Developing Courses In English For Specific Purposes | 39aa8c942db27ac2f62cd35024dcbf69

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The Store Army, Twelve Thousand Workers, Their Growth, Recreation, Self-development and Patriotic Services
World Link Video Course
Creating Effective Blended Language Learning Courses
The Development of ESP (English for Specific Purposes)
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Practice for Materials Development in L2 Learning
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Creating Courses for Adults
The Routledge Handbook of Language and Professional Communication
Succeed in TEFL - Continuing Professional Development
Discipline-Specific Writing
English for Management Studies in Higher Education
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Business life, Pre-intermediate self study.
Con CD.
Per le Scuole superiori
Pathways to Multilingualism
Ideas and Options in English for Specific Purposes
Introducing Course Design in English for Specific Purposes
Developing Student Capability Through Modular Courses
Chinese for Working Professionals
Navigating the Common Core with English Language Learners
Creating Wicked Students
Professional Development of English Language Teachers in Asia
Developing Courses in English for Specific Purposes
Transferring from English Language Development to Literature Courses: a Course for High School
Advanced English Language Learners
Learning How to Learn
English for Business Life

Aimed at facilitating cross-context dialogue & knowledge exchange, this volume brings together an international roster of scholars to offer theoretical perspectives, research reviews & empirical studies on teaching, learning & language development in immersion education.

In Creating Wicked Students, Paul Hanstedt argues that courses can and should be designed to present students with what are known as “wicked problems” because the skills of dealing with such knotty problems are what will best prepare them for life after college. As the author puts it, “this book begins with the assumption that what we all want for our students is that they be capable of changing the world. When a student leaves college, we want them to enter the world not as drones participating mindlessly in activities to which they've been appointed, but as thinking, deliberative beings who add something to society.” There’s a lot of talk in education these days about “wicked problems”—problems that defy traditional expectations or knowledge, problems that evolve over time: Zika, ISIS, political discourse in the era of social media. To prepare students for such wicked problems, they need to have wicked competencies, the ability to respond easily and on the fly to complex challenges. Unfortunately, a traditional education that focuses on content and skills often fails to achieve this sense of wickedness. Students memorize for the test, prepare for the paper, practice the various algorithms over and over again—but when the parameters or dynamics of the test or the paper or the equation change, students are often at a loss for how to adjust. This is a course design book centered on the idea that the goal in the college classroom—in all classrooms, all the time—is to develop students who are not just loaded with content, but capable of using that content in thoughtful, deliberate ways to make the world a better place. Achieving this goal requires a top-to-bottom reconsideration of courses, including student learning goals, text selection and course structure, day-to-day pedagogies, and assignment and project design. Creating Wicked Students takes readers through each step of the process, providing multiple examples at each stage, while always encouraging instructors to consider concepts and exercises in light of their own courses and students.

Higher education in the UK has recently been transformed due to the introduction of module-style degree programmes. This collection of essays and case studies reviews the experiences of both students using the new modules and teachers integrating modular systems into their curricula.

This title is designed primarily to be used for language improvement by teachers on in-service training courses.

This volume brings together articles based on experimental and theoretical research from teachers working in diverse teaching backgrounds with varying experience, from research scholars to school teachers, from college and university teachers in India to a British native teaching in China. The contributions here provide a mix of global and local teaching scenarios, addressing the need for diagnostic tests, developing need-based material, using the mother tongue to ensure active participation of the masses, and re-examining the language policies in Asian countries. The papers collected here also explore the implementation of Task-based Language Teaching, the integration of technology in developing language skills, and the use of games and activities to engage the interest of low level learners while teaching both literature and language, further linking them with their culture and society. The book offers a reflection of the changes that have taken place in the teaching environment in the last two decades, with the introduction of Communicative Language Teaching, and, as such, will be of immense help for policy framers and educators in South-Asian countries and in countries where English is a second or foreign language.
Furthermore, the volume offers valuable information for researchers working in the field of English Language Teaching (ELT), which can be used for reviewing literature and exploring the directions in which the new teaching methods and approaches are leading, and establishing the validity of research.

