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This book introduces readers to the inner workings of schools that successfully serve multilingual students, especially those who affiliate as Latinx. Readers will meet administrators, teachers,

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caregivers, and community members who are working together to advance students' learning. They do this through varied school-wide initiatives that include caring for students in authentic ways,

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developing students' home
and academic languages,
recruiting caregivers and
community members to
mentor students, establishing
positive and respectful
climates, providing rigorous

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instructional interventions,
and inviting students to take
leadership roles. This book
will inspire teachers and
school leaders to see the
possibilities for humanizing
schools with the ultimate goal

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of creating such environments for all learners, and particularly for students of color. "A powerful resource for pre- and inservice teachers, educators, school leaders, and researchers who

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are seeking to change the status quo in today's schools." —From the Foreword by Guofang Li, The University of British Columbia, Vancouver "This book offers multiple pathways to

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educational success with children often labeled as 'at risk.'" —Luis C. Moll, professor emeritus, University of Arizona
"Readers will find inspiration from the variety of solutions described in this volume,

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which has transformed education for multilingual students.” —David and Yvonne Freeman, professors emeriti, University of Texas Rio Grande Valley “The case studies describe how

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educators have changed their practices to humanize the education that multilingual students receive." —Ofelia García, The Graduate Center, CUNY

With the unrelenting spread of

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globalization, the English language has been firmly established as the Lingua Franca. Now more than ever, the importance of learning English is paramount within nearly all professional and

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educational sectors. English for Specific Purposes (ESP) has long been accepted as an effective method for teaching English as a foreign language. In recent years, it has experienced an increasing

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presence in secondary and tertiary education across the globe. This is predominantly due to its learner-centered approach that focuses on developing linguistic competence in the student's

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specific discipline, may that be academics, business or tourism, for example.

Positioning English for Specific Purposes in an English Language Teaching Context attempts to present

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and define the relevance and scope of ESP within English Language teaching. From mobile phones as educational tools to the language needs of medical students, the contributors to this volume

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examine and propose different epistemological and methodological aspects of ESP teaching. Its unique approach to ESP marks this volume out as an important and necessary contribution to

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existing ESP literature, and one that will be of use to both researchers and practitioners of ESP.

Koreana is a full-color quarterly on Korean culture and arts, including traditional

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heritage as well as modern and contemporary activities. Each issue includes in-depth coverage of a selected theme, followed by an array of articles on artists and artisans, historic and cultural

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landmarks, natural attractions,
reviews of stage performances
and exhibitions, literary
pieces, and today's lifestyles.
Published since 1987, the
magazine can also be
accessed at

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(www.koreana.or.kr).

This book examines the pronunciation goals of teachers, course leaders, and learners on a ten-week UK pre-sessional access course, particularly with regard to

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suprasegmental instruction
and target of instruction on
how these goals are reflected
in pronunciation assessment,
and how teacher goals are
informed by their attitudes and
beliefs. A mixed methods

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approach, including direct observation and semi-structured interviews, is employed to address the area of enquiry. Results show a lack of clarity of course goals. Although there is a firm

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emphasis on suprasegmental instruction, in semi-structured interviews, teachers report a lack of clear course goals and guidance. Assessment and practice do not always adhere to a goal of intelligibility, and

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support for teachers, in terms of the materials and how they might be exploited seems limited. The book concludes with tentative recommendations on how suprasegmental instruction

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might be facilitated on EAP
and other courses

Preparing Pre-service and In-
service Teachers

Global Perspectives

Envisioning TESOL through a
Translanguaging Lens

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Essays for Instructors

Empowering English

Language Learners

Pedagogy in modern
conditions

The Routledge Handbook of English

Language and Digital Humanities

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serves as a reference point for key developments related to the ways in which the digital turn has shaped the study of the English language and of how the resulting methodological approaches have permeated other disciplines. It draws on modern

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linguistics and discourse analysis for its analytical methods and applies these approaches to the exploration and theorisation of issues within the humanities. Divided into three sections, this handbook covers: sources and corpora; analytical approaches; English

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language at the interface with other areas of research in the digital humanities. In covering these areas, more traditional approaches and methodologies in the humanities are recast and research challenges are re-framed through the lens of the digital.

