying cross-linguistically sharable competencies, (b) exploring ways of exploiting sharable competencies as resources in promoting language skills through their purposeful use for content learning, (c) implementing the instructional approach in multiple EFL classrooms, and (d) evaluating the approach by comparing learning outcomes across classrooms. It presents a solid conceptual framework that integrates theories in multiple research domains, including second language acquisition, knowledge acquisition, and language assessment. It also provides detailed descriptions of framework construction and classroom implementation – the two processes that are integral to course design and development.

Language Learning and Intercultural Understanding in the Primary School shows how to deliver a progressive and holistic embedded language curriculum. It provides guidance on inclusive approaches for students with English as an additional language, including native speakers in the target language as well as language awareness activities that maximise links with learning in English. Practical and accessible, it contains classroom examples, plans, resources and pedagogical approaches all underpinned by theory, research and practice. Each chapter examines specific themes relating to language, culture, identity and wellbeing, providing rich discussions and a range of perspectives. Case studies ‘bring to life’ the examples provided, and reflection points offer the reader the opportunity to pause and consider an idea, resource, or challenging concept before moving on. Presenting a lived narrative of shared voices, the authors invite readers to learn about their own cultural and linguistic identities and how these relate to their practice. This is a must-read for teachers, language specialists and school leaders who wish for a clear rationale for the role of language, culture, identity and wellbeing within and beyond the curriculum.

This edited collection sets out the case for teaching modern languages across the curriculum and provides practical strategies for its implementation.

The field of TESOL encompasses English teachers who teach English as an additional language in English-dominant countries and those teachers who teach English as a foreign language in countries where a language other than English is the official language. This range of educators teaches English to children, adolescents, and adults in primary, secondary, post-secondary, popular education, and language academies or tutoring centers. The diversity of learners and contexts
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within the TESOL field presents a unique opportunity for educators to address varied educational and societal needs. This opportunity calls for TESOL educators who can support the whole learner in a range of contexts for the greater social good. There is an urgent need for readily reproducible and step-by-step research-based practices and current standards in TESOL that bridge the gap between critical scholarship and equitable teaching practices. This book would serve as a critical addition to current literature in TESOL. TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy is an essential reference that provides practical and equitable step-by-step guides for TESOL educators through the current best practices and methods for effective and equity-minded teaching, critical inquiry, and transformative advocacy. This book is of particular value as it bridges theories to practices with a critical look at racial and social justice in English language teaching, which will lead to the integration of social justice-focused practice across the new curriculum. Covering topics such as integrated language instruction, equity and inclusivity, critical consciousness, and online learning, this text is essential for in-service and pre-service TESOL educators, education students, researchers, administrators, teacher educators, and academicians.

This book aims at scaffolding language teachers, pre-service language teachers, and undergraduate students in the process of teaching and material design by helping them to become informed decision-makers in this endeavour. It also aims at leading foreign language teachers to reflect critically on some key concerns in our field as well as on their own beliefs, and to act consistently with that critical reflection to introduce, little by little, changes in daily practices that can ultimately transform students' thinking. On this book, the authors discuss relevant elements related to curriculum, principles that have guided some educational philosophies, systems of beliefs, psychological theories of learning, principles for material design, and the influence of the development of computers, computer science, and Information and Communication Technologies (ict).

The Routledge Handbook of Multilingualism provides a comprehensive survey of the field of multilingualism for a global readership, and an overview of the research which situates multilingualism in its social, cultural and political context. The handbook includes an introduction and five sections with thirty two chapters by leading international contributors. The introduction charts the changing landscape of social and ethnographic research on multilingualism (theory, methods and research sites) and it foregrounds key contemporary debates. Chapters are structured around sub-headings such as: early developments, key issues related to theory and method, new research directions. This
handbook offers an authoritative guide to shifts over time in thinking about multilingualism as well as providing an overview of the range of contemporary themes, debates and research sites. The Routledge Handbook of Multilingualism is the ideal resource for postgraduate students of multilingualism, as well as those studying education and anthropology.

