

English As An Additional Language Working With Beginners

Working with Language Working with Specialized Language Working with Children Experiencing
Speech and Language Disorders in a Bilingual Context Working with Gifted English Language
Learners Preparing Teachers to Work with English Language Learners in Mainstream
Classrooms Working with Interpreters and Translators Working with Students with
Disabilities Working with Functional Grammar Working with Deaf Children and Young People Working
with Global Aphasia Systematically Working with Multimodal Data Language Power: 100 Things You
Need to Know to Make Language Work for You Working with Marginalised Groups Learning to Teach
Modern Languages in the Secondary School Autoethnographies of Plurilingualism Language in
Louisiana Group Work in the English Language Curriculum Language Endangerment and Language
Maintenance New Developments in Behavioral Research: Theory, Method and Application Supporting
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Luciana C. de Oliveira Henriette W. Langdon Theresa A. Quigney Mike Hannay Sarah Beazley Sharon
Adjei–Nicol Sigrid Norris Norbert Schmitt Anya Ahmed Norbert Pachler Enrica Piccardo Nathalie Dajko
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contributions to the sociology of language brings to students researchers and practitioners in all of

the social and language related sciences carefully selected book length publications dealing with sociolinguistic theory methods findings and applications it approaches the study of language in society in its broadest sense as a truly international and interdisciplinary field in which various approaches theoretical and empirical supplement and complement each other the series invites the attention of linguists language teachers of all interests sociologists political scientists anthropologists historians etc to the development of the sociology of language

working with specialized language a practical guide to using corpora introduces the principles of using corpora when studying specialized language the resources and techniques used to investigate general language cannot be easily adopted for specialized investigations this book is designed for users of language for special purposes lsp providing guidelines and practical advice it enables lsp users to design build and exploit corpus resources that meet their specialized language needs highly practical and accessible the book includes exercises a glossary and an appendix describing relevant resources and corpus analysis software working with specialized language is ideal for translators technical writers and subject specialists who are interested in exploring the potential of a corpus based approach to teaching and learning lsp

the complexity of speech and language disorders can be daunting in a monolingual context when working with a bilingual child assessment and intervention may appear to be even more complicated in this book sean pert provides the reader with the tools needed to overcome this perception and develop skills in working in a language that they don t share with the client by adopting a home language first approach the book discusses how to identify diversity from disorder introduce effective approaches in line with the best clinical practice work successfully alongside interpreters make assessments and plan interventions set goals for therapy at the heart of the text is the therapist creating essential partnerships with parents and truly valuing the bilingualism culture and identity of the child this leads to better outcomes not only in speech language and communication but also in self esteem mental health social participation and educational and employment success the book concludes with a handy toolkit of resources including quizzes case studies and printable extras making it the perfect resource for both experienced and newly qualified practitioners with bilingual and multilingual children in their care

this book guides educators toward identifying gifted students in this population including a look at nonverbal and spanish language testing and gives advice for integrating these students into the gifted program educational resource

co published with tesol press there is a growing need for knowledge and practical ideas about the preparation of teachers for english language learners ells a growing segment of the k 12 population in the united states this book is for teachers administrators and teacher educators looking for

innovative ways to prepare teachers for ELLs and will position teachers to empower these students. This volume will appeal mostly to those preparing teachers in contexts that have not historically had large numbers of ELLs but have had a high rate of recent growth, e.g., midwestern U.S. This work is the combination of teacher preparation and ELL issues; this volume is unique in tackling pre-service and inservice teacher preparation. Additionally, the chapters collectively aim to go beyond merely equipping teachers to meet the needs of ELLs but to reach a level of effectiveness with the outcome of equity. The book highlights the knowledge, skills, and beliefs of teachers about ELLs. Part I addresses teacher perceptions of and beliefs about ELLs and teacher preparation, specifically addressing what they should know in terms of students' perspectives. Chapters attend to the experiences and beliefs of immigrant teachers about their roles, the role of service learning in teacher preparation, and the potential of understanding home literacy practices to change teacher beliefs about ELLs. Part II focuses on skills necessary to teach ELLs: writing skills teachers can draw on to inform their teaching practices, technological skills teachers need to develop, and skills related to focusing on the Common Core State Standards for English Language Arts and Mathematics. Each chapter explicitly addresses implications for teacher education or professional development.