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The essays in this volume highlight the opportunities for new questions to be asked and long-standing questions to be reconsidered when drawing on the digital in humanities research. This is a ground-breaking collection of essays offering incisive and essential reading

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for anyone with an interest in the English language and digital humanities.

To respond to the multilingual turn in language education, this volume constitutes a challenge to the traditional, monolingual, and native

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speakerism paradigm in the field of Teaching English to Speakers of Other Languages (TESOL) through a translanguaging lens. The chapters offer complex global perspectives □ with contributions from five continents □ to open critical conversations on how

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to conceptualize and implement translanguaging in teacher education and classrooms of various contexts. The researchers exhibit a shared commitment to transforming TESOL profession that values teachers' and learners' full linguistic repertoires.

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This volume should prove a valuable resource for students, teachers, and researchers interested in English teaching and learning, applied linguistics, second language acquisition, and social justice.

This volume focuses on social and

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emotional learning (SEL) from a variety of perspectives. The goal of the volume is to offer a clear framing of SEL in relation to other related out-of-school time concepts and initiatives. SEL has gained popularity as a concept in recent years and there remains

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confusion as well as great interest in the meaning and implementation of SEL in OST. Policymakers, researchers, and practitioners are pursuing work related to SEL in OST and this volume offers an opportunity to share that work by: □ Defining and

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explaining SEL in a variety of out of school contexts and highlighting opportunities for integration and alignment with other fields (e.g., formal education) □ Clarifying the language and framework confusion and honoring the field's foundation in

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thinking about social and emotional development through high quality youth development practice □ Sharing information about current trends and new developments and how that work is shaping the field across the developmental continuum □ Making the

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research to practice connection by including in each chapter foundational research on the topic, evidence of effective efforts, and practical implications □ Offering recommendations for researchers, practitioners, and policymakers related

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to SEL in OST settings

ENDORSEMENTS "The social and emotional development of our nation's youth is a common, essential concern of those working in school and out of school. This volume will be the catalyst for long overdue conversation,

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collaboration, and synergy. It is essential reading for practitioners, researchers, and policy makers in both contexts who are concerned with preparing children for the tests of life, and not a life of tests." ~ Maurice J. Elias, Ph.D., Rutgers University, Co-

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director, Academy for Social-
Emotional Learning in Schools and
After School Settings "Having spent all
of my adult life working with, and
advocating for, high-quality youth
programming, I understand the critical
role out-of-school-time (OST)

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programs play in the social and emotional development of young people. As the Executive Director of the New York State Network for Youth Success, I am thrilled to see such a comprehensive view of current best practices and research on social-

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emotional learning (SEL) in OST programs. It is exciting and encouraging to see so much documented progress with SEL in OST condensed into one comprehensive book that furthers understanding of both research-informed practices and

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systems building around policy. This book, edited by two leading researchers in the field, Elizabeth Devaney and Deborah Moroney, should be required reading for any practitioners, policy makers, and educators in the field. Both the editors' and contributors'

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emphasis on making SEL an
"intentional practice" is the exact
conversation we all should be having
right now." ~ Kelly Malone Sturgis,
Executive Director, New York State
Network for Youth Success "Social
Emotional Learning and Out-Of-

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School-Time: Foundations and Futures is an extremely important and timely publication. The scope and depth of this work makes it a must read for any serious out-of-school-time or K-12 educator. In 2014 California identified social emotional learning as the most

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promising bridge to bring coherence between expanded learning programs and the school day. (A Vision for Expanded Learning in California □ Strategic Plan 2014-2016) I have found this to be the exact case. All across California, school day and out-of-

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school-time professionals are having deep and authentic conversations about youth centered collaborative efforts. We also know that providing social emotional development opportunities is a corner stone for any high quality out-of-school-time program. I plan to share

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this publication widely with K-12 educators, policy makers, parents and so many others." ~ Michael Funk, Director, Expanded Learning Division, California Department of Education
Distance Learning is for leaders, practitioners, and decision makers in

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the fields of distance learning, e-learning, telecommunications, and related areas. It is a professional journal with applicable information for those involved with providing instruction to all kinds of learners, of all ages, using telecommunications

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technologies of all types. Stories are written by practitioners for practitioners with the intent of providing usable information and ideas. Articles are accepted from authors--new and experienced--with interesting and important information

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about the effective practice of distance teaching and learning. Distance Learning is published quarterly. Each issue includes eight to ten articles and three to four columns, including the highly regarded "And Finally..." column covering recent important

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issues in the field and written by Distance Learning editor, Michael Simonson. Articles are written by practitioners from various countries and locations, nationally and internationally.