The ultimate guide for developing your career as an English teacher. Succeed in TEFL is packed with information on how to develop within the profession including chapters on: - getting the most out of observations - teaching exam classes - becoming a trainer - doing action research - using online resources - becoming a manager - and much more! This is an indispensable book for all EFL teachers: a conclusive guide to making the most of your teaching experience and moving ahead in your career. The author draws on his wealth of knowledge in the fields of teaching, training and management to address the key issues facing today's EFL teachers. Also included is a range of case studies and interviews from teachers with experience of working in different countries and contexts. These bring fresh insight to the topics, which combined with numerous tasks, makes this an engaging and practical Continuing Professional Development (CPD) handbook. This book is ideal for teachers looking for new ways to develop their expertise as well as academic managers wanting fresh ideas on how to foster Continuing Professional Development (CPD) in their staff. Rely on Teach Yourself, trusted by learners for over 75 years.

Discipline-Specific Writing provides an introduction and guide to the teaching of this topic for students and trainee teachers. This book highlights the importance of discipline-specific writing as a critical area of competence for students, and covers both the theory and practice of teaching this crucial topic. With chapters from practitioners and researchers working across a wide range of contexts around the world, Discipline-Specific Writing: Explores teaching strategies in a variety of specific areas including science and technology, social science and business; Discusses curriculum development, course design and assessment, providing a framework for the reader; Analyses the teaching of language features including grammar and vocabulary for academic writing; Demonstrates the use of genre analysis, annotated bibliographies and corpora as tools for teaching; Provides practical suggestions for use in the classroom, questions for discussion and additional activities with each chapter. Discipline-Specific Writing is key reading for students taking courses in English for Specific Purposes, Applied Linguistics, TESOL, TEFL and CELTA.

The Routledge Handbook of Language and Professional Communication provides a broad coverage of the key areas where language and professional communication intersect and gives a comprehensive account of the field. The four main sections of the Handbook cover: Approaches to Professional Communication Practice Acquisition of Professional Competence Views from the Professions This invaluable reference book incorporates not only an historical view of the field, but also looks to possible future developments. Contributions from international scholars and practitioners, focusing on specific issues, explore the major approaches to professional communication and bring into focus recent research. This is the first handbook of language and professional communication to account for both pedagogic and practitioner perspectives and as such is an essential reference for postgraduate students and those researching and working in the areas of applied linguistics and professional communication.

Using an innovative framework, this book provides the rationale, strategies, and tools to create optimal blended language learning courses.

‘English for Business Life Pre-Intermediate Self Study Guide’ contains parallel units and progress tests to the course book as well as reinforcement/consolidation exercises, grammar/language section and a glossary of business terms. The audio CD contains recordings of core language, pronunciation points and listening exercises.

Introducing Course Design in English for Specific Purposes is an accessible and practical introduction to the theory and practice of developing ESP courses across a range of disciplines. The book covers the development of courses from needs analysis to assessment and evaluation, and also comes with samples of authentic ESP courses provided by leading ESP practitioners from a range of subject and global contexts. Included in this book are: The basics of ESP course design The major current theoretical perspectives on ESP course design Tasks, reflections and glossary to help readers consolidate their understanding Resources for practical ESP course development Examples of authentic ESP courses in areas such as business, aviation and nursing Introducing Course Design in English for Specific Purposes is essential reading for pre-service and in-service teachers, and students studying ESP and applied linguistics.

Chinese for Working Professionals is for learners who intend to use Chinese in a multinational global workplace. It has eight thematic units focusing on developing learners’ transferrable skills in addition to expanding the cross-cultural competences required in a real-world work-place. Key features: Topical themes expose the ongoing changes in China for working professionals such as career preparation, economic development, business etiquette, the working environment, and overall lifestyle. Authentic reading materials and live videos on a companion website to incorporate understandings of the norm and expectations of the workplace and society at large, and also prepare learners for a quick transition from classroom to targeted scenarios. Abundant simulated real-life collaborative tasks, case studies, and projects enhance learners’ problem-solving skills in Chinese, in addition to
work strategies in different scenarios such as communication for work and leisure, and teamwork projects necessary and crucial for professions in multilingual and cross-cultural
global settings. This textbook is a key resource for learners of Chinese at an ACTFL Intermediate-High proficiency level and above, or CEFR (Common European Framework of
Reference for Language) B1.2 to B2.1 level in terms of language control, extensive and applicable vocabulary and expressions, communication strategies, as well as cultural
awareness.

Designing Language Courses: A Guide for Teachers is a clear and comprehensive overview of course design. This text provides a practical guide to designing language courses by
encouraging teachers to explore ways of planning and organizing content, and evaluating materials.

