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EF7 - KENNEDI LOGAN

Communicating for Success, 2nd edition, focuses student learning on the key communication competencies recommended by the National Communication Association. With a vibrant and engaging design, this introductory volume is packed with applied examples, features, and exercises; the text and accompanying Web content offer practical scenarios, key terms, discussion questions, sample activities, learning objectives, and more. A concentrated focus on the influence of communication on careers in business, education, and healthcare is highlighted near the end of each chapter and takes lessons beyond the classroom. This new edition features broader discussion of communication’s relation to social media and technology, culture, gender, and ethics.

Assistive Technology in Special Education presents a wealth of practical, well-organized information to help families, teachers, and therapists find effective solutions for students with learning, literacy, and cognitive challenges. This third edition features new affordable tools to improve and compensate for challenges related to speaking, understanding, reading, writing, and thinking and remembering, as well as strategies to help students become more organized and efficient. Also highlighted are iOS devices, G Suite (Google Apps and Extensions), online collaborative sites, and features built into the computers and mobile devices readers already use. As technology changes and new operating systems make older programs obsolete, this book will empower readers to explore the most current resources as they become available.

This practical handbook is designed to help language teachers, teacher trainers, and students learn more about their options for using computer-assisted language learning (CALL) and develop an understanding of the theory and research supporting these options. The chapters in New Perspectives on CALL for Second Language Classrooms synthesize previous CALL theory and research and describe practical applications to both second and foreign language classrooms, including procedures for evaluating these applications. The implementation of CALL at the institutional level is also addressed, with attention to designing multimedia language laboratories and creating collaborative CALL-based projects between educational institutions. Although many chapters locate their descriptions of CALL activities and projects within the ESL/EFL setting, the principles and activities described are equally useful for other language settings. The book does not require prior knowledge of CALL, computers, or software. To assist readers, a glossary of CALL terms and an appendix of CALL Web sites are provided. The book also has its own accompanying Web site (http://www.erlbaum.com/callforL2classrooms) presenting chapter abstracts, author contact information, and regularly updated links to pedagogical, research, and teacher development sites. By integrating theoretical issues, research findings, and practical guidelines on different aspects of CALL, this book offers teachers multiple levels of resources for their own professional development, for needs-based creation of specific CALL activities, for curriculum design, and for implementation of institutional and inter-institutional CALL projects.

Building upon the theoretical and practical foundation outlined in their previous book, Educating English Learners, the authors show classroom teachers how to develop a repertoire of instructional techniques that address K–12 English learners (ELs) at different English proficiency and grade levels, and across subject areas. Show, Tell, Build is organized around two decision maps for planning and implementing differentiated instruction for ELs: the Academic Subjects Protocol (for teachers of academic subjects) and the Language Arts Protocol (for teachers of language arts). The instructional tools and techniques described in each chapter help teachers provide communication support for ELs through showing and telling, and develop their language proficiency through building their skills. The book also discusses the demands that academic language poses for ELs and ways to assess students’ proficiency in English. Show, Tell, Build provides classroom teachers, English language development specialists, literacy coaches, and school leaders with valuable knowledge and skills to support ELs’ academic success.

Explores the direct relation of modern CALL (Computer-Assisted Language Learning) to aspects of natural language processing for theoretical and practical applications, and worldwide demand for formal language education and training that focuses on restricted or specialized professional domains. Unique in its broad-based, state-of-the-art, coverage of current knowledge and research in the interrelated fields of computer-based learning and teaching and processing of specialized linguistic domains. The articles in this book offer insights on or analyses of the current state and future directions of many recent key concepts regarding the application of computers to natural languages, such as: authenticity, personalization, normalization, evaluation. Other articles present fundamental research on major techniques, strategies and methodologies that are currently the focus of international language research projects, both of a theoretical and an applied nature.