Positioning English for Specific

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Purposes in an English Language

Teaching Context

Teacher Educators in Vocational and

Further Education

Exploring Identity and

Professionalization

Koreana 2017 Summer (English)

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Comparative Perspectives on Inquiry-
Based Science Education

Case Studies and Considerations for
Policy Implementation

**For children and youth,
summertime presents a
unique break from the**

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**traditional structure,
resources, and support
systems that exist during
the school year. For some
students, this time
involves opportunities to
engage in fun and**

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enriching activities and programs, while others face additional challenges as they lose a variety of supports, including healthy meals, medical care, supervision, and

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**structured programs that
enhance development.**

**Children that are limited
by their social, economic,
or physical environments
during the summer months
are at higher risk for**

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worse academic, health,
social and emotional, and
safety outcomes. In
contrast, structured
summertime activities and
programs support basic
developmental needs and

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**positive outcomes for
children and youth who can
access and afford these
programs. These
discrepancies in
summertime experiences
exacerbate pre-existing**

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academic inequities. While further research is needed regarding the impact of summertime on developmental domains outside of the academic setting, extensive

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**literature exists
regarding the impact of
summertime on academic
development trajectories.
However, this knowledge is
not sufficiently applied
to policy and practice,**

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**and it is important to
address these
inequalities. Shaping
Summertime Experiences
examines the impact of
summertime experiences on
the developmental**

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**trajectories of school-age
children and youth across
four areas of well-being,
including academic
learning, social and
emotional development,
physical and mental**

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**health, and health-
promoting and safety
behaviors. It also reviews
the state of science and
available literature
regarding the impact of
summertime experiences. In**

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**addition, this report
provides recommendations
to improve the experiences
of children over the
summertime regarding
planning, access and
equity, and opportunities**

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**for further research and
data collection.**

**Koreana 2017 Summer
(English) □□□□□□□□**

**Empowering English
Language Learners**

showcases strategies of

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those who teach English as a second language in pre-schools, graduate schools, secular public schools, and private Christian schools. What makes this book unique is the way

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**each teacher evaluates
teaching strategy through
personal experience. This
book explains what works
and what doesn't. With
additional contributions
from: Dean Borgman Julia**

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**Davis Jean Dimock Cherry
Gorton Seong Park Olga
Soler Virginia D. Ward
Gemma Wenger**

**This edited volume
examines the Seal of
Biliteracy (SoBL), a**

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**relatively new policy
initiative that has
received little attention
in scholarly and practical
literature. The
contributions seek to
expand the literature by**

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**presenting case studies of
policy implementation in
diverse contexts across
the United States. This
book is organized into
four sections: (1)
introduction to the SoBL,**

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**including history of the
policy initiative and
national trends in policy
design and implementation,
(2) case studies of macro-
level policy
implementation, including**

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**a diverse array of
contexts across the
country that have
approached the SoBL in
unique ways (e.g.,
legislation v. educational
code, prioritizing world**

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v. home languages), (3)
case studies of micro-
level implementation,
including schools and
districts that award the
SoBL to diverse student
populations through

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**various language programs
(e.g., English-dominant v.
linguistically diverse;
world language v. dual-
language programs), and
(4) conclusions and future
directions, including**

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**actionable next steps for
policy makers,
administrators, educators,
and researchers. Members
of various professional
organizations will benefit
from this text, including**

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**the National Association
for Bilingual Education
(NABE), Teachers of
English to Speakers of
Other Languages (TESOL),
the American Council for
Teaching of Foreign**

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Languages (ACTFL), as well as participants in local affiliates for bilingual, English as a second language (ESL), and world language education.

One of the Best Books to

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**Learn English Language for
Banking & Insurance Exams
The Routledge Handbook of
English Language and
Digital Humanities
Handbook of Research on
Innovations in Non-**

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**Traditional Educational
Practices
Proceedings of IAC in
Budapest 2018
English Language and
General Studies Education
in the United Arab**

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Emirates

**Essential English for
Competitive Examinations -
2nd Edition**

**This book focuses on English
teacher educators' experiences
concerning professionalization and**

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teacher identity. Throughout the book, chapter authors articulate dilemmas that focus around professionalization and teacher identity, questioning what it means to be an English teacher today. Co-authored by faculty and students in Canada, England, Hong

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Kong, Israel, Malaysia, New Zealand, Pakistan, and the United States, the chapters in this book reveal how sustained partnerships focused on pedagogical, curricular, and programmatic development build courage, confidence, and capacity in both student and faculty

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partners.

