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School Dictionary of the English Language
Mylius 1820
Job Satisfaction of School-Based Speech-Language Pathologists Kimberly A. Boynton 2021-06-01 This text responds to the growing need for speech-language pathologists in school settings by asking how factors including people, work, pay, opportunities for promotion, and supervision impact the overall job satisfaction of school-based speech-language pathologists. Drawing on data from a quantitative study conducted in schools in the US, the text foregrounds the experiences and perspectives of speech-language pathologists working in the public school sector, and illustrates the critical role of effective and supportive educational leadership and administration in ensuring effective recruitment, retention, and job satisfaction amongst these much needed professionals. The text highlights growing responsibilities of speech-language pathologists in schools and considers recruitment and challenges in the sector can be remedied by greater understanding of how job satisfaction relates to speech-language pathologists' experiences and perspectives on pay, work, opportunities for promotion, and support from a supervisor. This short text is aimed at researchers, scholars, and administrators in meeting the growing needs of children and students with speech and language difficulties in Early Childhood, Elementary, and Secondary education settings . The text will be particularly valuable for school leaders looking to support speech-language pathologists in their setting.

The Guide to English Language Teaching Yearbook 2005 S. M. H. Collin 2005-02 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.

Teaching Language Arts in Middle Schools Sharon Kingen 2000-02-01 This text is designed specifically to meet the needs of preservice teachers who have had little experience working in middle-grade classrooms. Three ideas are central: * teaching language arts at the middle level is a complex activity that demands expertise in the use of a variety of strategies, * reading and writing are key processes of language arts study, but so are speaking, listening, and viewing/visually representing, and * teaching the processes of effective

communication is crucial, but middle school students must also begin to learn the content of the field--literature, language, and media. Teaching Language Arts in Middle Schools gives balanced attention to various teaching strategies, processes, and content, demonstrating how all of these connect to improve students' abilities to communicate. In this text: *Research and theory are summarized and applied to practice *A non-prescriptive approach is integrated with practical information *Debates in the field are acknowledged *Additional reading and research are emphasized *The author's voice and point of view are explicit

Crossing Mountains Phyllis Ngai 2012-03-16 Crossing Mountains provides important insights about integrating Native-language learning into public education. Using case studies of school districts on the Flathead Indian Reservation in Montana, Phyllis Ngai argues that carefully designed and inclusive Native-language programs can benefit communities and students regardless of ethnic identity.

Language Intervention for School-age Students Geraldine P. Wallach 2008 Going beyond the common approach to language disorders in school-age populations, this innovative resource supplements a theoretical understanding of language intervention with a wealth of practical application strategies professionals can use to improve learning outcomes for children and adolescents with LLD.

The Language of Elementary School Children Walter Loban 1963

Heritage and School Language Literacy Development in Migrant Children Raphael Berthele 2017-11-15 This book discusses literacy development in heritage language speakers and presents the results of four different quantitative studies that investigate the transfer of literacy skills in bi- and multilingual language development. The empirical studies focus on different populations of pupils, most of them located in various parts of Switzerland, and emphasise the potential residing in shared or transferred resources between their heritage languages and the languages spoken in the region to which their family has immigrated. The goal of all studies was to gain an understanding of the factors, both linguistic and non-linguistic in nature, that contribute to the development of language skills in both the heritage and school languages. Theoretical assumptions are put to the test via hypothesis testing and the generally shared assumptions on bilingual education are questioned based on the data. Furthermore, methodological problems in the investigation of linguistic interdependence are discussed. This book contributes to the scholarly investigation of potential beneficial effects in academic proficiency across languages in migrant children.

Heritage Language Programs in Canadian School Boards Canadian Education Association 1991 The report, based on a survey of 120 schools boards across Canada, begins with an overview of provincial legislation, regulations, policy, and funding for heritage language instruction. A province-by-province look at local school board programs examines scheduling, teacher certification, professional development, community involvement, transportation, cultural components, and pupil, teacher and parent satisfaction with the programs. An outline of teacher training in heritage languages is included, as are sample policies and curriculum guidelines received from the boards polled.