Inspired by papers presented at the second international English Across the Curriculum (EAC) conference, this book provides a platform for those involved in the EAC movement to exchange insights, explore new strategies and directions, and share experiences. It speaks not only to EAC practitioners but also to scholars in a range of related fields, whether they are considering starting an EAC-like initiative or are already involved in an established EAC, Content and Language Integrated Learning (CLIL), or Writing Across the Curriculum (WAC) program. The chapters in the book testify to challenges faced, opportunities presented, and a passion displayed for embedding academic English literacy in courses in a range of disciplines at institutions around the world. They also highlight the persistence and determination of teachers in creating and shaping valuable learning experiences and ongoing support for their students.

International Perspectives on Knowledge Integration explores theoretical conceptions and methods and reports on original research and good practices for fostering knowledge integration in pre-service teacher and higher education.

TEACHING READING IN TODAY’S ELEMENTARY SCHOOLS sets the standard for reading instruction to ensure that aspiring teachers are able to help students learn the mechanics of word recognition, how to comprehend what they read -- and enjoy the process. The book advocates a balanced approach to reading, presenting newer approaches with more traditional approaches that have proven value, such as phonics, vocabulary instruction, and strategies for literal and higher-order comprehension. Practices are featured, such as use of recent technologies for literacy learning, varying approaches with attention to dealing with the many types of diverse learners in today's classrooms, and use of close reading techniques with appropriate materials to enhance the learning experience. New chapters are devoted to diversity and fluency. Praxis, CCSS, and edTPA assistance is also incorporated. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Discussing digital technology in teaching and learning settings, Video
Enhanced Observation for Language Teaching explains how it can be used to tag, analyze and evaluate talk and use it as the basis for reflection and professional development. Guiding readers through these processes, this book focusses on the Video Enhanced Observation (VEO) system. Beginning with a discussion of how it was designed and built by language teaching professionals, contributors use VEO to illustrate the advantages and opportunities of digital observation technologies for teachers, explaining its use and how it can be adapted to their own professional practice. With detailed case studies tracing how teachers in many different settings have used this system for recording, evaluating and reflecting on lessons, this book provides clear research evidence of the development of many education professionals from around the world. Written by experts in applied linguistics, education and educational technology, Video Enhanced Observation for Language Teaching explains the principles and procedures involved with using digital observation technologies in teaching, enabling other professionals to integrate these technologies into their own environment and practice.

The Routledge Handbook of English Language Teacher Education provides an accessible, authoritative, comprehensive and up-to-date resource of English language teacher education. With an overview of historical issues, theoretical frameworks and current debates, this handbook provides unique insights into a range of teacher education contexts, focusing on key issues relating to teacher and learner priorities, language and communication, current practices, reflective practice, and research. Key features include: a cross-section of current theories, practices and issues, providing readers with a resource which can be used in a variety of contexts; the use of data, transcripts and tasks to highlight and illustrate a range of practices, including examples of ‘best practice’; ‘snapshots’ of ELTE from a number of contexts taken from all around the world; and examples of current technological advances, contemporary thinking on reflective practice, and insights gained from recent research. This wide-ranging and international collection of chapters has been written by leading experts in the field. The Routledge Handbook of English Language Teacher Education is sure to be core reading for students, researchers and educators in applied linguistics, TESOL and language education.

This book offers both a scholarly and practical overview of an integrated language and literature approach in the 16-19 English classroom. Providing a comprehensive overview of the identity of the subject, it outlines the pedagogical benefits of studying a unified English at post-16 and provides case studies of innovative classroom practice across a range of topics and text types. Including contributions from practising
teachers and higher education practitioners with extensive experience of the post-16 classroom and drawing on a range of literature, this book covers the teaching of topics such as: Mind style in contemporary fiction Comparative poetry analysis Insights from linguistic cohesion Criticality through creative response Written to complement the two other Teaching English 16–19 titles in the NATE series, Teaching English Language and Literature 16–19 is the ideal companion for all practising A-level English teachers, of all levels of experience.