This is a virtual elective course for university students who need to use English in their academic work. This means that this subject is not related to a particular degree course (engineering, biology, law, etc.) but it aims to help students develop their language learning skills and at the same time to foster extensive practice in language use, with the Internet as the basic learning tool. Therefore, this is an instrumental course which is essentially practical and emphasizes communication rather than language study. It differs from a traditional language course in that it has been designed basically as a tool to help students learn to learn English. That is to say, the syllabus is not based on specific language content graded in terms of difficulty, but it is composed of a series of practical activities to encourage students to learn English effectively and independently, by choosing materials suited to their level of English and to their learning style. For this reason, this course can be taken by students with different levels of English as long as they are familiar with the basic structures of the language and can more or less communicate in English

This module on computer assisted language learning provides novice and experienced second and foreign language (L2) teachers alike with an introduction to the field of computer assisted language learning (CALL). The module first provides a historical overview of the field and then explores the most widely researched areas within CALL. The module examines findings of research into computer-mediated communication for L2 learning as well as L2 skill area instruction in technology-enhanced settings. The unit then turns to a discussion of teacher and learner standards for using CALL, followed by a discussion of how one may find and evaluate CALL resources appropriate for specific instructional contexts. The module ends with an introduction to four of the newest and most exciting areas in CALL: gaming, fan fiction, digital story telling, and mobile assisted language learning. Please visit the series companion website for more information: http://routledgetextbooks.com/textbooks/9781315679594/

As technological innovation continues to affect language pedagogy, there is an increasing demand for information, exemplars, analysis and guidance. This edited volume focuses on international perspectives in Computer-Assisted Language Learning (CALL) in all of its forms, including Technology Enhanced Language Learning, Network-Based Language Learning, Information and Communication Technologies for Language Learning.

The Handbook of Technology and Second Language Teaching and Learning presents a comprehensive exploration of the impact of technology on the field of second language learning. The rapidly evolving language-technology interface has propelled dramatic changes in, and increased opportunities for, second language teaching and learning. Its influence has been felt no less keenly in the approaches and methods of assessing learners' language and researching language teaching and learning. Contributions from a team of international scholars make up the Handbook consisting of four parts: language teaching and learning through technology; the technology-pedagogy interface; technology for L2 assessment; and research and development of technology for language learning. It considers how technology assists in all areas of language development, the emergence of pedagogy at the intersection of language and technology, technology in language assessment, and major research issues in research and development of technologies for language learning. It covers all aspects of language including grammar, vocabulary, reading, writing, listening, speaking, pragmatics, and intercultural learning, as well as new pedagogical and assessment approaches, and new ways of conceiving and conducting research and development. The Handbook of Technology and Second Language Teaching and Learning demonstrates the extensive, multifaceted implications of technology for language teachers, learners, materials-developers, and researchers.

Computer-based technologies can enhance language learning and help students embrace the complexities of an additional language. Due to rapid technological changes, innovative teaching approaches and strategies are necessary in order to successfully integrate new technologies within language teaching. Explorations of Language Teaching and Learning with Computational Assistance provides cutting-edge research which evaluates, improves, and applies effective pedagogy in the fields of computer-assisted language learning (CALL) and foreign language learning. It expands on the principles, theories, design, and implementation of computer-assisted language learning programs.

This handbook provides theories and concepts of Computer Assisted Language Learning to build students' comprehensibility on English language teaching by using computer assisted language learning. This handbook consists of eight chapters. Each chapter presents deep explanation and discussion of English language teaching mediated computer assisted language learning theories and concepts.

Are you interested in art and humanities? Have you been learning English for a long time but feel that you do not have enough confidence to survive in this specialized context? Would you like to learn the necessary strategies and skills? English for Art and Humanities has been especially designed for university students or professionals who would like to use and improve their English in areas such as history, art history, literature, film and media and language. This book integrates practice on the four language skills (reading, listening, speaking and writing) and will offer you the opportunity to benefit not only professionally but also at a social and emotional level. An important aspect that has been developed is acquiring intercultural competence in a globalized world. Our approach has been a very practical one based on the different tasks that you may encounter in various specialized contexts: teaching, research, dealing with artistic and multimedia projects, art galleries, museums, conservation, libraries, etc. You will learn to carry out tasks such as commenting on a work of art, writing a literary review, providing conservation advice, advertising a product or service and writing your own curriculum vitae, "bio", or cover letter. The book is accompanied by a CD in which you will be able to listen to authentic material ranging from poems, speeches or biographical data to an oral presentation.