Language Work in Elementary Schools Macon Anderson Leiper 1916

Source Materials for Secondary School Teachers of Foreign Language Esther May Eaton 1962

Promoting Linguistic Diversity and Whole-school Development Antoinette Camilleri 2007-01-01 The Council of Europe stresses the importance of multilingualism in society and of individual plurilingual competence as means to social cohesion. Ultimately, it is within the school that the necessary innovations need to take place. The case studies presented in this publication are an authentic illustration of how this is being realised in different contexts and what successes and challenges it presents. By bringing these innovative language education programmes and school profiles to the fore, its participating in the creation of a new paradigm of school leadership whereby pupils, parents and the local community, instead of being excluded, controlled and forgotten become actively involved in language endeavours. Similarly, teachers can move on from being simply the executors of education programmes to becoming participants in drawing up, implementing and

evaluating school policies.

Enrollment in the Foreign Languages in Secondary Schools and Colleges of the United States Charles Conrad Weidemann 1928

Teaching and Learning Argumentative Writing in High School English Language Arts Classrooms George Newell 2015-06-26 Focused on the teaching and learning argumentative writing in grades 9-12, this important contribution to literacy education research and classroom practice offers a new perspective, a set of principled practices, and case studies of excellent teaching. The case studies illustrate teaching and learning argumentative writing as the construction of knowledge and new understandings about experiences, ideas, and texts. Six themes key to teaching argumentative writing as a thoughtful, multileveled practice for deep learning and expression are presented: teaching and learning argumentative writing as social practice, teachers' epistemological beliefs about argumentative writing, variations in instructional chains, instructional conversations in support of argumentative writing as deep learning and appreciation of multiple perspectives, contextualized analysis of argumentative writing, and the teaching and learning of argumentative writing and the construction of rationalities.

Nederlands naar perfectie Emily Palmer 2017 Leergang NT2: totaalmethode die opleidt van B2-naar C1-niveau.

School Language Policies Chomba Mugane 2012 School language policies is a set of rules and regulation on language use by the learner in a learning institutions.Over the years there has been a growing interest for learners to acquire communicative competence in more than one language apart from their first language in order to meet the ever demanding job market needs.To this end The language in education policies developed by government agencies have developed policies which encourage learning institutions to educate learners to communicate in more than one language.The schools in turn drawing from national language policies and language in education policies have developed language policies aimed at improving learners communicative policies.school language policy is an important factor to second language acquisition because it affects learners opportunity to produce comprehensible output.The policies may affects learners attitudes and motivation towards a particular language.Some policies may violate learners linguistic human rights.This book provides insight on how language policies affects language acquisition.In addition it traces the connection between school language policies and national language policies.

Bilingualism in Schools and Society Sarah J. Shin 2013 This book is an introduction to the social and educational aspects of bilingualism. It presents an overview of a broad range of sociolinguistic and political issues surrounding the use of two languages, including code-switching in popular music, advertising, and online social spaces. It offers a well-informed discussion of what it means to study and live with multiple languages in a globalized world and practical advice on raising bilingual children.

School Programs in Speech-language Pathology Jean Blosser 2011-08-01 Nearly 55% of ASHA-certified speech-language pathologists work in school settings. The numbers are even higher when non-ASHA certified pathologists are considered. There are only a few resources that address service delivery, as opposed to assessment or treatment of specific communication disorders. School Programs in Speech-Language Pathology is designed to provide both new and experienced practitioners with solutions and strategies for the challenges they face in the complex and ever-changing world of school-based delivery.. Most books for school-based speech-language pathologists focus on different types of intervention and diagnoses. School Programs in Speech-Language Pathology focuses on service delivery, program design, and how to organize and manage an effective program. Additionally, this resource covers meeting state and national standards, following federal mandates, and how to relate to and communicate with colleagues and parents.. The organization, questions at the end of each chapter, real-life examples, collaborative strategies, research foundation, and usable forms all make this book very practical for university students, existing school-based practitioners, and program administrators.. Building on the success of previous editions, this fifth edition will include more information on alternative delivery

methods and flexible schedule modules, reporting and documentation, state standards, telepractice, evidence-based practice, school-based leadership and career development, and an expansion of the information on the school-based clinician's role and contributions to the education team..