This volume builds a conceptual basis for assessment promoting learning in Content and Language Integrated Learning (CLIL) classrooms and proposes practical assessment approaches and activities that CLIL teachers can apply in the classroom. CLIL as an educational context is unique, as language and content learning happen simultaneously. The efficacy of such instruction has been studied extensively, but assessment in CLIL classrooms has drawn much less attention. The present volume aims to fill this gap. Arranged based on different ways that content and language are integrated in CLIL, the chapters in this book together build a solid theoretical basis for assessment promoting learning in CLIL classrooms. The authors discuss how assessment elicitng this integration yields insights into learners' abilities, but more importantly, how these insights are used to promote learning. The contributors to the volume together build the understanding of classroom-based assessment as cyclic, of teaching, learning, and assessment as inter-related, and of content and language in CLIL classrooms as a dialectical unity. This volume will spark interest in and discussion of classroom-based assessment in CLIL among CLIL educators and researchers, enable reflection of classroom assessment practices, and foster collaboration between CLIL teachers and researchers. The assessment approaches and activities discussed in the volume, in turn, will help educators understand the scope of applications of assessment and inspire them to adapt these to their own classrooms.

In a diverse society, the ability to cross communication barriers is critical to the success of any individual personally, professionally, and academically. With the constant acceleration of course programs and technology, educators are continually being challenged to develop and implement creative methods for engaging English-speaking and non-English-speaking learners. Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications is a vital reference source that examines the relationship between language education and technology and the potential for curriculum enhancements through the use of mobile technologies, flipped instruction, and language-learning software. This multi-volume book is geared toward educators,
researchers, academics, linguists, and upper-level students seeking relevant research on the improvement of language education through the use of technology.

Though attention to academic language is a key component of the Teacher Performance Assessment and the new Common Core Standards, little has been researched regarding how pre-service teachers build academic language knowledge and integrate it into their practice teaching experience. This study focuses on the construction and delivery of academic language knowledge to pre-service teachers in a one year immersion teacher preparation program. It studies the pre-service teachers' use of academic language knowledge in their planning, teaching, and assessment throughout a practicum and clinical experience, as well as their use of academic language knowledge as part of reflective practice. Through analysis of classroom observation notes, interviews, and artifacts, the data show that after receiving instruction on academic language concepts in the areas of content-area terminology and language use, reading, and writing, pre-service teachers consciously integrated an attention to the terminology and language use of their content area into their practicum experience. However, faced with understanding themselves as teachers while navigating their mentor teacher's expectations, learning the curriculum they are teaching, and developing classroom management skills, etc., attention to academic language instruction in reading and writing was limited. Recognition that content-area terminology and language use is key to accessing content, though, influenced reflection on how content knowledge is accessed. This conscious understanding of the role terminology and language use plays in accessing content opened the door for a deeper reflection on the role academic language plays in the classroom. And, during their post-practicum clinical experience, these pre-service teachers were able to more knowledgeably reflect on how to integrate specific content-area reading and writing instruction into curriculum. These conclusions suggest that an introduction to academic language concepts and practices can reveal "blind spots" that enable pre-service teachers to better address content-area literacy in their future practice. They also suggest that more focus in academic language instruction in teacher education programs could help pre-service teachers more efficiently learn the complexities of their new role.

Interest in Content and Language Integrated Learning (CLIL), in Europe and beyond, has increased exponentially since it first appeared on the scene in Europe in the early 1990s. CLIL has grown to become a much-discussed topic of language education today, with the number of publications pertaining to the field continuing to increase. Researchers,
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teachers, teacher trainers, course planners and others involved in CLIL are constantly searching for new studies to help them understand how CLIL is evolving and how best it can be implemented. As the concept is now informing the pedagogical principles of different educational realities, research and reflection are now required to further understand its potential and implications, its inherent difficulties and possible applications. This volume was conceived with this idea in mind. The book primarily covers three macro areas: learning, teaching and training. It provides insight into the latest areas of research and reflection that are characterizing the CLIL field in the current decade. The wide range of topics covered reveal, for example, a shift in interest towards CLIL at the tertiary level, focusing on lecturer and student perceptions and problems.