In the current educational environment, there has been a shift towards online learning as a replacement for the traditional in-person classroom experience. With this new
environment comes new technologies, benefits, and challenges for providing courses to students through an entirely digital environment. With this shift comes the necessary
research on how to utilize these online courses and how to develop effective online educational materials that fit student needs and encourage student learning, motivation, and
success. The optimization of these online tools requires a deeper look into curriculum, instructional design, teaching techniques, and new models for student assessment and
evaluation. Information on how to create valuable online course content, engaging lesson plans for the digital space, and meaningful student activities online are only a few of many
current topics of interest for promoting student achievement through online learning. The Research Anthology on Developing Effective Online Learning Courses provides multiple
perspectives on how to develop engaging and effective online learning courses in the wake of the rapid digitalization of education. This book includes topics focused on online
learners, online course content, effective online instruction strategies, and instructional design for the online environment. This reference work is ideal for curriculum developers,
instructional designers, IT consultants, deans, chairs, teachers, administrators, academicians, researchers, and students interested in the latest research on how to create online
learning courses that promote student success.

Why has English language proficiency in Japan remained so low in comparison to other Asian countries? Has Vietnam attempted to improve English language teaching because
ASEAN has adopted English as its working language? Why do English language teachers struggle with curriculum changes imposed by governments in order to make them
competitive in the international community? Do professional development (PD) programs actually meet the needs of teachers? This book addresses issues surrounding these
questions by examining how the Japanese and Vietnamese governments have approached and defined the PD of English language teachers and how such PD programs have been
delivered. Further analyses the impact of policy changes on individual teachers and explores how PD can help teachers to implement such changes effectively at the micro-level. PD
of language teachers or language teacher education is relatively new as a field of inquiry in Applied Linguistics. By including case studies of Japan and Vietnam in the one volume,
this book embarks on the challenging task of demonstrating that PD is an essential element of the successful implementation of language policies in Asia, where World Englishes
have been shaped by distinct local contexts.

English for Business Life is written by experts in international business communication who understand how fast-moving changes are affecting the language and skills that people
need to be effective in the workplace. The course presents the English essential for doing business in today's global marketplace. It takes account of international contexts, countries
and cultures and a business environment where English is often used as the language of communication between speakers of many nationalities.

This book provides a systematic introduction to the issues involved in designing and implementing courses of English for Legal Purposes. Each chapter highlights a different aspect
of the curriculum development process, including syllabus design, taking into account the special role of needs analysis, materials development, and the question of assessing and
testing languages for special purposes. In addition, the book provides a brief outline of key concepts in the methodology of English for Specific Purposes, in the context of Legal
English in particular. Factors such as the specificity of legal discourse, the roles of ESP teachers, subject-knowledge dilemma, cooperative teaching or language issues are taken into
account. The book concludes with a model syllabus for a course of English for Legal Purposes developed by the author as the outcome of a three-year action research programme
conducted at the Faculty of Law at the University of Bialystok, Poland. The book is informative and reader-friendly, and will serve as a resource and reference book for anybody
involved and interested in teaching or researching into English for Legal Purposes.

NEW! Unlocking English Learners' Potential Strategies for Making Content Accessible Diane Staehr Fenner, Sydney Snyder Foreword by Lydia Breiseth A once-in-a-generation text
for assisting a new generation of students Content teachers and ESOL teachers, take special note: if you're looking for a single resource to help your English learners meet the same
challenging content standards as their English-proficient peers, your search is complete. Just dip into this toolbox of strategies, examples, templates, and activities from ELL
Get Free Developing Courses In English For Specific Purposes

authorities Diane Staehr Fenner and Sydney Snyder. The best part? No prior training assumed! You’ll find inside every last how-to including: * How to scaffold instruction across content and grade levels * How to build background knowledge * How to analyze text through close reading and text dependent questions * How to promote oral language and vocabulary development * How to evaluate and use formative assessment $29.95, 320 pages, D17100-978-1-5063-5277-0

A surprisingly simple way for students to master any subject—based on one of the world’s most popular online courses and the bestselling book A Mind for Numbers A Mind for Numbers and its wildly popular online companion course “Learning How to Learn” have empowered more than two million learners of all ages from around the world to master subjects that they once struggled with. Fans often wish they’d discovered these learning strategies earlier and ask how they can help their kids master these skills as well. Now in this new book for kids and teens, the authors reveal how to make the most of time spent studying. We all have the tools to learn what might not seem to come naturally to us at first—the secret is to understand how the brain works so we can unlock its power. This book explains: • Why sometimes letting your mind wander is an important part of the learning process • How to avoid “rut think” in order to think outside the box • Why having a poor memory can be a good thing • The value of metaphors in developing understanding • A simple, yet powerful, way to stop procrastinating Filled with illustrations, application questions, and exercises, this book makes learning easy and fun.