Working with Interpreters and Translators: A Guide for Speech-Language Pathologists and Audiologists offers state-of-the-art procedures to conduct interviews, assessments, and conferences with students with limited English language proficiency and their families. As no research base is available in the field of communicative disorders on this specific topic, the information presented in this guide is supported by a critical review of the literature on best practices in interpreting for international conferences and legal and medical fields. Furthermore, the authors' experience working with language interpreters and training professionals, as well as graduate students in communicative disorders, makes this a very valuable resource for professionals, interpreters, translators, as well as undergraduate and graduate students. Federal and state laws specify that, if necessary, English language learners (ELL) need to be assessed in their native language when referred for possible special education. The number of ELL students attending public schools across the nation has increased in the past few decades. There are not enough speech-language pathologists (SLPs) or audiologists who are proficient in the various languages spoken by ELL students. Even in Spanish, the most common language spoken by ELL students in the United States, the next best solution is to conduct assessments in collaboration with a trained interpreter/translator. Key features include information and references for the most common languages spoken by ELL students, discussion of culturally based variables that need to be considered in the process of interviewing and working with linguistically and culturally diverse populations, description of the roles and responsibilities for individuals who will be collaborating as

interpreters and translators with slps and audiologists in various contexts such as interviews assessments and various meetings such as iep and ifsp as well as suggestions on training individuals in this collaborative process review of best practices in speech language and audiological assessments both with and without materials in the given language disclaimer please note that ancillary content such documents audio and video may not be included as published in the original print version of this book working with interpreters and translators a guide for speech language pathologists and audiologists is a must have reference for anyone working with ell students although the process was developed with the pediatric population in mind much of this information can be applied to older culturally and linguistically diverse populations in need of speech language and or hearing services it will also be useful to professionals working with language interpreters in allied health professions in other countries

like no other book available working with students with disabilities a guide for school counselors provides comprehensive coverage of school counselors roles in special education and working with students with disabilities and connects that coverage to both the asca national model and cacrep standards in working with students with disabilities school counselors will find thoughtful analyses of the legal and regulatory basis for many of the practices in special education including an overview of pertinent laws including the individuals with disabilities education improvement act and section 504 of the rehabilitation act they ll gain an in depth understanding of the leadership role that school counselors should play in supporting students teachers and families and they ll also come away with an understanding of the common challenges like bullying cyberbullying and successful transitioning from high school to adult life to which students with disabilities may be more vulnerable as well as less common challenges such as behavioral difficulties autism spectrum disorders and many more

no detailed description available for working with functional grammar

this book highlights the wide impact of deafness on many aspects of communication for deaf children and young people and those around them it explores input semantics grammar and speech and how you as a practitioner can apply this knowledge in different contexts including for early years support each chapter considers the impact of deafness on key communication components and provides you with opportunities to reflect on and extend knowledge and practice in each area a range of strategies and activities are presented that can enhance the support you offer key features include a framework to guide you to use your knowledge and the available resources to maximum effect with deaf children and young people clear explanations throughout built on wide research evidence to enable you to employ approaches that will make a difference a set of adaptable checklists to provide efficient assessment to help planning a focus on supporting

communicative independence in collaboration with each deaf child and young person written in an accessible engaging format this book equips practitioners with a range of tools to support the development of communicative independence and includes reflective questions to consolidate knowledge it is a must read for any practitioner working with deaf children and young people and their families