The Internet and the Language Classroom explores the theory and application of the Internet in the traditional classroom environment; from using the Web and e-mail to creating Web projects and running e-mail exchanges. From the initial theoretical stage, the book presents a wide range of practical activities and projects. The accompanying website extends the content of the book as well as providing a huge collection of up-to-date links to useful sites and resources.

The Second International Conference on

Hybrid Learning was organized by the School of Continuing and Professional Studies of The Chinese University of Hong Kong and University of Macau in August 2009. ICHL 2009 was an inventive experience for the Hong Kong and Macau tertiary higher education. The conference aims to provide a good platform for knowledge exchange on hybrid learning by focusing on student centered education. The technique is to supplement traditional classroom learning with eLearning. The slogan is “Education leads eLearning,” not vice versa. The me- odology is that at least 30% of learning activities are done by eLearning. The outcome is for students to learn at any time at any place. eLearning can increase students’ lea- ing productivity and reduce teachers’ administration workload alike. It is a new culture for students, teachers and school administrators to adopt in the twenty-first century. The conference obtained sponsorship from Pei Hua Education Foundation Limited, City University of Hong Kong, ACM Hong Kong Section, and Hong Kong Computer Society. Hybrid learning originated from North America in 2000, and is an ongoing trend. It is not merely a simple combination of direct teaching and eLearning. It encompasses different learning strategies and important elements for teaching and learning. It - phasizes outcome-based teaching and learning, and provides an environment for knowledge learning. Students are given more opportunities to be active learners and practice practical skills such as communication, collaboration, critical thinking, cr- tivity, self-management, self-study, problem solving, analysis and numeracy.

Each vol. a compilation of ERIC digests.

In Teaching English Language Learners through Technology, the authors explore the use of computers/technology as a pedagogical tool to aid in the appropriate instruction of ELLs across all content areas. The special focus of this book is on the informed use of various technologies and software programs that can specifically aid ELLs. Strategies are also provided for varying levels of access--whether teachers teach in a one computer classroom, have access to multiple computers, or have the ability to go into a computer lab at their school. A fully annotated list of web and print resources completes the volume, making this a valuable reference to help teachers harness the power of computer-assisted technologies in meeting the challenges of including all learners in effective instruction.

Written for prospective and practicing visual arts, music, drama, and dance educators, Teaching the Arts to Engage English Language Learners offers guidance for engaging ELLs, alongside all learners, through artistic thinking. By paying equal attention to visual art, music, drama, and dance education, this book articulates how arts classrooms can create rich and supportive contexts for ELLs to grow socially, academically, and personally. The making and relating, perceiving and responding, and connecting and understanding processes of artistic thinking, create the terrain for rich curricular experiences. These processes also create the much-needed spaces for ELLs to gain communicative practice, skill, and confidence. Special features include generative texts such as films, poems, and performances that function as springboards for arts educators to adapt according to the needs of their classroom; teaching tips, formative assessment practices, and related instructional tables and resources; an annotated list of internet sites, reader-friendly research articles, and instructional materials; and a glossary for readers’ reference.

The book comprises papers presented at the 7th International Conference on University Learning and Teaching (InCULT) 2014, which was hosted by the Asian Centre for Research on University Learning and Teaching (ACRULeT) located at the Faculty of Education, Universiti Teknologi MARA, Shah Alam, Malaysia. It was co-hosted by the University of Hertfordshire, UK; the University of South Australia; the University of Ohio, USA; Taylor’s University, Malaysia and the Training Academy for Higher Education (AKEPT), Ministry of Education, Malaysia. A total of 165 papers were presented by speakers from around the world based on the theme “Educate to Innovate in the 21st Century.” The papers in this timely book cover the latest developments, issues and concerns in the field of teaching and learning and provide a valuable reference resource on university teaching and learning for lecturers, educators, researchers and policy makers.