English for young learners from pre-school to lower secondary Olivia Mair 2018-06-29 This collection of essays examines English language learning in formal education contexts from pre-school to lower secondary level. Focused on an in-service teacher education project that aimed to enhance the teaching of English in a group of schools, it takes into account the perspectives of multiple stakeholders – heads of school, teachers, parents and children. Its novelty lies in the variety of themes it covers, such as the account of a vertical implementation of a Content and Language Integrated Learning (CLIL) project at three school levels, teachers' attitudes to using picturebooks in L2 settings, cultural differences in the presentation of content in textbooks, and the role of the native language assistant. "English for Young Learners" makes a valid contribution to research on a matter of crucial importance in Italian education in the 21st century, the improvement of the teaching and learning of English. It will be of interest to student teachers, educators, practitioners and researchers.

A Language School As a Complex System Achilleas Kostoulas 2018-03-20 This book uses a complex systems perspective to describe how a language school in Greece evolved, and at times resisted change. Starting with an accessible introduction to complex systems theory (CST), it uses a complexity perspective to interpret data generated during a year of fieldwork. The author outlines the linguistic, pedagogical and political influences that shape teaching and learning at the school. He shows how teaching and learning emerged from the interaction of top-down constraints, available resources, and purposes of instruction. This produces a nuanced understanding English Language Teaching against the backdrop of globalisation. Additionally, the author exemplifies how CST can provide a theoretically powerful frame for researching English Language Teaching.
Bilingual Education and Minority Language

Maintenance in China Lubei Zhang 2019-01-21 This book looks closely at Yi bilingual education practice in the southwest of China from an educationalist's perspective and, in doing so, provides an insight toward our understanding of minority language maintenance and bilingual education implementation in China. The book provides an overview on the Yi people since 1949, their history, society, culture, customs and languages. Adopting the theory of language ecology, data was collected among different Yi groups and case studies were focused on Yi bilingual schools. By looking into the application of the Chinese government's multilingual language and education policy over the last 30 years with its underlying language ideology and practices the book reveals the de facto language policy by analyzing the language management at school level, the linguistic landscape around the Yi community, as well as the language attitude and cultural identities held by present Yi students, teachers and parents. The book is relevant for anyone looking to more deeply understand bilingual education and language maintenance in today's global context.
Teaching English as a Second Language in the Elementary School New York City Public Schools 1977

Modern Foreign Languages in High School Joseph Candler Hutchinson 1961
Language and Social Interaction at Home and School Letizia Caronia 2021-10-15 As Ragnar Rommetveit put it forty years ago, dialogue is "the architecture of intersubjectivity": a tool not only for maintaining yet also constantly transforming our life-worlds. The volume advances and empirically illustrates the role of talk-in-interaction in displaying, ratifying, creating yet also defying the crucial dimensions of the world we live in. This process is particularly noticeable in children's primary social worlds, i.e. home and school where they are socialized to becoming competent members of the communities they (will) live in. Drawing on fifty years of research on children's socialization through language and social interaction, the volume provides new multidisciplinary insights and updated empirical data on the process through which cultures, identities, and knowledge are brought into being through the everyday dialogues that animate children's life at

home and school. The volume addresses a specialized readership and its interdisciplinary framework ensures that it will be of great interest to scholars from different academic fields, such as social and developmental psychology, anthropology, education, developmental linguistics, sociolinguistics and developmental pragmatics.

The "People Power" Education Superbook: Book 7. Language Learning Guide (Free Language Materials On the Web) Tony Kelbrat 2014-04-06 This is a simple book that lists websites about languages, websites to learn languages, websites to learn English, language schools, books, tapes, linguistic organizations, etc. Languages at the library go from #400 to #499. The general breakdown is: 420. English & Anglo-Saxon. 430. Germanic Languages. 440. French, Provencal, Chatelaine. 450. Italian, Romanian, Etc. 460. Spanish & Portuguese. 470. Latin Languages. 480. Classical Greek. 490. Other Languages. 491. East Indo-European and Celtic. 492. Semitic languages. 493. Hamitic and other languages. 494. Ural-Altaic, Dravidian, etc. 495. East and southeast Asian languages. 496. African languages. 497. North American Indian languages. 498. South American Indian languages. 499. Austranesian and other languages.

