

Implicit Grammar Teaching An Explorative Study Into

A state of the art critical review of research into literature in language education of interest to teachers of English and of modern foreign languages. There are prompts and principles for those who wish to improve their own practice or to engage in projects or research in this area. The primary focus is on language of literature, reading of literature, literature as culture, and literature in education.

Provides ideas and advice for teachers who are asked to teach English to very young children (3-6 years). Offers a wide variety of activities such as games, songs, drama, stories, and art and craft, all of which follow sound educational principles. Includes numerous photocopiable pages.

Very little is known about the quality of the learning experiences provided for pupils. This book contains the results of a major research project, conducted in a sample of English primary schools, in which particular attention was paid to the tasks children were assigned, to the degree of match between assigned tasks and pupil attainment, to the detailed observation of children at work. The teacher's problems in assigning work appropriate to children's attainments and the special problem of matching posed by the transfer of children from one class to another were also subjected to analysis. Lessons learned from the project were used as a basis for the design of an in-service course for teachers. The course, which was aimed at improving teachers' matching skills was closely evaluated. The report contains data and analysis pertinent to each of the above issues. The findings reveal that despite the conscientious efforts of able teachers a number of serious issues are apparent – particularly in areas such as classroom organization and teacher diagnosis of children's work.

This book highlights the potential and the challenges of corpora in language education with a particular focus on the teacher's perspective. For this purpose, the study explores the relevance of the corpus approach to central paradigms underlying contemporary language education. Furthermore, a critical analysis investigates the persisting gap between research findings and their implementation in teaching practices. As a result, key factors in advancing the popularisation of corpora in language education are identified. A survey and a case study verify this gap and, importantly, underline the pivotal role of adequate teacher education if corpus-based language teaching is to make any significant impact on current teaching practices.

Transforming the Workforce for Children Birth Through Age 8

Pedagogical Translanguaging

Mathematics Education and Language Diversity

Literature Review

Merging Numeracy with Literacy Practices for Equity in Multilingual Early Year Settings

Conceptualising the Language for Learning, Teaching, and Assessment

A critical examination of the ways in which English is conceptualised for learning, teaching, and assessment in a range of domains, from both social and cognitive perspectives. Researchers and postgraduates working on English in L1 and L2 educational contexts will find it valuable for research and collaboration.

The Open Access version of this book, available at <https://www.taylorfrancis.com/books/e/9781351049139>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license. This volume offers an exhaustive look at the latest research on metacognition in language learning and teaching. While other works have explored certain notions of metacognition in language learning and teaching, this book, divided into theoretical and empirical chapters, looks at metacognition from a variety of perspectives, including metalinguistic and multilingual awareness, and language learning and teaching in L2 and L3 settings, and explores a range of studies from around the world. This allows the volume to highlight a diverse set of methodological approaches, including blogging, screen recording software, automatic translation programs, language corpora, classroom interventions, and interviews, and subsequently, to demonstrate the value of metacognition research and how insights from such findings can contribute to a greater understanding of language learning and language teaching processes more generally. This innovative collection is an essential resource for students and scholars in language teaching pedagogy, and applied linguistics.

What constitutes a creative person? Is it someone who can perform many tasks innovatively? Is it someone who exhibits creative genius in one area? Is it someone who utilizes her creativity for good and moral causes? Is it someone who uses his creativity to help his company or country succeed? Different cultures have different perspectives on what it means to be creative, yet it is nearly always the American or Western perspective that is represented in the psychological literature. The goal of The International Handbook of Creativity is to present a truly international and diverse set of perspectives on the psychology of human creativity. Distinguished scholars from around the world have written chapters for this book about the history and current state of creativity research and theory in their respective parts of the world. The 2006 book presents a wide array of international perspectives and research.

