This edited book focuses on current practices, challenges and innovations in the emerging field of English for Specific Purposes (ESP). By combining diverse, empirically-proven and innovative ESP practices from all over the world with inspiring theoretical perspectives in emerging areas of study within applied linguistics. This dynamic collection will appeal to students, autoethnography as a methodological tool for better understanding transnational identity construction in ELT and bringing to the fore key perspectives in emerging areas of study within applied linguistics. Contains proceedings of various teachers' associations, academic examination papers, etc. This product covers the following: • 5 Sample Papers in each subject.2 solved & 3 Self-Assessment Papers with OMR Sheets • Multiple choice Questions with Explanations • On-Tips Notes & Revision Notes for Quick Revision • Mind Maps & Mnemonics for better learning

As the United States continues to be a nation of immigrants and their children, the nation's school systems face increased enrollments of students whose primary language is not English. With the 2001 reauthorization of the Elementary and Secondary Education Act (ESEA) in the No Child Left Behind Act (NCLB), the allocation of federal funds for programs to assist these students to be proficient in English became formula-based: 80 percent on the basis of the population of children with limited English proficiency and 20 percent on the basis of the basis of the population of recently immigrated children and youth. Title III of NCLB directs the U.S. Department of Education to allocate funds on the basis of the more accurate of two allowable data sources: the number of students reported to the federal government by each state education agency or data from the American Community Survey (ACS). The department determined that the ACS estimates are more accurate, and since 2005, those data have been basis for the federal distribution of Title III funds. Subsequently, analyses of the two data sources have raised concerns about that decision, especially because the two allowable data sources would allocate quite different amounts to the states. In addition, while shortcomings were noted in the data provided by the states, the ACS estimates were shown to fluctuate between years, causing concern among the states about the unpredictability and unevenness of program funding. In this context, the U.S. Department of Education commissioned the National Research Council to address the accuracy of the estimates from the two data sources and the factors that influence the estimates. The resulting book also considers means of increasing the accuracy of the data sources or alternative data sources that could be used for allocation purposes.

Adda247 brings you the most efficient Practice eBook for SSC CGL Tier-II Exam. The wait is over now! As you can start practising right away with previous years papers available in this book. "25 SSC CGL Mains 2016-18 Previous Years' Papers Practice eBook (English Medium)" contains previous years' papers and their detailed solutions in English Medium Only and this will help you in your preparation for CGL Tier-II Exam. This book also includes re-exam paper of SSC CGL Tier-II. About The Book SSC aspirants aiming for 2019 & 2020 government job competitive exams must practice with Previous Year Question Papers because SSC is known to repeat the pattern and questions throughout various competitive exams and you'll get all those questions in this ebook. This ebook contains 3700 questions in 25 Mocks (available in English Medium only) with detailed explanations for your practice. This ebook not only contains previous year papers but also in-depth and detailed explanations of all the questions and sections-Quant and English. If you are an SSC CGL 2019 & 2020 Aspirant then this book is your one-stop solution to practice till perfection. This innovative volume showcases the possibilities of autoethnography as a means of exploring the complexities of transnational identity construction for learners, teachers, and practitioners in English language teaching (ELT). // The book unpacks the dynamics of today’s landscape of language education which sees practitioners and students with nuanced personal and professional histories inhabit liminal spaces as they traverse national, cultural, linguistic, ideological, and political borders, thereby impacting their identity construction and engagement with pedagogies and practices across different educational domains. The volume draws on solo and collaborative autoethnographies of transnational language practitioners to question such well-established ELT binaries such as ‘center’/‘periphery’ and ‘native’/‘non-native’ and issues of identity-related concepts such as ideologies, discourses, agency, and self-reflexibility. In so doing, the book also underscores the unique affordances of autoethnography as a methodological tool for better understanding transnational identity construction in ELT and bringing to the fore key perspectives in emerging areas of study within applied linguistics. // This dynamic collection will appeal to students, scholars, and practitioners in English language teaching, applied linguistics, TESOL education, educational linguistics, and sociolinguistics.

This edited book focuses on current practices, challenges and innovations in the emerging field of English for Specific Purposes (ESP). By combining diverse, empirically-proven and innovative ESP practices from all over the world with inspiring theoretical
input and reflections from experienced practitioners, the authors in this volume examine both best-practice examples and ESP programmes which by various metrics are deemed to have failed. This book will be of interest to practitioners, teacher educators and researchers working in the field of ESP, as well as readers interested in language education and curriculum development more broadly.

This book includes the Chapterwise MCQs & Subjective Questions of ICSE English Paper-I Class 10. This book is beneficial for both the semesters.

With English-medium higher education burgeoning in Europe and elsewhere outside the English-speaking world, this book is the first to offer an ethnographically-embedded analysis of such classroom discourse by taking cognizance of English functioning as a lingua franca (ELF) in international student groups. By virtue of investigating one such educational programme in its entirety, the study also enlarges the present knowledge on ELF discourse as it offers novel insights into the interactional dynamics that shape and develop an educational community of practice.