The core practice of professional scientists is inquiry, often referred to as research. If educators are to prepare students for a role in the professional scientific and technological community, exposing them to inquiry-based learning is

essential. Despite this, inquiry-based teaching and learning (IBTL) remains relatively rare, possibly due to barriers that teachers face in deploying it or to a lack of belief in the teaching community that inquiry-based learning is effective.

Comparative Perspectives on

Inquiry-Based Science Education examines stories and experiences from members of an international science education project that delivered learning resources based around guided inquiry for students to a wide range of schools in 12 different countries in order to

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identify key themes that can provide useful insights for student learning, teacher support, and policy formulation at the continental level. The book provides case studies across these 12 different settings that enable readers to compare and contrast both practice

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and policy issues with their own contexts while accessing a cutting-edge model of professional development. It is designed for educators, instructional designers, administrators, principals, researchers, policymakers, practitioners, and students seeking

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current and relevant research on international education and education strategies for science courses.

This book shares the perspectives of community college CEOs and examines the role of leadership in adopting institutional-wide

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strategies and allocating resources that have advanced immigrant and refugee integration on campus and in the community.

Exploring Institutional Pathways in Context

Schools of Promise for Multilingual Students

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Studying Abroad

**Handbook of Research on Teaching
Diverse Youth Literature to Pre-
Service Professionals**

Foundations and Futures

**An Investigation of Attitudes,
Beliefs and Practices**

This book provides a

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**comprehensive and
interdisciplinary
examination of dual
language education for
Latina/o English language
learners (ELLs) in the United
States, with a particular**

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**focus on the state of Texas
and the U.S.-Mexico border.
The book is broken into
three parts. Part I examines
how Latina/o ELLs have been
historically underserved in
public schools and how this**

has contributed to numerous educational inequities. Part II examines bilingualism, biliteracy, and dual language education as an effective model for addressing the inequities identified in Part

I. Part III examines research on dual language education in a large urban school district, a high-performing elementary school that serves a high proportion of ELLs along the Texas-Mexico

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**border, and best practices
for principals and teachers.
This volume explores the
potential and realities of
dual language education
from a historical and social
justice lens. Most**

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**importantly, the book shows
how successful programs
and schools need to address
and align many related
aspects in order to best
serve emergent bilingual
Latino/as: from preparing**

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**teachers and administrators,
to understanding
assessment and the impacts
of financial inequities on
bilingual learners. Peter
Sayer, The Ohio State
University, USA**

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This handbook offers the most comprehensive, analytic, and multidisciplinary study of oral traditions and folklore in Africa and the African Diaspora to date.

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**Preeminent scholars
Akintunde Akinyemi and
Toyin Falola assemble a
team of leading and rising
stars across African Studies
research to retrieve and
renew the scholarship of oral**

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**traditions and folklore in
Africa and the Diaspora just
as critical concerns about
their survival are pushed to
the forefront of the field.
With five sections on the
central themes within orality**

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**and folklore - including
engagement ranging from
popular culture to
technology, methods to
pedagogy - this handbook is
an indispensable resource to
scholars, students, and**

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practitioners of oral traditions and folklore preservation alike. This definitive reference is the first to provide detailed, systematic discussion, and up-to-date analysis of

**African oral traditions and
folklore.**

**Perspectives and identity are
typically reinforced at a
young age, giving teachers
the responsibility of
selecting reading material**

**that could potentially
change how the child sees
the world. This is the
importance of sharing
diverse literature with
today's children and young
adults, which introduces**

them to texts that deal with religion, gender identities, racial identities, socioeconomic conditions, etc. Teachers and librarians play significant roles in placing diverse books in the

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hands of young readers.