English for Business Life is written by experts in international business communication who understand how fast-moving changes are affecting the language and skills that people need to be effective in the workplace. The course presents the English essential for doing business in today’s global marketplace. It takes account of international contexts, countries and cultures and a business environment where English is often used as the language of communication between speakers of many nationalities.

EVOLVE is a six-level English course that gets students speaking with confidence. Drawing on insights from language teaching experts and real students, this Level 1 (CEFR A1) Student's Book A (Units 1-6) covers all skills and focuses on the most effective and efficient ways to make progress in English. Each unit in the book features Time to speak, a lesson where decision-making and problem-solving tasks enable speaking to thrive. Optional mobile phone activities help create personalized learning experiences.

A complete guide on course development and delivery using Moodle 3.x Key Features Get the best out of the latest Moodle 3 framework to ensure successful learning Create 3rd party plugins and widgets and secure your course efficiently Create your first Moodle VR app using the Moodle VR toolset Book Description Moodle is a learning platform or Course Management System (CMS) that is easy to install and use, but the real challenge is in developing a learning process that leverages its power and maps the learning objectives to content and assessments for an integrated and effective course. Moodle 3 E-Learning Course Development guides you through meeting that challenge in a practical way. This latest edition will show you how to add static learning material, assessments, and social features such as forum-based instructional strategy, a chat module, and forums to your courses so that students reach their learning potential. Whether you want to support traditional class teaching or lecturing, or provide complete online and distance e-learning courses, this book will prove to be a powerful resource throughout your use of Moodle. You’ll learn how to create and integrate third-party plugins and widgets in your Moodle app, implement site permissions and user accounts, and ensure the security of content and test papers. Further on, you’ll implement PHP scripts that will help you create customized UIs for your app. You’ll also understand how to create your first Moodle VR e-learning app using the latest VR learning experience that Moodle 3 has to offer. By the end of this book, you will have explored the decisions, design considerations, and thought processes that go into developing a successful course. What you will learn Know what Moodle does and how it supports your teaching strategies Install Moodle on your computer and navigate your way around it Understand all of Moodle’s learning features Monitor how learners interact with your site using site statistics Add multimedia content to your site Allow students to enroll themselves or invite other students to join a course Who this book is for This book is for anyone who wants to get the best out of Moodle. As a beginner, this is a thorough guide for you to understand how the software works, with great ideas for getting off to a good start with your first course. Some experience of working with e-learning systems will be beneficial. Experienced Moodle users will find powerful insights into developing successful and educational courses.

This volume presents a range of views about language, learning, and teaching in English for Specific Purposes (ESP). Its purpose is to go beyond individual cases and practices to examine the approaches and ideas on which they are based. The aim is for readers to adopt an analytical stance toward the field and to identify current perspectives in ESP and the ideas driving them. Ideas and Options in English for Specific Purposes does not promote any one approach, but rather identifies and illustrates those in evidence today. The main emphasis is on the links between theory and ESP teaching and research. Ideas from linguistics, sociolinguistics, education, SLA, and social theories are described. Links are then made between these ideas and ESP course designs, instructional materials, and research projects. Thus the book moves back and forth between descriptions of theories, teaching practice, and research. Part I introduces the book's approach to description of ESP and the framework used to investigate it. Part II examines ideas of language, learning, and teaching in ESP. Recognizing that ESP is taught in many different countries and contexts, the author draws on a wide range of examples of teaching practice and research from around the world and from different branches of ESP, including English for Academic Purposes, English for Professional Purposes, and English for Vocational Purposes. From
Chapter 3 onward, each chapter includes Questions for Discussion and Projects, to encourage readers to research and analyze the practices of ESP in their own contexts and to consider the ideas they draw on in their own teaching. This text is geared toward graduate-level TESOL education courses.