From plays to poetry, Le Petit Nicolas to the Association for Language Learning (ALL) Literature wiki, this book shows trainee teachers of MFL, teachers in schools, teacher educators, how literature can be an essential tool for developing students' cultural awareness as well as language skills. With contributions from Ruth Heilbronn, Jane Jones and other leading scholars, it covers a wide range of approaches including looking at how to support students to develop the skills they need to read and discuss texts, and how to use stories as a pedagogic tool, rather than just a way to develop reading skills. Examples of teaching French, German, Japanese, Mandarin and Spanish are used throughout, but the book draws together resources and strategies for use in teaching all modern foreign languages. Supporting students to develop into creative, reflective teachers, this book offers support for readers to develop their own tasks for their pupils and questions throughout to keep them engaged and encouraging them to critically engage with the content. Seemingly daunting articles are made much more approachable for readers with windows on research which provide a summary of relevant research papers, with full reference details for follow up.

How can foreign language learning be developed in primary schools? In what ways can it be integrated into the primary classroom? Modern Languages in the Primary School tackles these questions, challenging current perceptions of primary modern languages, arguing that modern languages should be fully integrated into the primary curriculum, and looking at ways in which this can be achieved. The authors examine ways in which language-learning can be made a rich experience for all. They offer ideas on how to start language programmes in schools, or enhance those already in place. The book: - Features a 3-stage practical approach to teaching languages with different age groups in primary schools - Develops a coherent view of language learning and teaching -
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Refers to the KS2 Framework elements of oracy, literacy, intercultural understanding, knowledge about language and language learning strategies - Contains a chapter which offers a theoretical introduction to content and language integrated learning (CLIL) - Refers to the QTS Standards and offers a short guide to internet-based and multimedia resources This book is for Primary ITE students and experienced teachers who are taking on the Modern Language coordinator role or teaching modern languages in primary schools for the first time. Philip Hood is Course Director of the National SCITT Primary PGCE and Lecturer in Modern Languages Education at the University of Nottingham. Kristina Tobutt is a Primary teacher and Associate Consultant for Nottinghamshire LA.

This book presents the work of researchers in the Esprit Fully Integrated Data Environments (FIDE) projects which had the goal of substantially improving the quality of complex application systems while massively reducing the cost of building and maintaining them. It reports on the design and development of new integrated environments to support the construction and operation of persistent application systems, and on the principles employed to design, test, and implement such systems.

This volume contains technical papers and panel position papers selected from the proceedings of the International Symposium on Information Systems and Technologies for Network Society, held together with the IPSJ (information processing society of Japan) National Convention, in September 1997. Papers were submitted from all over the world, especially from Japan, Korea and China. Since these countries are believed to form one of the major computer manufacturing centers in the world, a panel on "Computer Science Education for the 21st Century" was set up. A special session on the Japanese project on Software Engineering invited representative researchers from the project, which is supported by the Ministry of Education, Japan.

Teacher preparation and professional development endeavors are key drivers of successful immersion/bilingual (I/B) and content-based language education (CBLE) programs across a variety of models. However, research in this critical area is scant and has not to date received the academic attention it deserves. Aimed at a broad audience, this timely volume is essential reading for anyone interested in knowing what research has to say about teacher development in the I/B and CBLE field. Its primary aim is to inform teacher education practice and stimulate additional research in the field by showcasing ground-breaking research on teacher preparation and professional development programs from around the globe as well as teacher educators’ experience in these varied educational contexts. The
contributions illustrate several points of access into classroom research and pedagogy and add insight into the complexity of teacher preparation and professional development in this dynamic and constantly evolving sector. The depth of scholarship and breadth of experience represented by the contributors promises a productive and rewarding read. Originally published as special issue of Journal of Immersion and Content-Based Language Education 6:2 (2018).

The first book to integrate various model-based software specification approaches. The integration approach is based on a common semantic domain of abstract systems, their composition and development. Its applicability is shown through semantic interpretations and compositional comparisons of different specification approaches. These range from formal specification techniques like process calculi, Petri nets and rule-based formalisms to semiformal software modeling languages like those in the UML family.