Diese Einführung in englischer Sprache präsentiert in 14 Kapiteln die grundlegenden Themen und Gegenstandsbereiche der Englischdidaktik. Gleichermaßen praxisnah wie theoretisch fundiert, behandelt der Band zentrale Prinzipien und Kompetenzbereiche eines modernen Fremdsprachenunterrichts. Ausgehend von den zentralen Akteur/innen (Lehrende und Lernende) und mit Blick auf die Teilbereiche der Sprach-, Literatur- und Kulturdidaktik werden zudem Vorschläge für den Einsatz unterschiedlicher Materialien und Medien diskutiert. Weitere Kapitel widmen sich den institutionellen Organisationsstrukturen und dem Bereich Assessment/Diagnose. Der Band erscheint in zweifarbiger Gestaltung, mit Definitionen und Beispielen sowie mit zahlreichen Abbildungen. This comprehensive introduction presents the fundamental topics and issues of TEFL (Teaching English as a Foreign Language) in 14 chapters. Integrating both profound theoretical and creative practical considerations, the central principles and competence domains of modern foreign language teaching are discussed. Starting with the main classroom agents (teachers and learners), the chapters outline a variety of content areas (language, literature, cultural issues) and thoroughly review materials, media and methods. Additional chapters are concerned with the historical development of English language teaching, its current institutional organisation as well as assessment and evaluation.

Decision Making, the Human Mind, and Implications for Institutions

Antiracist Writing Assessment Ecologies

Ontologies of English

Practice and Theory

British Education Index

A Unifying Foundation

Research results over the past decades have consistently demonstrated that a key reason why many second language learners fail--while some learners do better with less effort--lies in various learner attributes such as personality traits, motivation, or language aptitude. In psychology, these attributes have traditionally been called "individual differences." The scope of individual learner differences is broad--ranging from creativity to learner styles and anxiety--yet there is no current, comprehensive, and unified volume that provides an overview of the considerable amount of research conducted on various language learner differences, until now. Each chapter in this new volume focuses on a different individual difference variable. Besides a review of the relevant second language literature, Zoltán Dörnyei presents a concise overview of the psychological research involving each topic. A key concern for the author has been to define the various learner factors as measurable constructs and therefore the discussion includes a summary of the most famous tests and questionnaires in each domain. A wide range of readers will benefit from this book--students in linguistics, applied linguistics, modern languages, and psychology programs; second language teachers participating in in-service training courses; and researchers in second language acquisition and psychology.

The Handbook of Second Language Acquisition presents an integrated discussion of key, and sometimes controversial, issues in second language acquisition research. Discusses the biological and cognitive underpinnings of SLA, mechanisms, processes, and constraints on SLA, the level of ultimate attainment, research methods, and the status of SLA as a cognitive science. Includes contributions from twenty-seven of the world's leading scholars. Provides an invaluable resource for all students and scholars of human cognition, including those in linguistics, psychology, applied linguistics, ESL, foreign languages, and cognitive science.

This practical and research-based introduction to current and effective English grammar instruction gives pre-service and in-service teachers and teacher educators a strong foundation for teaching second language grammar and helps them develop their professional knowledge and skills. Written in a highly readable style for an international audience, it provides a thorough and rounded overview of the principles, strategies, techniques, and applications currently dominant in teaching L2 grammar in a range of instructional settings around the world. Chapter authors are world-class authorities in grammar and grammar teaching and learning. All chapters are based on theoretical frameworks and/or research foundations with a strong emphasis on practical applications and implications for classroom teaching, and highlight teaching methods, key concepts, and terminology associated with grammar instruction. Illuminating the options and choices in grammar teaching from a contemporary perspective, Teaching English Grammar to Speakers of Other Languages is ideal as key text for students in undergraduate and graduate MA-TESOL programs and as a resource for practicing ESL/EFL teachers, teacher educators, and teaching faculty.