English for Management Studies in Higher Education Studies The Garnet Education English for Specific Academic Purposes series won the Duke of Edinburgh English Speaking Union English Language Book Award in 2009. English for Management Studies is a skills-based course designed specifically for students of management studies who are about to enter English-medium tertiary level studies. It provides carefully graded practice and progressions in the key academic skills that all students need, such as listening to lectures and speaking in seminars. It also equips students with the specialist management language they need to participate successfully within a management faculty. Extensive listening exercises come from management lectures, and all reading texts are taken from the same field of study. There is also a focus throughout on the key management vocabulary that students will need. Listening: how to understand and take effective notes on extended lectures, including how to follow the argument and identify the speaker's point of view. Speaking: how to participate effectively in a variety of realistic situations, from seminars to presentations, including how to develop an argument and use stance markers. Reading: how to understand a wide range of texts, from academic textbooks to Internet articles, including how to analyze complex sentences and identify such things as the writer's stance. Writing: how to produce coherent and well-structured assignments, including such skills as paraphrasing and the use of the appropriate academic phrases. Vocabulary: a wide range of activities to develop students' knowledge and use of key vocabulary, both in the field of management and of academic study in general. Vocabulary and Skills banks: a reference source to provide students with revision of the key words and phrases and skills presented in each unit. Full transcripts of all listening exercises. The Garnet English for Specific Academic Purposes series covers a range of academic subjects. All titles present the same skills and vocabulary points. Teachers can therefore deal with a range of ESAP courses at the same time, knowing that each subject title will focus on the same key skills and follow the same structure. Key Features Systematic approach to developing academic skills through relevant content. Focus on receptive skills (reading and listening) to activate productive skills (writing and speaking) in subject area. Eight-page units combine language and academic skills teaching. Vocabulary and academic skills bank in each unit for reference and revision. Audio CDs for further self-study or homework. Ideal coursework for EAP teachers. Extra resources at www.garnetesap.com

As an annual event, International Conference on Language, Literature, and Education in Digital Era (ICLLE) 2019 continued the agenda to bring together researcher, academics, experts and professionals in examining selected theme by language, literature and education in digital era. In 2019, this event held in 19-20 July 2019 at Padang, Indonesia. The conference from any kind of stakeholders related with Language and literature especially in education. Each contributed paper was refereed before being accepted for publication. The double-blind peer reviewed was used in the paper selection.

English for Specific Purposes offers the teacher a new perspective on this important field. The main concern is effective learning and how this can best be achieved in ESP courses. The authors discuss the evolution of ESP and its position today, the role of the ESP teacher; course design; syllabuses; materials; teaching methods, and evaluation procedures. It will be of interest to all teachers who are concerned with ESP. Those who are new to the field will find it a thorough, practical introduction while those with more extensive experience will find its approach both stimulating and innovative.

This book introduces and explains a series of tools for curriculum renewal and revitalization in English for Academic Purposes (EAP) programs, based on the experiences of the authors in successfully implementing a new curriculum in a large EAP program in North America. The book focuses on the why and how of introducing curriculum change, while also engaging critically with the realities of day-to-day classroom practice and the important issue of teacher engagement. While maintaining a principles-driven approach, each chapter is also filled with tools, samples and case study examples, grounding the book in practice and making it an essential resource for language teachers, teacher trainers, and students on TESOL and related courses.

Presented in two parts, this book firstly introduces core considerations in ESP course development drawing on examples from a wide range of ESP and EAP courses. Secondly four case studies show how experienced ESP teachers and course developers went about developing courses to meet the needs of their particular learners.

Today, more than ever before, there is a realization that communicating properly, especially in writing, is essential for all the job aspirants as well as those employees—budding managers and others—eager to build up their career. Taking this scenario into account, this book equips the reader with the ability to learn and enhance the writing skills in English. From fundamentals of grammar to precis, paragraph and essay writing, this book dwells on all aspects of the language besides listing the words (both new and old) to enhance one’s word power, and the foreign words used in the English language. Divided into eight sections, the book describes eight effective tools to master the art of writing. The book begins with the basics of writing, and it then goes to give a careful analysis of functional grammar, vocabulary, common errors committed and their rectifications. Finally, the book showcases the intricacies of formal and informal writings and creative writing to make a learner proficient in these areas. Each section is supported with simple examples, and easy-
to-perform Practice Exercises along with their answers. The book is intended for the undergraduate students (both regular and correspondence courses) of all universities, and higher secondary (plus 2) students of all boards. The book will also be beneficial for the students appearing for the competitive examinations and interviews as well as for the general reader who wishes to improve his/her English writing skills.

Practical and accessible, this book comprehensively covers everything you need to know to design, develop, and deliver successful online, blended, and flipped language courses. Grounded in the principles of instructional design and communicative language teaching, this book serves as a compendium of best practices, research, and strategies for creating learner-centered online language instruction that builds students' proficiency within meaningful cultural contexts. This book addresses important topics such as finding and optimizing online resources and materials, learner engagement, teacher and student satisfaction and connectedness, professional development, and online language assessment.