global aphasia is the most severe and disabling form of aphasia yet it has had the least attention within aphasia research and rehabilitation this practical book provides the reader with a comprehensive understanding of the topic based on both clinical observations and the literature to date uniquely it covers not only the severe language impairments observed in global aphasia but also the co occurring cognitive impairments that often present an additional challenge when working with this population this book offers a comprehensive understanding of the clinical characteristics of global aphasia illustrated with real case examples a theoretical overview of the domains of cognition and discussion of the role cognitive deficits play in the clinical presentation of people with global aphasia critical analysis of the research evidence on global aphasia an exploration into the strengths and limitations of common methods used to assess language cognition and functional communication in global aphasia new ways of approaching assessment and treatment which consider the impact of cognitive difficulties detailed suggestions of direct and indirect treatment tasks and approaches that can be used with this population including novel cognitive tasks this accessible text will provide both experienced speech and language therapists and students new to the subject with the knowledge skills and tools to work effectively with people with global aphasia in a range of clinical settings it will also be an essential resource for anyone considering research with this challenging but highly rewarding population

a guide that offers a step by step process to data driven qualitative multimodal discourse analysis systematically working with multimodal data is a hands on guide that is theoretically grounded and offers a step by step process to clearly show how to do a data driven qualitative multimodal discourse analysis mda this full color introductory textbook is filled with helpful definitions notes discussion points and tasks with illustrative research examples from youtube an experimental and a video ethnographic study the text offers many examples of how to deal with small to large amounts of data including information on how to transcribe video data multimodally including online videos and how to analyze the data this textbook contains ample theory directions for literature and a teaching guide to help with a clear understanding of how to work with multimodal data contains new research data exceptional illustrations and diagrams offers step by step processes of working through examples transcriptions and online videos goes into great depth so that students can use the book as hands on material to engage with their own data analysis designed to be easy to use with color coded definitions tasks discussion points and notes written

for advanced undergraduate graduate and phd level students as well as participants in research workshops systematically working with multimodal data is an authoritative guide to understanding data driven qualitative multimodal discourse analysis

from the minute you wake up until the time you fall asleep you use language this book will show you how language functions and how to make it work better for you norbert schmitt an internationally known language specialist explains 100 ways that you can use language more effectively in your everyday life the book covers a wide range of real world language topics including the following and much more the differences between men s and women s language how to use language more effectively in your business and personal life understanding how politicians and the news spin language how your children s language should develop and what to do if there are problems helping your children learn how to read how language can go wrong after a stroke or as we grow older schmitt covers each language topic in a clear and easy to understand manner which assumes no previous knowledge each topic is introduced by a question you might be wondering about what kinds of language tricks do salespeople use to get me to buy things the reader friendly answers are given in short but informative descriptions with a quick summary at the end many sections have brief quizzes or tasks to check how much you know about language and how well you are using it each topic also has suggestions for interesting internet websites to check for more information language is fascinating and this book shows you some of its details that only experts had access to before

this book highlights a range of individuals and groups in uk society who experience exclusion or marginalisation including roma young carers and people with autism spectrum disorders it takes a unique practice based focus designed to encourage discussion about diversity in society and to debunk myths about the others

learning to teach modern foreign languages in the secondary school has established itself as the leading textbook for student teachers of modern foreign languages in the uk the practical focus of the book is underpinned by a theoretical perspective and students are encouraged to develop a personal approach to modern foreign language teaching an account is also taken of relevant statutory frameworks this fully revised third edition has been thoroughly updated to take account of recent policy and curriculum changes and with the recent increased emphasis on teachers as researchers and the alignment of many pgce courses with masters level criteria reference to important concepts and theoretical positions have been strengthened with strong reference to their relevance in the context of professional practice and a new chapter discussing the findings of research on second language acquisition and foreign language learning has been added other chapters cover a wide range of relevant topics including teaching methods and learning strategies

teaching in the target language and developing cultural awareness the teaching of grammar differentiation and assessment the use of ict in modern foreign language teaching