This volume was conceived as a "best practices" resource for teachers of ESL listening courses. It was written to help ensure that teachers of listening are not perpetuating the myths of teaching listening.

Discover how Web 2.0 tools can advance English language learning! Today’s interactive Web tools offer teachers of English language learners a wealth of opportunities to inspire and motivate their students. Aligned with national TESOL standards, this user-friendly, research-based guide shows how Web 2.0 tools can improve English language proficiency and build 21st-century skills. Readers will find: Relevant descriptions of a wide range of Web tools, from blogs and podcasts to social networking and more Classroom-ready projects and tips for elementary, middle, and high school students Guidelines to support safe and appropriate Internet use

Evolving Internet Reference Resources provides both beginning and experienced researchers with a comprehensive overview of the key information sources available online in the humanities, sciences, and social sciences. This invaluable book is your guide to the best free and subscription-based Internet sites and services for 26 diverse subject areas, including law, psychology, rhetoric, LGBT studies, health and medicine, engineering, Asian studies, and computer science. Experts in specific areas review Web sites, meta sites, indexing and abstracting services, directories, portals, databases, and blogs for their accessibility and usability, saving you valuable time and effort in your search for the best academic research and reference resources on the Web.

The Guide to English Language Teaching 2005 is an essential reference guide for anyone involved in English language teaching or for anyone considering starting as an English language teacher. It provides the latest information on qualifications, courses and course-providers in over 100 countries, together with paths for career development from initial certificate through to Masters and PhDs. If you are planning a career as an English language teacher, this book is for you Fully updated for 2005, this is a comprehensive, in-depth guide to the international English language teaching industry. This guide provides details of the qualifications you will need to work, how and where to train andhow to find a job (with a directory of websites). Once you have qualified, you can work almost anywhere in the world - and this guide includes profiles of over 100 countries, with descriptions of their job prospects, salary, cost-of-living, working conditions, legal, tax and visa requirements, and safety.

Asian populations are among some of the fastest growing cultural groups in the US. This book is a comprehensive guide to serving library users from 24 specific Asian countries. It begins with a broad overview of how libraries can better serve Asian communities and then devotes a chapter to each country, providing wealth of valuable resources.

Are you interested in Art and the Humanities? Have you been learning English for a long time but do not have enough confidence to carry out tasks in these fields efficiently? Would you like to learn the necessary strategies and skills? Expanding your English and Creative Skills through Art and the Humanities has been designed for students or professionals who would like to use and improve their English in areas such as history, art history, literature, film and media, and language, at an upper-intermediate or advanced level. This book integrates practice of the four skills (reading, listening, speaking and writing) and has been written from a holistic and humanistic approach. An important aspect that is emphasized is how to acquire intercultural competence in a globalized world. The approach is a very practical one. You will learn how to carry out tasks such as commenting on artistic and multimedia materials, providing conservation advice, advertising a product or service, making a successful speech or oral presentation, and writing your own curriculum vitae. All the skills that will help increase your confidence in using the English language!

The latest in Springer's "Medical English" series, aimed at health care professionals who need English for their work but do not speak English on a day-to-day basis. Although much of the information provided will be useful for scientists of all backgrounds and nationalities, the book is aimed especially at non-native English-speaking physicians and biomedical scientists. It offers clear advice on a variety of topics relevant to the successful preparation and delivery of scientific presentations. Alongside guidance on the actual preparation and delivery of talks, helpful information is provided on such potential difficulties as dealing with questions, chairing sessions, and use of appropriate English. The book will offer encouragement for those embarking on a career in international science as well as practical advice on how to deal with a wide range of situations that may develop in the context of an international congress.