This collection offers an inclusive, multifaceted look at individual students' patterns of writing trajectories, as well as their development of an identity as a writer. Building on rare longitudinal research, this translated text explores how adolescents learn subjects through writing and learn writing through subjects. Contributors consider issues relating to different forms of writing and grapple with students' ambivalence or resistance to this at school, together offering an examination of how the education system can rise to the challenge of offering today's students meaningful and appropriate writing instruction. Bringing knowledge from writing researchers and educational researchers together, Understanding Young People's Writing Development explores: Young adults' complicated experiences with the school writing project Practices, purposes, and identification in student note writing Knowledge construction in writing as experience and educational aim The pedagogical challenges and perspectives of writing and writer development Creativity as experience and potential in writing development The impact of digital technologies and media on student writing Using students' work to aid the understanding of practice, this book will help highlight the importance of viewing individual writer developments from a social, institutional, and societal context, and raise questions that will advance writing pedagogy and the teaching and learning of school subjects.

LLBA.

Teaching Materials and the Roles of EFL/ESL Teachers

Quality of Pupil Learning Experiences (RLE Edu O)

From Integration Continuum to Inclusion Spectrum

Metacognition in Language Learning and Teaching (Open Access)

Individual Differences in Second Language Acquisition

This book draws on both in and out of school literacy practices with teachers and families to enhance the numeracy of early learners. It provides highly illustrative exemplars, targeted for learners up to approximately eight years of age whose home language differs from the language of instruction. It identifies the challenges faced by these learners and their families, and shares ways of building both literacy and numeracy skills for some of the vulnerable learners nationally and internationally. The book shares the outcomes and strategies for teaching mathematics to early years learners and highlights the importance of literacy practices for learners for whom the language of instruction is different from their home language. Readers will gain a practical sense of how to create contexts, classrooms and practices to scaffold these learners to build robust understandings of mathematics.

How do second language (L2) learners go about learning English grammar? How do they make use of their knowledge of a second language when working with computer-assisted language learning (CALL) materials? What role do individual differences play in the way in which learners work together in language-learning activities? Why are some learners resistant to instruction? These are the questions that this book addresses. Written in a readable and engaging style, the book takes an undogmatic and refreshing look at second language acquisition (SLA) research and investigates what learners actually do when working with L2 learning materials. The chapters include: An up-to-date review of the history of SLA as a field of research. An in-depth overview of the role played by explicit knowledge of L2 grammar. A critical discussion of the role of grammar instruction. An outline of the impact of individual factors on the L2 acquisition process. Key insights into the potential of multimedia CALL for L2 learning. Written by a researcher with many years of English teaching experience at university and secondary school level, it addresses the concerns of teachers, CALL practitioners and SLA researchers alike, providing insights from the interface of SLA theory and hands-on L2 pedagogy.

International Academic Conference on Teaching, Learning and E-learning in Budapest, Hungary 2016 (IAC-TLEI 2016), Friday - Saturday, July 8 - 9, 2016

***THIS BOOK WILL SOON BECOME AVAILABLE AS OPEN ACCESS BOOK* This book examines multiple facets of language diversity and mathematics education. It features renowned authors from around the world and explores the learning and teaching of mathematics in contexts that include multilingual classrooms, indigenous education, teacher education, blind and deaf learners, new media and tertiary education. Each chapter draws on research from two or more countries to illustrate important research findings, theoretical developments and practical strategies. This open access book examines multiple facets of language diversity**

Children with Specific Language Impairment

Teaching English Grammar to Speakers of Other Languages

Identity, Disciplinarity, and Education

Better Than Conscious?

Schools of Thought

The 21st ICMI Study

Presents selections from papers from the third biennial ISATT Conference in 1986.

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

Testing language for specific purposes (LSP) refers to that branch of language testing in which the test content and test methods are derived from an analysis of a specific language use situation, such as Spanish for business, Japanese for tour guides, Italian for language teachers, or English for air traffic control. LSP tests are usually contrasted with general purpose language tests, in which purpose is more broadly defined, as in the Test of English as a Foreign Language. This book is the first to examine the issues surrounding the implementation of tests for specific purposes. It includes an in-depth discussion of the issues, an examination of the current exams, and a comprehensive overview of the literature. It will be a welcome addition to any language teaching professionals library.

