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Language in Geographic Context Colin H. Williams, 1988-01-01 This book contains key research in the developing field of geolinguistics It examines the main relationships in the study of language and territory namely the social context of linguistic communities the principles and methods of geolinguistic and the translation of these principles into government action and policy in multilingual societies Contemporary Approaches to Second Language Acquisition María del Pilar García Mayo, María Junkal Gutierrez Mangado, Maria Martinez Adrian, 2013 Second language acquisition SLA is a field of inquiry that has increased in importance since the 1960s Currently researchers adopt multiple perspectives in the analysis of learner language all of them providing different but complementary answers to the understanding of oral and written data produced by young and older learners in different settings. The main goal of this volume is to provide the reader with updated reviews of the major contemporary approaches to SLA the research carried out within them and wherever appropriate the implications and or applications for theory research and pedagogy that might derive from the available empirical evidence The book is intended for SLA researchers as well as for graduate MA Ph D students in SLA research applied linguistics and linguistics as the different chapters will be a guide in their research within the approaches presented The volume will also be of interest to professionals from other fields interested in the SLA process and the different explanations that have been put forward to account for it. Science Education in International Contexts May M. H. Cheng, Winnie W. M. So, 2011-10-23 This book presents an international perspective on examining and putting into practice new innovations in science education The chapters are organized into three parts each of which addresses a key area in science education research Part I of this book Students conceptual understanding of science addresses issues related to the identification of students science concepts and the influence of everyday understandings on the construction of science concepts Part II Making science concepts plausible for students addresses the pedagogical concerns of teachers in making science ideas plausible and logical for their students Part III Science teacher learning reports on science teacher learning in Australia and Hong Kong The focus is on the interaction between research and implementation or how theory can be realized in classroom practice with contributions from both non Western and non English speaking contexts and Western and English speaking countries Taken together the papers have a common focus on the relationship or integration of theory and practice in science education They demonstrate a concern to address education reform directions putting into practice recommendations from science education research and improving the quality of science education The contributors of this book come from seven different areas around the world These contributions have been essential in making the discussions in this book multi perspective and relevant to an international audience thus allowing it to emerge to join the international discourse on improving science education The studies reported in this book provide insights for future research addressing science education reform directions students learning needs and different classroom contexts The discussions and the findings reported are relevant to science educators

teachers student teachers graduate students in education curriculum developers and those responsible for education policy

A Guide to Educational Research Peter Gordon,2014-01-14 This account of development in educational research is intended as a guide to possible research areas both fundamental and policy related for students in colleges and higher education institutions and should also be of interest to those engaged in curriculum planning and administration

Guidebook on Education for Sustainable Development for Educators Zimbabwe Books in Print ,1998 UNESCO.2018-12-31 Environmental and Geographical Education for Sustainability Zijian Li, Michael Williams, 2006 Geography environment sustainability culture and education standing alone or in any combination provide the ingredients for a variety of stews They are all difficult to define and they generate endless debates for theoreticians and practitioners about their meaning and significance The editors have divided the chapters that follow into two parts in an effort to unit these diverse disciplines Part 1 is concerned with cultural foundations and curriculum issues related to geographical and environmental education for sustainability Part 2 comprises a series of chapters presenting education for sustainability in the Discourse in Content and Language Integrated Learning (CLIL) Classrooms Christiane contexts of national cultures Dalton-Puffer, 2007-09-27 The label CLIL stands for classrooms where a foreign language English is used as a medium of instruction in content subjects This book provides a first in depth analysis of the kind of communicative abilities which are embodied in such CLIL classrooms It examines teacher and student talk at secondary school level from different discourse analytic angles taking into account the interpersonal pragmatics of classroom discourse and how school subjects are talked into being during lessons The analysis shows how CLIL classroom interaction is strongly shaped by its institutional context which in turn conditions the ways in which students experience use and learn the target language The research presented here suggests that CLIL programmes require more explicit language learning goals in order to fully exploit their potential for furthering the learners appropriation of a foreign language as a medium of learning **Journal of Pedagogy and** Educational Management, 2018-06-01 Journal of Pedagogy and Educational Management is an interdisciplinary academic journal in the field of pedagogical theory and practice and management of contemporary education issued by Varna University of Management Bulgaria The journal provides a platform for research based discussions of theoretical and empirical issues of K 12 and university and adult education Publications focusing on educational issues from fields such as management educational technology pedagogy and pedagogical management pedagogical psychology andragogy developmental psychology social pedagogy methodology anthropology conflictology organizational sciences and culture are invited The journal is open to teachers researchers and managers who examine the problems of pedagogical methods and technology and effective educational practices Young researchers and authors are also encouraged to submit their contributions Manuscript submissions should be between 4 000 and 20 000 words Major research articles of between 4 000 and 7 000 words are highly welcome Longer or shorter papers will also be considered The journal publishes also Research