this collection spotlights the authentic voices of plurilingual learners bringing together autoethnographies of over twenty graduate students to deepen current understandings of lived experiences of plurilingualism the volume begins with outlining foundational work on plurilingualism in language education up to this point with the body of work on plurilingual subjectivities historically focusing on researchers and practitioners gazes rather than students the book moves into short autoethnographies of graduate students at the university of toronto enrolled in a graduate education course over three years employing autoethnography as the primary methodology allows the space for privileging authentic voices of plurilingual learners in their own words learners whose individual lived experiences are uniquely contextualized within the lens of plurilingual theory the volume and diversity of perspectives showcased offer a unique window into the diversity and commonalities among plurilingual learners offering opportunities for reflection on directions for future research this book will be of interest to students and scholars in applied linguistics language teaching and learning and language education

contributions by lisa abney patricia anderson albert camp katie carmichael christina schoux casey nathalie dajko jeffery u darensbourg dorian dorado connie eble daniel w hieber david kaufman geoffrey kimball thomas a klingler bertney langley linda langley shane lief tamara lindner judith m maxwell rafael orozco allison truitt shana walton and robin white louisiana is often presented as a bastion of french culture and language in an otherwise english environment the continued presence of french in south louisiana and the struggle against the language s demise have given the state an aura of exoticism and at the same time have strained serious focus on that language historically however the state has always boasted a multicultural polyglot population from the scores of indigenous languages used at the time of european contact to the importation of african and european languages during the colonial period to the modern invasion of english and the arrival of new immigrant populations louisiana has had and continues to enjoy a rich linguistic palate language in louisiana community and culture brings together for the first time work by scholars and community activists all experts on the cutting edge of research in sixteen chapters the authors present the state of languages and of linguistic research on topics such as indigenous language documentation and revival variation in attitudes toward and educational opportunities in louisiana s french varieties current research on rural and urban dialects of english both in south louisiana and in the long neglected northern parishes and the struggles more recent immigrants face to use their heritage languages and deal with language based regulations in public venues this volume will be of value to both scholars and general readers interested in a comprehensive view of louisiana s linguistic landscape

this book explores how using small groups in second language classrooms supports language learning chappell s experience as a language teacher equips him to present a clear evidence based argument for the powerful influence group work has upon the opportunities for learning and how it should therefore be an integral part of language lessons

language endangerment is a fundamental issue for humanity what rights do minority communities have concerning their languages how does each language conceptualize the world differently how much knowledge about the world and a local ecosystem is lost when a language disappears what is the process involved and how can insights about this process contribute to linguistic theory what typological insights will be lost if undescribed languages disappear before their unique structural properties are known how can language shift be stopped or reversed this volume comprises a general overview introduction four theoretical chapters on what happens during language shift ten case studies of autochthonous languages under threat four case studies of migrant languages at risk three concluding chapters discussing strategies and resources for language maintenance

originally published in 1977 these examples of research and scholarly argument were collected in honor of professor sidney w bijou in the language of academics they constitute a festschrift a festival of scholarly writing performed to celebrate the career of a person who produced and stimulated others to produce exactly such contributions throughout a long valuable and productive professional history since 1955 dr bijou had worked almost exclusively within the approach variously labelled as the functional analysis of behavior the experimental analysis of behavior operant conditioning or skinnerian psychology from his point of view it seems clear the first of these labels was the correct one it was the principle of objective direct observable analysis that attracted him

published in 1998 the desirable outcomes for pre fives and the national curriculum for key stage 1 set out the requirements for learning from nursery through to the end of key stage 1 in both science and technology this book will increase the confidence of the classroom assistants by offering suggestions for improving their subject knowledge in line with these requirements and advice on how to support the teacher and the child through appropriate learning activities the handbook will also benefit headteachers and teachers in early years settings who are training volunteers or classroom assistants perhaps taking sta btec or nneb courses

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