Instill grammar fundamentals using lessons that stick! In this book, authors Amy Benjamin and Joan Berger share procedures for teaching grammar effectively and dynamically, in ways that appeal to students and teachers alike. Ideal for teachers just beginning their work in grammar instruction, this book includes day-by-day units and reproducibles to help them embed grammar lessons into writing instruction. Using visuals, wordplay, problem solving, and pattern-finding activities, teachers can forgo methods that fail to engage students in grammar. Through a series of activities designed to delve deeper into grammar learning, the authors share strategies that have proven successful during their extensive years of teaching and literacy consulting. Topics include: Using time wisely: Assess for cumulative understanding and development of writing style The "Verb Map": A visual metaphor of the verb system Teaching parts of speech for effective expression, not just memorization And more!

Exploratory grammar learning in a multimedia environment

Teaching Languages to Young Learners

Potential, Evaluation, Challenges

Proceedings of IAC-TLEI 2016 in Budapest

Teaching and Assessing Writing for a Socially Just Future

Exploratory grammar learning in a multimedia environmentTectum Wissenschaftsverlag

Statistical methods are a key part of of data science, yet very few data scientists have any formal statistics training. Courses and books on basic statistics rarely cover the topic from a data science perspective. This practical guide explains how to apply various statistical methods to data science, tells you how to avoid their misuse, and gives you advice on what's important and what's not. Many data science resources incorporate statistical methods but lack a deeper statistical perspective. If you're familiar with the R programming language, and have some exposure to statistics, this quick reference bridges the gap in an accessible, readable format. With this book, you'll learn: Why exploratory data analysis is a key preliminary step in data science How random sampling can reduce bias and yield a higher quality dataset, even with big data How the principles of experimental design yield definitive answers to questions How to use regression to estimate outcomes and detect anomalies Key classification techniques for predicting which categories a record belongs to Statistical machine learning methods that learn from data Unsupervised learning methods for extracting meaning from unlabeled data

Teaching Materials and the Roles of EFL/ESL Teachers is published amidst a decade long increase in academic publications and training courses concerned with the evaluation and design of English language teaching materials. It is timely to consider what effect the advice on offer has had on teachers' practice. Are teachers evaluating materials carefully, using textbooks in the ways expected by textbook writers, developing their own materials, and mediating between materials and learners in the ways advised in the professional literature? The book explores these issues from a variety of perspectives. The views of publishers/textbook writers, those contributing to the professional literature, and teacher educators are synthesised to establish a 'theory' of how teachers can best fulfil their roles vis-à-vis materials and learners. This is then compared with 'practice', as represented by published accounts of teachers' actual practices and learners' perspectives. The conclusion reached is that teacher education in materials evaluation and design is essential and suggestions are offered as to the form this might take. The book is intended particularly for MA students and teacher educators concerned with materials evaluation and design, but is of interest to all those concerned with the publication and use of English language teaching materials.

The Internet and associated technologies have been around for almost twenty years. Networked access and computer ownership are now the norm. There is a plethora of technologies that can be used to support learning, offering different ways in which learners can communicate with each other and their tutors, and providing them with access to interactive, multimedia content. However, these generic skills don't necessarily translate seamlessly to an academic learning context. Appropriation of these technologies for academic purposes requires specific skills, which means that the way in which we design and support learning opportunities needs to provide appropriate support to harness the potential of technologies. More than ever before learners need supportive learning pathways to enable them to blend formal educational offerings, with free resources and services. This requires a rethinking of the design process, to enable teachers to take account of a blended learning context.