Notes of 1 500 2 000 words Submitted papers must combine theoretical concepts with practical applications or empirical testing The Journal of Pedagogy and Educational Management also includes book reviews announcements for conferences and seminars abstracts of successfully defended doctoral dissertations case studies of best practices in pedagogy and educational management concept papers theoretical essays The journal will be published online in two languages English and Bulgarian The articles in Bulgarian are accompanied by an abstract in English JPEM is about to be published in one volume per year consisting of two issues The editorial team welcomes your submissions to the Journal of Pedagogy and Educational Management Manuscripts can be submitted to jpem vumk eu **Modernizing Educational Practice** Katarzyna Papaja, Artur Swiateka, 2016-02-08 Content and Language Integrated Learning CLIL is an innovative approach referring to educational settings where a language different from the learners mother tongue is used as a medium of instruction This other language is found to be used from kindergarten to the tertiary level and the extent of its use may range from occasional foreign language texts in individual subjects to covering the whole curriculum The changes in the technological economic and social realities of the modern world have led and still lead to more frequent contact between people of different linguistic and cultural backgrounds Globalisation has made the world interconnected the world is rapidly becoming a mixed global village where the role of languages is extremely important In such an integrated world integrated learning is viewed as a modern form of educational delivery CLIL represents an increasingly popular approach to language teaching and learning not only in Europe but also in other countries such as Japan Malaysia China and the United Arab Emirates Even though CLIL is not of a uniform nature and varies across the world one of the main arguments for its introduction is that it creates conditions for naturalistic language learning This book represents selected presentations given at the Ustro CLIL 2013 conference which brought together academicians researchers teachers and educational authorities from all over the world and provided them with the opportunity to exchange an interdisciplinary dialogue on CLIL methodologies as well as the purely practical consequences of implementing such pedagogies in institutional educational practices at the primary secondary or tertiary level As such collection embraces original contributions across a range of **Drama and Theatre with Children** Charru Sharma, 2015-12-14 Drama as a process centred form is a areas of CLIL popular and valued methodology used to develop thinking and learning in children while theatre provides a greater focus on the element of performance In recent years offering drama and theatre as a shared experience is increasingly used to engage children and to facilitate learning in a drama classroom Using drama and theatre as a central component with children this book is an amalgamation of theory research and practice from across the globe offering insights into differing educational contexts Chapters provide an exploration of the methodologies and techniques used to improve drama in the curriculum and highlight the beneficial impact drama has in a variety of classrooms enriching learning and communication Contributions from 17 authors ranging from teachers in schools or universities to researchers and drama practitioners examine a variety of