Language policies impact language choice, language prestige, and language spread. Rising regional integration, both formal and informal, adds to the sensitivity and complexity of language politics, whether in North America, South America or Europe. This book shows how language politics vary across the Americas and contrast with Europe.

Presenting comprehensive research conducted with learners and educators in a range of settings, this volume showcases self-reflection as a powerful tool to enhance student learning. The text builds on empirical insights to illustrate how language professionals can foster critical self-reflection amongst learners of English as an additional language. This text uses ecologically sensitive practitioner research that addresses issues of both practical and pedagogical significance in the fields of TESOL, language teaching and learning, and teacher education. By synthesizing interdisciplinary research and theory, chapters show how various types of self-reflection—including guided and non-guided; group and individual forms; and written, oral, and technology-mediated reflection—can promote autonomous, self-regulated learning amongst students at various levels. Whilst offering readers a strong grounding in the theoretical and empirical knowledge that supports self-reflection, the volume gives constant attention is given to praxis, with a focus on effective pedagogical strategies and tools needed to implement, encourage, and evaluate critical learner reflection in readers' own teaching or research. This volume will be a critical resource for language-teaching professionals interested in critical learner reflection, including in-service, pre-service, and teacher educators in the field of TESOL. Scholars and researchers in the fields of applied linguistics and language education more broadly will find this volume valuable.
Once considered disruptive to learning, technology has increasingly become an integrated and valued part of the modern classroom. In particular, mobile technologies provide the ability to encourage evocative student learning through new experiences. Promoting Active Learning through the Integration of Mobile and Ubiquitous Technologies showcases the widely varied ways that technology can be applied to enhance classroom learning. Closely examining and critiquing the best methods in assimilating technologies, this publication is a valuable resource for faculty, teachers, administrators, technology staff, directors of learning centers, and other education technology leaders interested in incorporating new technologies within the classroom for engaging student learning.

Widely spread all over Europe and the world, Content and Language Integrated Learning (CLIL) is the subject of great interest as the ultimate frontier of linguistic and pedagogical research. It impinges on the general cognitive processes involved in learning, on language acquisition and on the development of digital competencies. This volume attests to the spreading of the new “CLIL literacy” in the frame of pluriliteracies, and derives theoretical reflections from case studies and experiential reports, thus addressing both academic and school instructors. It combines research from international CLIL experts with the critical perspectives of academics not directly involved in its instruction.

Let every voice be heard! Developing Voice Through the Language Arts shows prospective teachers how to use the language arts to connect diverse students to the world around them and help them develop their own literate voices. This book considers the integrated nature of the primary language arts - reading, writing, listening, speaking, viewing, and visually representing. Authors Kathryn Henn-Reinke and Geralyn A. Chesner encourage preservice and inservice teachers to take a reflective, balanced approach in preparing to teach language arts.

Pedagogical Reflections on Learning Languages in Instructed Settings is intended to provide the latest pedagogical reflections that derive from research in a variety of key areas within the discipline of language learning. Thus, this volume aims at helping practicing language teachers to update their teaching methodology. The book has fifteen chapters that are grouped around five sections. The first section of the book includes three chapters, which outline past approaches to language learning and highlight advances in our understanding of how languages are likely to be learned and taught. These three chapters provide the theoretical grounding for the rest of the volume by discussing
outstanding concepts in the language learning field, namely: those of eclecticism (Chapter 1), communication (Chapter 2), and learner autonomy (Chapter 3). The second section of the book contains three chapters, which explore new directions in the field that have recently caught the attention of language researchers and practitioners, namely: the Information and Communication Technology (ICT) in language learning (Chapter 4) the use of language corpora (Chapter 5) and finally, the use of the portfolio as a new assessment tool responding to new pedagogical demands (Chapter 6). The third section of the book consists of three chapters, which discuss the role of learners' individual variables such as affect (Chapter 7), learning styles (Chapter 8), and learning strategies (Chapter 9), crucial for understanding the nature of language learning. The fourth section of the book has five chapters and provides insights into understanding the nature of the four language skills, that is to say, listening (Chapter 10), speaking (Chapter 11), reading (Chapter 12) and writing (Chapter 13). This section also addresses the issue of assessment with the aim of increasing awareness on the duality teaching/assessing and its pedagogical dimension (Chapter 14). The book concludes with the fifth section, which includes a single chapter, that pulls all aforementioned topics together and highlights connections to a student-centred approach, which involves a reformulation of language teachers' teaching practices (Chapter 15).