**However, to achieve the goal
of increasing young people's
access to diverse books,
educators and librarians
must receive quality
instruction on this topic**

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**within their university
preparation programs. The
Handbook of Research on
Teaching Diverse Youth
Literature to Pre-Service
Professionals is a
comprehensive reference**

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**source that curates
promising practices that
teachers and librarians are
currently applying to
prepare aspiring teachers
and librarians for sharing
and teaching diverse youth**

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**literature. Given the
importance of sharing
diverse books with today's
young people, university
educators must be aware of
engaging and effective
methods for teaching diverse**

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**literature to pre-service
teachers and librarians.
Covering topics such as
syllabus development,
diversity, social justice, and
activity planning, this text is
essential for university-level**

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**teacher educators, library
educators who prepare pre-
service teachers and
librarians, university
educators, faculty, adjunct
instructors, researchers, and
students.**

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research, decision-making,
planning and adjustment
process, Studying Abroad is
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undergraduate and**

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**postgraduate opportunities
on offer overseas. With
handy tips and advice from
students who have lived and
studied in another part of
the world, this guide will
lead you through each stage**

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**step-by-step, offering vital
guidance on how to prepare
for and settle into life
abroad, including: * where to
start your search and how to
find accredited courses and
institutions * preparing for**

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tests * navigating the visa
application process * what
you can expect to pay in your
chosen country, and where
to find financial support *
adjusting to life in a new**

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studying. With up-to-date
information on the most
popular study abroad
regions, including Europe,
the USA, Canada, Australia,
New Zealand and Asia,**

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**Studying Abroad is the
essential handbook to
learning overseas, providing
all you need to know to get
you started on your search
and prepare for a new
educational and cultural**

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adventure abroad.

**Handbook of Research on
Engaging Immigrant
Families and Promoting
Academic Success for
English Language Learners
Social Justice and Parent**

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**Partnerships in
Multicultural Education
Contexts
An Inspector Calls
Teaching Adult English
Language Learners
How Community Colleges**

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**and Immigrants Are
Changing America
Opportunities to Promote
Healthy Development and
Well-Being for Children and
Youth**

Technology has become a driving

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force of innovation in every industry and professionals need to strengthen their proficiency in emerging technologies to remain competitive. Today's working world is very demanding of young professionals, as recent graduates are expected to

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come into their chosen field both knowledgeable and ready to hit the ground running, with minimal on-the-job training. Computer-Mediated Learning for Workforce Development delivers crucial knowledge on how to prepare twenty-

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first century students for today's fast-paced workforce. This book explores the use of multimedia programs in classrooms to train students on necessary technology skills through techniques such as game-based training curriculums

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and massive open online courses (MOOCs). This publication also touches on computer-mediated youth civic action and interaction by examining the use of social media during the Arab Spring, Occupy Wall Street, and Black Lives Matter

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movements. Filled with critical information on educational technology, mobile learning, and employment preparation, this book is a vital resource for academicians, education practitioners, school administrators, and advanced-level

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students.

**An introductory guide with real-life
examples on using AI to help
homeless youth, diabetes patients,
and other social welfare
interventions.**

Identity and Internationalization in

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Catholic Universities explores the relationship between Catholic identity, mission (with special emphasis on Jesuit and La Salle universities), and internationalization in Catholic universities of different types and

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located in different contexts: Latin America, Asia-Pacific and Europe. Despite the ever-changing demographics of the United States and decisions made by the Supreme Court, racial tensions and turmoil continue to affect daily life in a

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multitude of environments. In educational environments, advancements in teaching technologies, in conjunction with these tensions, require a cooperation between parents and school personnel to promote student

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success. Social Justice and Parent Partnerships in Multicultural Education Contexts is a critical scholarly resource that explores the importance of cooperation between parents, teachers, and administrators to create valuable

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support systems that will promote student success through strategies using social justice. Featuring coverage on a wide range of topics, such as parent collaboration, bilingualism, and community-based partnerships, this book is geared

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**toward academicians, researchers,
and teachers seeking current
research on the importance of
cooperation between parents and
education professionals in
encouraging positive student
outcomes in multicultural learning**

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environments.

**Computer-Mediated Learning for
Workforce Development
Building Courage, Confidence, and
Capacity in Learning and Teaching
Through Student-faculty
Partnership**

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**Research Anthology on Service
Learning and Community
Engagement Teaching Practices
Stories from Across Contexts and
Arenas of Practice
The Palgrave Handbook of African
Oral Traditions and Folklore**

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**Working toward an Equitable and
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such as SBI, RBI, IBPS,
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to help students learn
and understand the new
pattern of recruitment

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exams which will help
them to maximise their
scores in the
competitive examination.
The book has been
prepared by experienced
faculties, subject-

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matter experts and with
the expertise of Adda247
keeping the new pattern
and challenges of
competitive exams in
mind. Salient Features
of the Book -Based on

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of all the chapters.