perspectives related to drama and children in an attempt to bridge gaps and move ahead collectively as educators practitioners and researchers in drama and theatre Divided into two parts Part I reflects on the use of drama in its varied forms with children while Part II focuses on projects and experiments with children using theatre in order to draw links between drama theatre and pedagogy Drama and Theatre with Children will be key reading for researchers academics and postgraduate students in the fields of drama education theatre education curriculum studies and child development The book will also be of interest to drama practitioners school teachers and teacher training leaders Current Index to Journals in Reader's Guide to the Social Sciences Jonathan Michie, 2014-02-03 This 2 volume work includes approximately 1 200 entries in A Z order critically reviewing the literature on specific topics from abortion to world systems theory In addition nine major entries cover each of the major disciplines political economy management and business human geography politics sociology law psychology organizational behavior and the history and development of the social sciences in a broader sense Person-environment-behavior Research Douglas Amedeo, Reginald G. Golledge, Robert John Stimson, 2009-01-01 Research into spatial influences on people's everyday activities and experiences presents many conceptual and methodological complexities Written by leading authorities this book provides a comprehensive framework for collecting and analyzing reliable person environment behavior data in real world settings that rarely resemble the controlled conditions described in typical texts An array of research designs are illustrated in chapter length examples addressing such compelling issues as spatial patterns of voting behavior ways in which disabilities affect people s travel and wayfinding how natural and built environments evoke emotional responses spatial factors in elementary teaching and learning and more A special chapter guides the student or beginning researcher to craft a successful research proposal

Social Studies for the Twenty-first Century Jack Zevin,1999-08-01 Revised and updated second edition offers an overall framework to guide teaching in setting objectives devising lessons and choosing classroom strategies as well as assistance in constructing tests

Prehistoric Farming in Europe Graeme Barker,1985-07-11 Drawing upon his own extensive knowledge of European archaeology Graeme Barker has impressively integrated the full range of archaeological data to produce in this book a masterly account of prehistoric farming in Europe on a unique scale He makes use of modern archaeological techniques to reconstruct the lives of prehistoric farmers in remarkable detail Not only do we now have a vivid picture of the prehistoric farmyard but we know what animals were kept how they were fed and why they were bred Evidence for crops grown and techniques of cultivation and husbandry helps recreate the prehistoric landscape Even the social organisation that determined the use of resources and provided the crucial stimulus for agricultural change can be relived Graeme Barker develops his argument through analogies with the agricultural history of classical and medieval Europe and concludes that today s industrial farmers can learn much from the successes and failures of early European farming The Impact of Self-Concept on Language Learning Kata Csizér, Michael Magid, 2014-08-27 This volume

highlights the effects of self concept on L2 learning and teaching by considering a wide range of theories as well as their practical application The book includes chapters discussing various approaches related to self concept empirical studies related to the selves of the learners research from the teachers perspective on students self concept and L2 motivational intervention studies associated with the development of self concept of language learners Space, Place and Scale in the Study of Education Lorraine Symaco, Colin Brock, 2017-10-02 The term space is inherently geographical Educational provision and activity takes place within spaces ranging from a room at home or in a school to a campus to an administrative area which could be a state within a country a whole country or a group of countries Such spaces are known as geographical surfaces Within these spaces the process of learning and teaching takes place at particular points that are often nodes in a network which may be formal such as a group of schools or universities or non formal such as in cyberspace Understanding what goes on depends on the scale at which it is observed ranging from individuals to global outreach Altogether this constitutes the geography of educational reality This comprehensive volume includes a theoretical background plus a sample of situations including school level policy and administration inequitable access education hubs and small states It offers an introduction to a relatively neglected member of the family of education foundation disciplines the geography of education This book was originally published as a special issue of Comparative Education Bevond CLIL Do Covle.Oliver Meyer, 2021-07-15 Offers an innovative holistic and evidence based pedagogic approach to deeper learning for all subjects of **Classroom Discourse Analysis** Frances Christie, 2005-01-01 This book offers a model of classroom discourse schooling analysis that uses systemic functional linguistic theory and associated genre theory to develop a view of classroom episodes as curriculum genres some of which operate in turn as part of larger unities of work called curriculum macrogenres Drawing on Bernstein's work Christie argues that two registers operate in pedagogic discourse a regulative register to do with the goals and directions of the discourse and an instructional register to do with the particular content or knowledge at issue Each can be shown to be realized in distinctive clusters of choices in the grammar The operation of the regulative register determines the initiation pacing sequencing and evaluation of the overall pedagogic activity. The book sets out the its methodology in detail by reference to a number of classroom texts and a range of school subjects Overall schools emerge as sites of symbolic control in a culture

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