Teaching Grammar

Teaching English as a Foreign Language

Linguistics and Language Behavior Abstracts

Teacher Thinking and Professional Action

Very Young Learners

Practical Statistics for Data Scientists

Inclusion is primarily discussed in education. With the increasing number of member states of the United Nations ratifying the Convention on the Rights of Persons with Disabilities, academics have vividly discussed inclusion in the context of other areas of life, such as the community at large, as ‘social inclusion’ in the context of work and employment, and with regard to the aspects addressed by Article 30.5 of the Convention, namely cultural life, recreation, leisure, and sport. This volume is organized around the topic inclusion in sport and has a particular focus on the participation of people with disabilities in sport. Typical barriers for people with disabilities to participate in sport include lack of awareness on the part of people without disabilities as to how to involve them in teams adequately; lack of opportunities and programmes for training and competition; too few accessible facilities due to physical barriers; and limited information on and access to resources. The chapters attribute central importance to the processes and mechanisms of inclusion that operate within sporting environments and to the question of either what happens or could happen to persons with disabilities who enter the playing field. The chapters were originally published in a special issue of Sport in Society.

This book is a collection of empirical studies that seeks to address how receiving instruction in Spanish language affects heritage Spanish speakers not only linguistically, but also attitudinally, socially, and academically. The research literature identifies three pedagogically significant ways in which heritage language (HL) learners differ from second (L2) learners: namely, with respect to their skills in the target language, their socio-affective needs vis-à-vis the target language and culture, and their receptivity to instruction. This volume contributes to the scholarly conversation surrounding how to most effectively meet the instructional needs of heritage Spanish speakers. In the United States, heritage language speakers represent approximately 22 percent of the population and 29 percent of the school-age population. Until now, though, few studies have examined the outcomes of classroom teaching of heritage languages. Outcomes of University Spanish Heritage Language Instruction in the United States sheds light on the effectiveness of specific instructional methods for college-level Spanish heritage learners. The first of its kind, this volume addresses how receiving heritage classroom instruction affects speakers on multiple levels, including linguistic, affective, attitudinal, social, and academic outcomes. Examining outcomes of instruction in the Spanish language—the most common heritage language in the United States—provides insights that can be applied to instruction in other heritage languages. These thematically linked empirical studies and their pedagogical implications build a foundation for heritage language instruction and directions for future research. Scholars and educators alike will welcome this volume.

Doing Internet Research examines the ways in which the Internet has commanded the public imagination and discusses the methodological issues that arise when one tries to study and understand the social processes occurring within the Internet.

In Antiracist Writing Assessment Ecologies, Asao B. Inoue theorizes classroom writing assessment as a complex system that is “more than” its interconnected elements. To explain how and why antiracist work in the writing classroom is vital to literacy learning, Inoue incorporates ideas about the white racial habitus that informs dominant discourses in the academy and other contexts.

The International Handbook of Creativity

Project Reports - People - Contacts

The relationship between music and language

Doing Internet Research

Dissertation Abstracts International

The humanities and social sciences. A

Exploratory Data Analysis Using R provides a classroom-tested introduction to exploratory data analysis (EDA) and introduces the range of "interesting" – good, bad, and ugly – features that can be found in data, and why it is important to find them. It also introduces the mechanics of using R to explore and explain data. The book begins with a detailed overview of data, exploratory analysis, and R, as well as graphics in R. It then explores working with external data, linear regression models, and crafting data stories. The second part of the book focuses on developing R programs, including good programming practices and examples, working with text data, and general predictive models. The book ends with a chapter on "keeping it all together" that includes managing the R installation, managing files, documenting, and an introduction to reproducible computing. The book is designed for both advanced undergraduate, entry-level graduate students, and working professionals with little to no prior exposure to data analysis, modeling, statistics, or programming. It keeps the treatment relatively non-mathematical, even though data analysis is an inherently mathematical subject. Exercises are included at the end of most chapters, and an instructor's solution manual is available. About the Author: Ronald K. Pearson holds the position of Senior Data Scientist with GeoVera, a property insurance company in Fairfield, California, and he has previously held similar positions in a variety of application areas, including software development, drug safety data analysis, and the analysis of industrial process data. He holds a PhD in Electrical Engineering and Computer Science from the Massachusetts Institute of Technology and has published conference and journal papers on topics ranging from nonlinear dynamic model structure selection to the problems of disguised missing data in predictive modeling. Dr. Pearson has authored or co-authored books including Exploring Data in Engineering, the Sciences, and Medicine (Oxford University Press, 2011) and Nonlinear Digital Filtering with Python. He is also the developer of the DataCamp course on base R graphics and is an author of the datarobot and GoodmanKruskal R packages available from CRAN (the Comprehensive R Archive Network).