Teaching Language Online features: A step-by-step guide aligned with the American Council on the Teaching of Foreign Languages (ACTFL), the Common European Framework of Reference (CEFR) for Languages: Learning, Teaching and Assessment, and the World-Class Instructional Design and Assessment (WIDA) standards Research-based best practices and tools to implement effective communicative language teaching (CLT) online Strategies and practices that apply equally to world languages and ESL/EFL contexts Key takeaway summaries, discussion questions, and suggestions for further reading in every chapter Free, downloadable eResources with further readings and more materials available at www.routledge.com/9781138387003 As the demand for language courses in online or blended formats grows, K-16 instructors urgently need resources to effectively transition their teaching online. Designed to help world language instructors, professors, and K-12 language educators regardless of their level of experience with online learning, this book walks through the steps to move from the traditional classroom format to effective, successful online teaching environments.

"World Link Video CourseThis video program is part of the World Link textbook series, a four-level course series for young adult and adult learners of English from the beginning to intermediate level." (workbook, p. iii).

This volume represents a unique addition to the growing body of empirical literature on materials development, adopting a reverse approach to the topic. Rather than applying 'theory to practice', practitioners and researchers from 11 countries reappraise applied linguistics theories through practice. The book also provides evidence for the diversity of materials development around the globe at different levels for different specialities and for different purposes. Each chapter surveys the relevant literature (such as task-based learning and language and culture), describes a specific research project, reports the results of the project, and discusses the implications of these results for the development of materials both in the local context and in general. After each section there are editorial comments highlighting the issues emerging from the research, and there is a conclusion which connects the findings of the various chapters and makes suggestions both for future research and for the principled development of materials for L2 learners. The book will be suitable for teachers, materials developers, academics and students in post-graduate courses in applied linguistics, in TEFL/TESOL and in the teaching of other languages as an L2.

This book provides a practical and accessible update of major developments in ESP today.

The must-have Common Core guide for every ESL/ELL instructor Navigating the Common Core with English Language Learners is the much-needed practical guide for ESL/ELL instructors. Written by experienced teachers of English Language Learners, this book provides a sequel to the highly-regarded ESL/ELL Teacher's Survival Guide and is designed to help teachers implement the Common Core in the ELL classroom. You'll find a digest of the latest research and developments in ELL education, along with comprehensive guidance in reading and writing, social studies, math, science, Social Emotional Learning and more. The Common Core is discussed in the context of ESL, including the opportunities and challenges specific to ELL students. Ready-to-use lesson plans and reproducible handouts help you bring these ideas into the classroom, and expert guidance helps you instill the higher-order thinking skills the Common Core requires. The Common Core standards have been adopted in 43 states, yet minimal guidance has been provided for teachers of English Language Learners. This book fills the literature gap with the most up-to-date theory and a host of practical implementation tools. Get up to date on the latest stats and trends in ELL education Examine the challenges and opportunities posed by Common Core Find solutions to common issues that arise in teaching ELL students Streamline Common Core implementation in the ELL classroom The ELL population is growing at a rapid pace, and the ELL classroom is not exempt from the requirements posed by the Common Core State Standards. ESL/ELL teachers know better than anyone else how critical language is to learning, and ELL students need a specialized Common Core approach to avoid falling behind. Navigating the Common Core with English Language Learners provides specific guidance and helpful tools that teachers can bring to the classroom today.

Become an effective adult educator by approaching teaching systematically As the author describes at the beginning of Creating Courses for Adults, "The big idea of this book is that education for adults has to be designed." Whether in basic skills training, English language classes, professional development workshops, personal interest courses, or formal degree programs, good teaching tends to conceal all the planning and decisions which had to be made in order to present participants with a seamless and coherent process for learning. The author posits that nobody is a completely intuitive teacher and that everybody has to make a series of choices as they put courses together. The decisions they make are
important and far-reaching, and deserve to be considered carefully. Starting with the three core factors which must be taken into account when creating courses, Creating Courses for Adults walks readers through a manageable process for addressing the key decisions which must be made in order to design effective learning. Instructor factors are what the teacher brings to the teaching and learning process, such as experience and preferences. Learner factors are the influences that students bring with them, including their past experiences and expectations for the class. Context factors include the educational setting, whether in-person or online, as well as the subject matter. Readers of Creating Courses for Adults will learn a systematic approach to lesson and course design based on research into the ways adults learn and the best ways to reach them, along with pointers and tips for teaching adults in any setting.

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