Klare taal! Jenny Toorn-Schutte 2020 Basisgrammatica Nederlands voor NT2-cursisten. The Spirit of the English Language Wulsin Jr. 2008-10-01

Teaching Middle School Language Arts Anna J. Small Roseboro 2010-04-16 This is the first book on teaching middle school language arts for multiple intelligences and related 21st century literacies in technologically and ethnically diverse communities. Roseboro's book provides an entire academic year of inspiring theory and instruction in multimedia reading, writing, and speaking for the 21st century literacies that are increasingly required in the United States and Canada.

Language and Identity in a Dual Immersion School Kim Potowski 2007-01-01 This book describes the experiences of a group of students in Chicago, Illinois, who are attending one of the first Spanish-English dual immersion schools in the United States. The author follows the group during two school years, documenting their Spanish use and proficiency, as well as how their

two languages intersect with the ongoing production of their identities.

Language Practices of Migrant Youth Louisa Willoughby 2017 "This ground breaking research explores language maintenance and shift focusing on a school community. Following students' language practice inside and outside of school, the author offers a full picture of students' multilingual practices and their role in shaping identity. Using case studies of eight girls from Vietnamese and Cambodian backgrounds, the book draws on data from questionnaires, interviews and ethnographic observation to bring these language practices to life. It explores the place of heritage languages, English and other languages in the girls' repertoires and investigates the role they see for these languages in their lives. A key focus of the book is the role of the school environment in shaping students' repertoires and unfolding sense of ethnic identity; both directly through formal instruction and indirectly through its ethos and social composition. It provides practical suggestions on the basis of extensive research for how schools can negotiate some of the challenges of catering to a multiethnic population. Essential reading for anyone researching migrant language practice, sociolinguistics or multicultural education."-- Provided by publisher.

Elective Language Study and Policy in Israel Malka Muchnik 2016-10-13 This book presents research on the instruction of two heritage languages and two foreign languages in Israeli schools. The authors explore language policy and the way languages are studied from the point of view of students, teachers, schools and curricula. Language in Israel is a loaded concept, closely linked to ideological, political, and social issues. The profound changes in language policy in the West along with two large waves of immigration from the Former Soviet Union and Ethiopia resulted in new attitudes towards immigrant languages and cultures in Israel. Are these new attitudes strong enough to change the language policy in the future? What do students and teachers think about the language instruction at school? Are the teaching materials updated and do they address modern demands? This book provides answers to these and other questions. As well as describing the instruction of two

heritage languages, Russian and Amharic, and two foreign languages, French and Spanish, the book also contains an extensive background on the immigration history and acculturation process of the speakers of each of these languages. An in-depth understanding of the case of Israel will serve as a guide for other countries contending with similar issues pertaining to the adjustment of language policies in light of immigration and other challenging circumstances.

Foreign Language Education in America Steven Berbeco 2016-04-08 Foreign language teaching in America today falls into three distinct fields of influence and interest: public and private schools, college and other post-secondary programs, and courses for adult learners. At a time when academics and instructors in each of these fields seek to answer similar questions, too few published resources recognize and address the parallels among them. In response, Foreign Language Education in America is an edited book with contributions that represent the diversity in foreign language education today, including perspectives from elementary, middle schools, high schools, university-level courses, summer programs, federal government, and international learning. This is a practical guide to the state of the field that fills a much-needed gap for scholars, researchers, administrators, and practitioners who are looking for a resource that describes effective practices across the field.

Language Curriculum Innovation in a Chinese Secondary School Yan Zhu 2017-11-29 This book offers a comprehensive overview of the changes in foreign language teachers' cognition and practices during a four-year innovation project at a Chinese secondary school, and explores the factors that influenced the trajectory of those changes. It makes a substantial contribution to research on educational change by offering a longitudinal observation of the facts and voices in EFL settings in China; as such, the book offers a valuable resource for scholars, teacher educators, teachers, and others interested in initiating, managing and evaluating innovations in EFL classrooms.