Integrated Business Communication applies communication concepts and issues from various fields such as marketing, public relations, management, and organizational communication and packages them into a dynamic new approach – Integrated Communication. It is designed to give business students a basic knowledge and broad overview of communication practices in the workplace. Ultimately, the book should be seen as a practical guide to help students understand that communication is key to decision making and fundamental to success in a global marketplace. This book uses an interdisciplinary approach to its discussion of integrated communication by incorporating theory, application, and case studies to demonstrate various concepts. Theory will be introduced when necessary to the understanding of the practical application of the various concepts. This co-authored book will be broad enough in scope and method to be used as a core text in business communication. Case studies will be an integral part of the material. The book focuses on the practical application of theory and concepts Presents case studies from many sectors to illustrate concepts The book will have an interdisciplinary approach utilizing examples from communications, mass communications, marketing, public relations, management, and intercultural and organizational communication being used in many countries throughout the world There will be a strong pedagogical structure within the text with a website providing additional materials for students and lecturers Contributions from Katherine Van Wormer, Theresa Thao Pham, Charles Lankester, Elizabeth Dougall, Jean Watin-Augouard, Kristi LeBlanc, Geof Cox

Examines the challenges that English language learners face and offers educators practical suggestions on how they can help their students learn English reading, writing, grammar, and vocabulary, as well as build their speaking, listening, and viewing skills.

This book constitutes the refereed proceedings of the 5th International Conference on Hybrid Learning, ICHL 2012, held in Guangzhou, China, in August 2012. The 32 contributions presented in this volume were carefully reviewed and selected from numerous submissions. In addition two keynote talks are included in this book. The topics covered are computer supported collaborative learning, experiences in hybrid learning, electronic learning, pedagogical and psychological issues, hybrid learning systems, and organizational frameworks for hybrid learning.

The book, Teaching ELLs Across Content Areas: Issues and Strategies, is a unique, useful text written for K–12 teachers. This book is the culmination of the professional knowledge, expertise, and experience from the distinguished authors who represent the entire range of the content areas, including: language arts, science, mathematics, technology, arts, psychology, and Hispanic studies. The ELL school population has reached 5.3 million with the increase rate of 51 percent from School Year 1998-1999 to 2008-2009 (NCELA, 2012). By 2025, one out of four K-12 students will be ELLs (NEA Policy Brief, 2013). The NEA data states that the ELLs are the fastest-growing student population group in our schools and providing them with high--quality services and programs is an important investment in America’s future (NEA Policy Brief, 2013). With the fast growth of the ELLs in schools, basic information and strategies are needed by all K-12 teachers. This book provides useful information and strategies for all K-12 teachers in content classrooms. This book has three significances. First, the book provides the most needed information for K-12 teachers with issues and strategies that are important in content areas to help ELLs’ success. With the fast growth of the ELLs in schools, K-12 teachers need this information in content classrooms. Second, the book fills the gap related to teaching ELLs in content areas. There are some existing books with titles on teaching ELLs across content areas; yet, these books provide general information with fewer books that really address specific content topics. This book is unique because it has the dedicated chapters for specific content areas, e.g., Language Arts, Science, Math, Social Studies with issues and strategies in these respective contents as well as general information, e.g., L2 theories for teachers to know and work with ELLs. Third, the book is reader-friendly with carefully crafted chapters. Each chapter begins with a scenario to catch the reader’s attention, is followed by issues and strategies, and ends with a summary. A scenario begins with each chapter for teachers to get to know the ELLs with the content that focuses on the related information and teaching strategies. With the continued increase in the ELL school population, this book is intended helping all K-12 teachers in content areas have knowledge and strategies to better serve their ELLs.

A resource book of tips, ideas, activities and ready-made lesson plans for your first year of Teaching English as a Foreign Languae. The complete TEFL survival guide for: newly qualified teachers; gap year travellers; language assistants; summer school teachers; volunteer teachers; This book is the perfect guide for newly qualified teachers. It gives you advice and ideas to help you tackle your first lessons in any country and covers the basics of TEFL, over 150 classroom ideas, how to prepare, what to take with you, surviving the first lesson, instant lesson plans, photocopiable activities, tips on finding a job, advice from teachers who've done it.