Study abroad programs offer a unique opportunity for students to immerse themselves within different cultural backgrounds as they continue to further their education. By experiencing this first-hand, in-service and pre-service educators are better prepared to address diversity issues within their classrooms. The Handbook of Research on Efficacy and Implementation of Study Abroad Programs for P-12 Teachers highlights program developments geared towards pre-service and in-service teachers. Featuring the pedagogical opportunities available to participants and the challenges encountered during the development and implementation of study abroad programs, this publication is a critical reference source for pre-service and in-service teachers, school administrators, higher education faculty, educational researchers, and educators in multicultural and international education programs.

This book constitutes the refereed proceedings of the 4th International Conference on Integrated Formal Methods, IFM 2004, held in Canterbury, UK, in April 2004. The 24 revised full papers presented together with 3 invited papers and one invited tutorial chapter were carefully reviewed and selected from 65 submissions. The papers are devoted to automating program analysis, state/event-based verification,
formalizing graphical notions, refinement, object-orientation, hybrid and timed automata, integration frameworks, verifying interactive systems, and testing and assertions.

This book delivers a state-of-the-art survey of the issues and approaches in contemporary English as a foreign language (EFL) teacher education. It examines the professional development of the teachers who taught English as a foreign language and engaged in a teacher preparation programme of reflective teaching at a university in China. Situated in the context of the reforms of English language teaching and teacher education, this book focuses on the theme of how, if at all, reflective teaching contributes to Chinese university EFL teachers’ development in thinking about English language teaching and in their own classroom practice. To date, the study of English as a foreign language teacher education and professional development mainly focused on the teaching skills and pedagogical knowledge of teachers. However, this book approaches English language teacher education from a different perspective, through an empirical exploration of the teachers' professional development in their thinking, beliefs, values, understandings of teaching, awareness of students, and their classroom practice while engaged with reflective teaching practice at the group level and the individual level respectively. Adopting an interpretivist and constructivist epistemological paradigm, and drawing on key aspects of reflective teaching theory, the book investigates how the novice, developing, and experienced teachers differed in their views about reflective practice; how the teachers’ thinking about English language teaching transformed; how the teachers’ performance in EFL classroom practice developed; and how the teachers dealt with the changes during the period of the teacher education programme. In addition, the book provides examples of research into the ways that individuals integrate multiple levels of reflection, accommodate different types of reflection, and make them interact with each other mutually and inseparably by using a more comprehensive and multidimensional reflective teaching model. Thus the book helps to better understand teachers' trajectory of professional growth and is a new and unique resource for exploring effective ways of language teacher education for teachers, teacher educators, and educational researchers alike.

This volume addresses innovations in language teacher education, offering a diversity of personal/psychological perspectives and topics in the theory and/or practice in language teacher education. The text deals with innovations in teaching for learning, teacher autonomy, dynamic self-reflection, peace education, professionalism, action research, socio-emotional intelligence, embodiment, professional development, NeuroELT, and more. Organized in three sections, the chapters inspire
readers to reflect upon what it means to grow as a teacher as they navigate the intra- to inter-personal continuum. The editors draw the main themes together and discuss them in light of an innovations framework developed by Rogers (including relative advantage, compatibility, complexity, trialability and observability) in order to express, in concrete terms, the ways in which each idea can be considered innovative. Throughout the anthology, the reader will find specific, novel ways in which to work towards good practice in language teacher education.