Constructing the Heritage Language Learner Neriko Doerr 2013-05-28 Heritage language education is a relatively new field developed as "heritage" has become an important trope of

belonging, legitimacy and commodification. Many recent studies treat the "heritage language learner" as an objective category. However, it is a social construct, whose meaning is contested by researchers, school administrators and the students themselves. Based on ethnographic fieldwork in 2007-2011 at a weekend Japanese language school in the United States, this monograph investigates the construction of the heritage language learner at the intersections of the knowledge-power complex, ideologies of language and national belonging, and politics of schooling. It examines the ways individuals become, resist and negotiate their new subjectivity as heritage language learners through becoming objects of study, being caught in nationalist aspirations and school politics regarding what to teach to whom, and negotiating with peers with various linguistic proficiency and family backgrounds. The volume proposes a new approach to view the notion of heritage language learner as a site of negotiation regarding the legitimate knowledge of language and ways of belonging, while offering practical suggestions for schools.

A Practical Guide to Teaching Foreign Languages in the Secondary School Norbert Pachler 2014-03-04 How can you effectively motivate young people to engage with foreign language learning? How can young people engage with new ideas and cultural experiences within and outside the classroom? The new edition of A Practical Guide to Teaching Foreign Languages in the Secondary School offers straightforward advice and inspiration for training teachers, NQTs and teachers in their early professional development. Written by a team of expert professionals, it offers a wide range of strategies for successful teaching in the languages classroom. Key topics covered include: Helping pupils develop better listening skills Effective speaking activities Choosing the best texts and technology for reading skills Teaching grammar Internet tools and services for teaching and learning Integrating formative assessment The intercultural dimension of language teaching Collaborating with primary schools and successful transition Teaching Arabic and Mandarin Working with TAs and FLAs Classroom research and reflective practice This fully revised and updated second edition includes new

chapters on homework, motivation and less widely taught languages, while the core sections on reading and writing, planning, and culture and diversity have been significantly updated to reflect important changes in research, practice and policy. A Practical Guide to Teaching Foreign Languages in the Secondary School extends the popular Learning to Teach Foreign Languages in the Secondary School by providing detailed examples of theory in practice, based on the most up-to-date research and practice, as well as links to relevant sources supporting evidence-informed practice. It is an essential compendium of support and ideas for all those embarking upon their first steps in a successful career in teaching foreign languages.

Teaching English As an Additional Language in Secondary Schools Sean Bracken 2016-11-21 With increasing numbers of learners in secondary schools having English as an additional language, it is crucial for all teachers to understand the learning requirements of these students and plan distinctive teaching approaches to engage and support them. This book provides school leaders, trainee teachers and qualified teachers with the skills and practical knowledge they need to strengthen the learning outcomes of students for whom English is an additional language. Teaching English as an Additional Language in Secondary Schools sets out realistic ways in which EAL learners can be engaged and stretched in their learning, building on their prior literacy, cultural experiences and language learning. It clearly explains the theory and key research into how additional languages are acquired and offers practical classroom teaching and learning strategies to show teachers how they can help EAL learners to access the curriculum and reflect on their learning through assessments. Features include: tasks to help put the ideas into practice case studies illustrating the key challenges faced by EAL learners summaries of key research findings reflections to

encourage deeper thinking. Drawing on the daily experiences of teachers and teaching assistants, this book will be essential reading for all trainee and practising teachers that want to ensure students with EAL fulfil their true learning potential.

Encyclopedia of Language and Education Stephen May 2017-03-15 In this third, fully revised edition, the 10 volume Encyclopedia of Language and Education offers the newest developments, including an entirely new volume of research and scholarly content, essential to the field of language teaching and learning in the age of globalization. In the selection of topics and contributors, the Encyclopedia reflects the depth of disciplinary knowledge, breadth of interdisciplinary perspective, and diversity of socio-geographic experience in the language and education field. Throughout, there is an inclusion of contributions from non-English speaking and non-western parts of the world, providing truly global coverage. Furthermore, the authors have sought to integrate these voices fully into the whole, rather than as special cases or international perspectives in separate sections. The Encyclopedia is a necessary reference set for every university and college library in the world that serves a faculty or school of education, as well as being highly relevant to the fields of applied and socio-linguistics. The publication of this work charts the further deepening and broadening of the field of language and education since the publication of the first edition of the Encyclopedia in 1997 and the second edition in 2008.

The Challenging Language School 2003
Boys, Girls and Languages in School Bob Powell 1986 This guide charts the growth in importance of equality of education opportunity for both sexes and examines the extent of the imbalance as manifested through all sectors of the schools. Practical remedies are proposed.

Summer Foreign Language Programs for School Students Gerhard Karroll Haukebo 1969