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The need for more
empathetic and community-
focused students must
begin with educators, as
service-learning has
begun to grow in
popularity throughout

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the years. By
implementing service and
community aspects into
the classroom at an
early age, educators
have a greater chance of
influencing students and

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creating a new
generation of service-
minded individuals who
care about their
communities. Teachers
must have the necessary
skills and current

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information available to
them to provide students
with quality service
learning and community
engagement curricula.

The Research Anthology
on Service Learning and

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**Community Engagement
Teaching Practices**
provides a thorough
investigation of the
current trends, best
practices, and
challenges of teaching

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**practices for service
learning and community
engagement. Using
innovative research, it
outlines the struggles,
frameworks, and
recommendations**

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necessary for educators
to engage students and
provide them with a
comprehensive education
in service learning.
Covering topics such as
lesson planning, teacher

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education, and cultural
humility, it is a
crucial reference for
educators,
administrators,
universities, lesson
planners, researchers,

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academicians, and
students.

This book presents
examples of faculty
taking the lead to help
preservice teachers
understand the social

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injustices in aspects of
early childhood
education.

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Business and Marketing
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**IT and Artificial
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IAC-MEBM + IAC-ETITAI),
August 17 - 18, 2018
IMF Publications
Catalog, Spring 2018**

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Successful Strategies of
Christian Educators
Identity and
Internationalization in
Catholic Universities
Transforming Literacies,
Learning, and Lives

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**Recent Developments in
Technology-Enhanced and
Computer-Assisted
Language Learning
Shaping Summertime
Experiences**

While many school districts and

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institutions of higher education still cling to the traditional agrarian school year with a factory model delivery of education and Carnegie units based on seat time when most people are no longer farmers, factory workers, or reliant on learning in a classroom, there are bursts of promising practices that

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buck the norm by questioning the educational value of these traditions. Though researchers have investigated the potential of students learning in their own homes via personalized instruction delivered by computers rather than attending traditional institutions, the status quo in education

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has remained stubbornly resistant to change. Mixed-reality simulations, year-round schooling, grouping students by competencies instead of age, and game-based teaching are just a few of the educational innovations that seek to maximize learning by recognizing that innovation is essential for successfully

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teaching students in the modern era. The Handbook of Research on Innovations in Non-Traditional Educational Practices is a comprehensive reference source that examines various educational innovations, how they have developed workarounds to navigate traditional

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systems, and their potential to radically transform teaching and learning. With each chapter highlighting a different educational innovation such as experiential learning, game-based learning, online learning, and inquiry-based learning and their applications in all levels of education, this book

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explores the issues and challenges these educational innovations face as well as their impact. It is intended for academicians, professionals, administrators, and researchers in education and specifically benefits academic deans, vice presidents of academic affairs, graduate students,

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faculty technology leaders, directors of teaching and learning centers, curriculum and instructional designers, policymakers, principals and superintendents, and teachers interested in educational change.

Popular music has long been a subject of academic inquiry, with college

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courses taught on Elvis Presley, Bob Dylan, and the Beatles, along with more contemporary artists like Beyonce and Outkast. This collection of essays draws upon the knowledge and expertise of instructors from a variety of disciplines who have taught classes on popular music. Topics include: the analysis of

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music genres such as American folk, Latin American protest music, and Black music; exploring the musical catalog and socio-cultural relevance of specific artists; and discussing how popular music can be used to teach subjects such as history, identity, race, gender, and politics. Instructional

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strategies for educators are provided. Enable students to achieve their best grade in GCSE English Literature with this year-round course companion; designed to instil in-depth textual understanding as students read, analyse and revise *An Inspector Calls* throughout the course. This Study and

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Revise guide: - Increases students' knowledge of An Inspector Calls as they progress through the detailed commentary and contextual information written by experienced teachers and examiners - Develops understanding of plot, characterisation, themes and language, equipping

