

Immersion Education International

Perspectives Cambridge Applied Linguistics

Multiple Perspectives on Language Play Multiple Perspectives on Interaction New Perspectives on Grammar Teaching in Second Language Classrooms Conversation Analytic Perspectives on English Language Learning, Teaching and Testing in Global Contexts Applying Cognitive Grammar in the Foreign Language Classroom Future Perspectives for English Language Teaching Bridging Discourses in the ESL Classroom The Oxford Handbook of Down Syndrome and Development Discourse on Applied Sociology: Theoretical perspectives Theorizing and Analyzing Language Teacher Agency Fraser's The Behaviour and Welfare of the Horse Frontiers of Language and Teaching: Proceedings of the 2010 International Online Language Conference (IOLC 2010) Contemporary Perspectives in English Language Studies Adult Literacy Perspectives Listening and Speaking Strategies for International Students Applied Linguistics Asian Perspectives Perspectives on Anthropological Collections from the American Southwest Worldwide Perspectives on the Gifted Disadvantaged Transatlantic Perspectives Nancy Bell Alison Mackey Eli Hinkel Hanh thi Nguyen Jakub Bielak Werner Delanoy Pauline Gibbons Jacob A. Burack Samir Dasgupta Hayriye Kayi-Aydar Christopher B. Riley Azadeh Shafaei Sarjit Kaur Maurice Charles Taylor Connie Bateman Ann Lane Hedlund Belle Wallace

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interest in language play and linguistic creativity has increased in recent years and

the topic has been taken up from a variety of perspectives in this book disparate approaches to the topic are brought together demonstrating that a number of phenomena whose similarities might not have been immediately recognized have an academic home under the umbrella of language play and linguistic creativity the contributions to this collection illustrate the variety of questions that can be asked regarding the social cognitive emotional political and cultural mechanisms and significance of innovative linguistic practices and point to new directions of inquiry furthermore the work exemplifies a variety of ways in which this research can be carried out as well as the range of contexts in which it might be investigated including second language classrooms online settings and workplaces taken together the chapters serve to illustrate the range of work that we will be accepting in the language play and creativity series viewed individually each makes a unique contribution to some aspect of our understanding of creative language use

this volume in honor of susan m gass focuses on interaction in second language acquisition from multiple perspectives international experts in the field of sla contribute insights and explanations on the interaction approach s compatibility with other theoretical approaches key empirical studies interaction in specific contexts and future directions readers will find an enriching discussion of how the interaction research tradition is viewed in a wide range of different approaches to learning and teaching second languages

brings together various approaches to the contextualized teaching of grammar communicative skills as integrated components of second language instruction purpose of the text is to show that grammar teaching can be productive useful in esl classroom

this edited volume brings together 10 cutting edge empirical studies on the realities of english language learning teaching and testing in a wide range of global contexts where english is an additional language it covers three themes learners development of interactional competence the organization of teaching and testing practices and sociocultural and ideological forces that may impact classroom interaction with a decided focus on english as a foreign language contexts the studies involve varied learner populations from children to young adults to adults in different learning environments around the world the insights gained will be of interest to efl professionals as well as teacher trainers policymakers and researchers

the monograph constitutes an attempt to demonstrate how cognitive grammar cg can be employed in the foreign language classroom with a view to aiding learners in better understanding the complexities of english grammar its theoretical part provides a brief overview of the main tenets of cognitive grammar as well as illustrating how the description of english tense and aspect can be approached from a traditional and a cg perspective the empirical part reports the findings of an empirical study which aimed to compare the effects of instruction utilizing traditional pedagogic

descriptions with those grounded in cg on the explicit an implicit knowledge of the present simple and present continuous tenses the book closes with the discussion of directions for further research when it comes to the application of cg to language pedagogy as well as some pedagogic implications

bridging discourses in the esl classroom is concerned with the nature of talk in multilingual classrooms examining the interactions between students learning in and through english as a second language and their teachers this book identifies the patterns of discourse which support and enable both second language development and the learning of curriculum knowledge these patterns are bridging discourses combining the everyday language used by the student with the specialised language of the academic register drawing on second language acquisition research and systemic functional linguistic theory in particular the work of halliday and vygotsky pauline gibbons develops tools to view classroom talk through a powerful interdisciplinary lens putting forward an innovative new theory of classroom discourse analysis this book focuses on applying theory to practice this is an invaluable resource for all teachers researchers and students of linguistics and education

the chapter traces some key historical developments in the field of down syndrome after describing general issues of classification in intellectual disabilities we describe langdon down s identification of the syndrome in the 1860s the movement to name the syndrome after down the identification of trisomy 21 as the syndrome s cause and the beginnings of sustained research attention to the syndrome we end with a glimpse into the future discussing issues of longer life spans more integrated lives and the roles of families organizations and self advocates working together researchers practitioners and individuals and their families can all continue to advance the lives of persons with down syndrome

this engaging two volume study urges a balance between theoretical and practical sociology applied sociologists adapt theoretical knowledge to actual human situations using it to formulate social policy investigate domestic and international social problems and create a pragmatic sociology of possibility these essays emphasize the close association of applied sociology with altruism identity formation race and ethnicity they evaluate the empirical truths of sociological theories and examine their relevance for contemporary research poverty demographic issues and social policies framed in the context of globalization each chapter of the study provides some workable guidelines for social scientists policymakers planners administrators and social activists the reader is also introduced to the sophisticated research methods employed in the social sciences excessive theorizing is avoided as modern crises precipitated by war terrorism anarchy and poverty are examined in practical and realistic terms

this volume examines the agency of second foreign language teachers in diverse

geographical contexts and in both k 12 and adult education it offers new understandings and conceptualizations of second foreign language teacher agency through a variety of types of empirical data it also demonstrates the use of different methodologies or analytic tools to study the multidimensional dynamic and complex nature of second foreign language teacher agency the chapters draw on a range of theories and approaches to language teacher agency including ecological theory positioning theory complexity theory and actor network theory that expand our understanding of the concept while at the same time presenting various analytic approaches such as discourse studies and narrative inquiry the chapters also analyze the connection of agency to other relevant topics such as teacher identity emotions positioning and autonomy

this book continues to provide a comprehensive overview of equine behaviour and an outline of current advances in our understanding as well as offering insights into contemporary and future challenges for improving horse welfare and safety completely updated and revised a new international expert editorial team builds on andrew fraser s decades of work as an ethologist veterinarian historian horseman breeder trainer conservationist and field scientist sharing essential knowledge to improve horse behaviour and welfare this classic text remains an essential resource for veterinarians animal scientists equine professionals and horse owners

this collection is comprised of papers submitted to the 3rd international online language conference iolc held in september 2010 iolc 2010 was a two day conference which aimed to provide a forum for academics practitioners experts and students to debate current international issues and challenges in the broad area of language learning and teaching this annual world renowned conference takes place over the internet allowing participants to save accommodation and flight expenses and at the same time helping to save our planet by reducing co2 emissions all submitted papers went through a double blind review process before a decision was made this was to ensure the quality level of the conference is kept high

abstract discusses adult education and literacy programs in canada and worldwide emphasizes two broad viewpoints the quantitative accountable and technological approach to teaching literacy and basic skills education i e teacher centered approach and the qualitative learner evaluated humanistic approach learner centered approach

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Introduction

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