This text focuses student-learning on the key communication competencies recommended by the National Communication Association. With applied examples and a vibrant and engaging design, this text covers all the expected topics in an introductory course (foundations of communication, interpersonal communication, small group communication, and public speaking - plus a special appendix on interviewing). Scenarios begin each chapter with a problem to which students can relate and then solve as they learn about the concepts discussed in each chapter. A concentrated focus on careers in communication, highlighted in a two-page spread near the end of each chapter, brings home the relevance of communication outside the classroom and helps students learn more about how studying communication can help them throughout their lives. Additional emphasis on topics such as ethics, culture, gender, and technology is found throughout the text.

Everything educators need to know to enhance learning for ESLstudents This unique teacher time-saver includes scores of helpful,practical lists that may be reproduced for classroom use orreferred to in the development of instructional materials andlessons. The material contained in this book helps K-12 teachersreinforce and enhance the learning of grammar, vocabulary,pronunciation, and writing skills in ESL students of all abilitylevels. For easy use and quick access, the lists are printed in aformat that can be photocopied as many times as required. Acomplete, thoroughly updated glossary at the end provides anindispensable guide to the specialized language of ESLinstruction.

This book can be regarded as a resource book for teachers who would like to apply multiple entry point approaches,a framework of multiple intelligences proposed by Gardner,in their language classes.On-line sources are particularly valuable in learning situations where teachers usually expect authentic materials.Moreover,this book builds a bridge from theory to practical approach aiming to assist teachers who believe intrinsically in the use of technology,but have not been trained in its use. 本書以行動研究探討應用多元智慧理論結合網路資源於英文教學。主要探討下列四個領域:(1)教師如何更有效地使用網站資源作為英語學習教材;(2)網頁設計影響學習者參與學習的程度；(3)教師如何融入多元智慧理論在網路輔助英語教學的情境裡;(4)結合網站資源和多元智能策略塑造語言學習的成果探討。【秀威資訊科技股份有限公司製作】

Bookstore shelves are crowded with books offering advice to college students, yet—astonishingly—none of these books offer needed advice to the majority of college students in the United States ... those attending community college. Of the approximately 21 million full- and part-time college students, 11 million attend community colleges. The Community College Guide aims to help fill this huge gap. The authors of this book have decades of experience between them as professors and administrators in both two-year and four-year colleges, have written numerous books for a general readership and thoroughly understand what community college students need to know to succeed in their college careers. From how to apply to community colleges to what to expect from your courses, from the truth about what you'll pay to actual financial aid opportunities, The Community College Guide offers a wealth of information for the millions of American students who desire higher education at the community level.

"This book explores the potential of utilizing medical data through the implementation of developed models in practical applications"--Provided by publisher.

Whether embarking on a pre-degree foundation course or a postgraduate programme, this book will help students manage all the challenging aspects of studying through the medium of another language, in a new and different environment.

This guide for teachers and teacher trainees provides a wealth of suggestions for helping learners at all levels of proficiency develop their listening and speaking skills and fluency, using a framework based on principles of teaching and learning. By following these suggestions, which are organised around four strands—meaning-focused input, meaning-focused output, language-focused learning, and fluency development—teachers will be able to design and present a balanced programme for their students. Updated with cutting-edge research and theory, the second edition of Teaching ESL/EFL Listening and Speaking retains its hands-on focus and engaging format, and features new activities and information on emerging topics, including: Two new chapters on Extensive Listening and Teaching Using a Course Book Expanded coverage of key topics, including assessment, pronunciation, and using the internet to develop listening and speaking skills Easy-to-implement tasks and suggestions for further reading in every chapter More tools for preservice teachers and teacher trainers, such as a sample unit, a "survival syllabus", and topic prompts The second edition of this bestselling book is an essential text for all Certificate, Diploma, Masters, and Doctoral courses for teachers of English as a second or foreign language.