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students with a rich bank of textual examples to enhance their exam responses - Builds critical and analytical skills through challenging, thought-provoking questions that encourage students to form their own personal responses to the text - Helps students maximise their exam potential using

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clear explanations of the Assessment Objectives, annotated sample student answers and tips for reaching the next grade - Improves students' extended writing techniques through targeted advice on planning and structuring a successful essay - Provides opportunities for students to review their learning and

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identify their revision needs with knowledge-based questions at the end of each chapter

This edited book is about preparing pre-service and in-service teachers to teach secondary-level mathematics to English Language Learners (ELLs) in twenty-first century classrooms. Chapter topics

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are grounded in both research and practice, addressing a range of timely topics including the current state of ELL education in the secondary mathematics classroom, approaches to leveraging the talents and strengths of bilingual students in heterogeneous classrooms, best practices in teaching

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mathematics to multilingual students, and ways to infuse the secondary mathematics teacher preparation curriculum with ELL pedagogy. This book will appeal to all teachers of ELLs, teacher educators and researchers of language acquisition more broadly. This volume is part of a set of four edited

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books focused on teaching the key content areas to English language learners. The other books in the set focus on teaching History and Social Studies, English Language Arts, and Science to ELLs.

Social and Emotional Learning in Out-Of-School Time

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Study Abroad Pedagogy, Dark
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In the Footsteps of Jack the Ripper and
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uncharted space between reflective pedagogy, public history studies, and investigations into dark tourism.

Drawing on the author ' s experience of teaching short-term summer programs and courses in London between 2011 and 2018 that focused wholly or in part on the Whitechapel

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murders of 1888, the book analyzes experiential learning in the study abroad context. The book is informed by the instructor ' s reflections; students ' informal essays and anonymous evaluations; and the scholarship of teaching and learning. It begins by situating programs and

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courses on the Whitechapel murders in the context of debates about overseas and experiential learning. It then proceeds to discuss the constraints to and possibilities for devising study abroad programs to include graduate students in humanistic disciplines; assignments

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and classroom activities utilized, including those with a reenactment component; the ethical complexities of teaching at dark sites; and the pedagogical implications of learning about Jack the Ripper in an age of terror. It concludes with reflections on the differences between study abroad

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programs and courses in cultivating students ' global-mindedness.

This paper explains the IMF eLibrary simplifies analysis and research with online access to the IMF ' s periodicals, books, working papers and studies, and data and statistical tools. This full collection contains

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material dating back to 1946. It is a vital source of information for researchers, professionals, and students in economics, law, business, international affairs, environment and natural resource management, inclusion, gender and labor issues, and much more. Full access to the

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Collective monograph

Theoretical, Empirical and Practical
Perspectives

Popular Music in the Classroom

Possibilities, Challenges, and Changes
in English Teacher Education Today

The Seal of Biliteracy

Distance Learning - Issue

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Teaching Mathematics to English
Language Learners

In the past few years, there has been an influx of immigrant children into the school system, many with a limited understanding of English. Successfully teaching these students requires educators to understand their

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characteristics and to learn how to engage immigrant families to support their children's academic achievements. The Handbook of Research on Engaging Immigrant Families and Promoting Academic Success for English Language Learners is a collection of innovative

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research that utilizes teacher professional development models, assessment practices, teaching strategies, and parental involvement strategies to develop ways for communities and educators to create social and academic conditions that promote the academic success of

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immigrant and English language learners. While highlighting topics including bilingual learners, family engagement, and teacher development, this book is ideally designed for early childhood, elementary, middle, K-12, and secondary school teachers; school

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administrators; faculty; academicians;
and researchers.

The pace at which technology changes has created unique challenges in the integration of such technologies into language teaching and learning. Innovative pedagogies and strategies must be developed that

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adapt to these changes and accommodate future technological changes. Recent Developments in Technology-Enhanced and Computer-Assisted Language Learning is an essential research publication that focuses on technological influences on language education and applications

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of technology in language learning courses including foreign and second language learning. Featuring an array of topics such as artificial intelligence, teacher preparation, and distance learning, this book is ideal for teachers, language instructors, IT specialists, instructional designers,

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curriculum developers, researchers,
education professionals,
academicians, administrators,
practitioners, and students.

Pronunciation Instruction in English for
Academic Purposes

Diversifying Pedagogy in Early
Childhood Teacher Preparation

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Programs

A Practical Introduction
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