Traditionally, music and language have been treated as different psychological faculties. This duality is reflected in older theories about the lateralization of speech and music in that speech functions were thought to be localized on the left and music functions on the right hemisphere. But with the advent of modern brain imaging techniques and the improvement of neurophysiological measures to investigate brain functions an entirely new view on the neural and psychological underpinnings of music and speech has evolved. The main point of convergence in the findings of these new studies is that music and speech functions have many aspects in common and that several neural modules are similarly involved in speech and music. There is also emerging evidence that speech functions can benefit from music functions and vice versa. This new research field has accumulated a lot of new information and it is therefore timely to bring together the work of those researchers who have been most visible, productive, and inspiring in this field and to ask them to present their new work or provide a summary of their laboratory's work.

Learning through the medium of a second or additional language is becoming very common in different parts of the world because of the increasing use of English as the language of instruction and the mobility of populations. This situation demands a specific approach that considers multilingualism as its core. Pedagogical translanguaging is a theoretical and instructional approach that aims at improving language and content competences in school contexts by using resources from the learner's whole linguistic repertoire. Pedagogical translanguaging is learner-centred and endorses the support and development of all the languages used by learners. It fosters the development of metalinguistic awareness by softening of boundaries between languages when learning languages and content. This Element looks at the way pedagogical translanguaging can be applied in language and content classes and how it can be valuable for the protection and promotion of minority languages. This title is also available as Open Access on Cambridge Core.

Children with Specific Language Impairment covers all aspects of SLI, including its history, possible genetic and neurobiological origins, and clinical and educational practice.

Corpora in Language Teaching and Learning

How the Politics of Literacy Shape Thinking in the Classroom

Designing for Learning in an Open World

Effective Teaching of Inference Skills for Reading

EUDISED European Educational Research Yearbook 1998/99

Understanding Young People's Writing Development

Conscious control enables human decision makers to override routines, to exercise willpower, to find innovative solutions, to learn by instruction, to decide collectively, and to justify their choices. These and many more advantages, however, come at a price: consciously is severely limited and conscious decision makers are liable to hundreds of biases. Measured against the norms of rational choice theory, conscious decision makers perform poorly. But if people forego conscious control, in appropriate tasks, they handle vast amounts of information; they update prior information; they find appropriate solutions to ill-defined problems. This inaugural Strüngmann Forum Report explores the human ability to make decisions, consciously as well as without conscious control strategies, including deliberate and intuitive; explicit and implicit; processing information serially and in parallel, with a general-purpose apparatus, or with task-specific neural subsystems. The analysis is at four levels -- neural, psychological, evolutionary, and extended to the definition of social problems and the design of better institutional interventions. The results presented differ greatly from what could be expected under standard rational choice theory and deviate even more from the alternate behavioral view (for example, the issue of free will) and some purported social problems almost disappear if one adopts a more adequate model of human decision making.

As a result of his visits to classrooms across the nation, Brown has compiled an engaging, thought-provoking collection of classroom vignettes which show the ways in which national, state, and local school politics translate into changed classroom practices. "The urgency of education reform".--Bill Clinton.

This book will develop readers' understanding of children are being taught a foreign language.

The Psychology of the Language Learner

What Really Works

Outcomes of University Spanish Heritage Language Instruction in the United States

Exploratory Data Analysis Using R

Critical Issues and Methods for Examining the Net

Comprehensive Dissertation Index