Reflections on Language Teacher Identity Research is the first book to present understandings of language teacher identity (LTI) from a broad range of research fields. Drawing on their personal research experience, 41 contributors locate LTI within their area of expertise by considering their conceptual understanding of LTI and the methodological approaches used to investigate it. The chapters are narrative in nature and take the form of guided reflections within a common chapter structure, with authors embedding their discussions within biographical accounts of their professional lives and research work. Authors weave discussions of LTI into their own research biographies, employing a personal reflective style. This book also looks to future directions in LTI research, with suggestions for research topics and methodological approaches. This is an ideal resource for students and researchers interested in language teacher identity as well as language teaching and research more generally.

Yancey explores reflection as a promising body of practice and inquiry in the writing classroom. Yancey develops a line of research based on concepts of philosopher Donald Schon and others involving the role of deliberative reflection in classroom contexts. Developing the concepts of reflection-in-action, constructive reflection, and reflection-in-presentation, she offers a structure for discussing how reflection operates as students compose individual pieces of writing, as they progress through successive writings, and as they deliberately review a compiled body of their work—a portfolio, for example. Throughout the book, she explores how reflection can enhance student learning along with teacher response to and evaluation of student writing. Reflection in the Writing Classroom will be a valuable addition to the personal library of faculty currently teaching in or administering a writing program; it is also a natural for graduate students who teach writing courses, for the TA training program, or for the English Education program.

This volume provides conceptual syntheses of diverging multilingual contexts, research findings, and practical applications of integrating content and language (ICL) in higher education in order to generate a
new understanding of the cross-contextual variation. With contributions from leading authors based in Asia, the Middle East, and Europe, the volume offers comparison of contextualized overviews of the status of ICL across the geographic areas and allows us to identify patterns and advance the scholarship in the field. ICL in teaching and learning has become an important consideration in the endeavors to address linguistic diversity at universities, which has resulted from the growing teacher and student mobility around the world.

The MODELS series of conferences is the premier venue for the exchange of innovative technical ideas and experiences focusing on a very important new technical discipline: model-driven software and systems engineering. The expansion of this discipline is a direct consequence of the increasing significance and success of model-based methods in practice. Numerous efforts resulted in the invention of concepts, languages, and tools for the definition, analysis, transformation, and verification of domain-specific modeling languages and general-purpose modeling language standards, as well as their use for software and systems engineering. MODELS 2010, the 13th edition of the conference series, took place in Oslo, Norway, October 3-8, 2010, along with numerous satellite workshops, symposia and tutorials. The conference was fortunate to have three prominent keynote speakers: Ole Lehmann Madsen (Aarhus University, Denmark), Edward A. Lee (UC Berkeley, USA) and Pamela Zave (AT&T Laboratories, USA). To provide a broader forum for reporting on scientific progress as well as on experience stemming from practical applications of model-based methods, the 2010 conference accepted submissions in two distinct tracks: Foundations and Applications. The primary objective of the first track is to present new research results dedicated to advancing the state-of-the-art of the discipline, whereas the second aims to provide a realistic and verifiable picture of the current state—the-practice of model-based engineering, so that the broader community could be better informed of the capabilities and successes of this relatively young discipline. This volume contains the final version of the papers accepted for presentation at the conference from both tracks.

Today, the online sphere is no longer just an information repository or a place to search for resources. It has become instead a place supporting both intentional and non-intentional learning. Intentional, formal learning, often leads to certification, whereas informal learning is unstructured and takes place as part of daily work-related or leisure activities. Cases on Formal and Informal E-Learning Environments: Opportunities and Practices brings together cases outlining the practical aspect of formal, non-formal, and informal online learning. This book introduces conceptual aspects of these types of learning, knowledge-
Like the first two editions, the new, updated third edition of An Integrated Language Perspective is the practical handbook every teacher needs to bring the reflective inquiry emphasis of integrated curriculum theory to life in the elementary and middle school classroom! New to this Edition: An end-of-book Guide to Teacher Inquiry shows teachers - and student teachers - how to use their own classrooms as learning settings for themselves as well as for their students. Among the other features new to this edition are sections on teaching phonics and grammar in context and on how to critically examine the values embedded in language.

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