Bringing together a comprehensive range of extended research-based chapters, English Language Teacher Preparation in Asia provides comprehensive insight into policy, research, and practical aspects of teacher preparation for English teachers at pre-service level across multiple contexts in Asia. Written by local and international scholars specialising in TESOL Teacher education, and acknowledging the increasingly complex demands made on teachers of English in view of globalisation, the book explores the multiple factors which are key to effective professional learning. Chapters consider how pre-service teachers are best prepared for the diverse contexts in which English is learnt and taught in settings throughout Asia and draw on in-depth research studies to provide rich, fully contextualised coverage of aspects of teacher preparation including curriculum design, programme development, policy, professional learning communities, assessment education, and teaching practice. A timely contribution to the field of teacher preparation, this text will be an invaluable resource for teacher educators, pre-service teachers and academics involved in the preparation of English teachers in Asia.

Learning another language can often be a challenging task. Teacher and author Marianne Raynaud has developed an intensive program to aid teachers and students with materials that really work. Filled with unique and motivating activities, the ideas presented will help all teachers of foreign languages to assist their students to effectively and efficiently learn a new language. With more than twenty-four years of experience teaching, Raynaud details her philosophy and the techniques she has developed. The text is accompanied by a Digital Document Annex that includes more than 1,500 ready-to-use teaching materials focusing on listening, comprehension, grammar, vocabulary, and translations. The annex also contains PowerPoint presentations, audio recordings, short videos, and examples of student work. Chapters provide information about: Incorporating teamwork Establishing a core curriculum Individualizing teaching Helping students enjoy labs Writing exercises that correspond to student needs Providing a challenging workload Intended to help teachers establish a successful program, QualityTime-ESL: The Digital Resource Book provides an extensive toolbox of teaching materials from which teachers can freely choose and then adapt. This detailed guide will help teachers to create a dynamic learning course to further the teaching of English.

This book offers a wide range of topics for the scholar interested in the study of English in this unsettling era of disruption in our lives – from linguistics to literature to language teaching and learning. The chapters present snippets of thoughts and critical reflections, findings from action research and other methodologies, and essays on troubling topics for language teachers. The authors are researchers, experienced teachers, and students engaged in exploratory research. The many ideas and suggestions for further reflection and research will inspire teachers and researchers working in many different contexts, both educational and regional. There is something in this book for everybody. This book is specifically developed for the aspirants who are preparing for the recruitment process organized by the Railway Recruitment Board. This book has study material, practice questions (solved) and previous year’s question papers (solved) for the aspirants to have rigorous practice based on the latest pattern of examination.

This volume gathers recent research findings in the field of foreign language (FL) teaching in Romanian higher education dwelling on both methodology and students’ learning outcomes. The book satisfies the need for an up-to-date overview of FL teaching in Romanian universities in the European context as well as from a global international perspective. This book confirms visibility to Romanian foreign language scholars’ research and it opens new paths for debate and collaboration worldwide. The scholars included in this volume have extensive expertise in the field of foreign language teaching and research in higher education which is supported by their international recognition as specialists in their specific areas. The contributing authors approach their respective chapters relying on both qualitative and quantitative research. Their experience and conclusions will prove helpful for any foreign language professional working in tertiary education. This book includes the Chapterwise MCQs & Subjective Questions of ICSE English Paper-II Class 10. This book is beneficial for both the semesters.

This is a timely book on one of the most widely debated issues in applied linguistics: what is the social and cultural significance of English as a lingua franca for the internationally mobile students of the 21st century in Central Europe? Through an in-depth analysis of social practices, the book develops an exciting, innovative multilingual approach to out-of-class language use and language learning that engages students in the co-construction of identities. Apart from scholars, the book will appeal to policy makers and educators who are concerned with the internationalization of universities in Central Europe.

This book aims at helping learners of English (particularly those whose first language is Chinese) to improve their understanding of, and their competence in, English grammar. It directly addresses the needs of Chinese learners and takes full account of their first language in helping them understand how English works by systematically requiring them to think about grammar, and to come up with their own hypotheses about how it works on the basis of the given data. The book is designed for students’ learning on their own as well as in a classroom. Each chapter is accompanied by a separate ‘students' notes', which the students can consult after working through all the data and exercises in each chapter, to check their own answers and to read further explanations on the grammatical points in question. This book therefore appeals to the growing number of students learning through self-access, as well as promotes independent learning among those enrolled in educational institutions. Key features: - Directly addresses the needs of Chinese learners of English - Concise, user-friendly grammar presentations followed by examples of correct use - Innovative exercises offering learners in-depth practice of key grammar points - Detailed students’ notes section and a full answer key for easy reference - Suitable for use in class, or for self-study

Applied Linguistics and Language Teacher Education is aimed at applied linguists who are interested in understanding more about the learning of novice teachers in their classes. The 21 studies in this volume provide information on the complexity of novice teachers’ learning and use of knowledge in a variety of applied linguistics classes such as SLA, Syntax, Pragmatics, Sociolinguistics, Phonetics and Phonology, L2 Reading and Writing, Testing, and Content Based Instruction. These studies were conducted in a variety of contexts, from North and South America to Europe, Asia and Australia, and look at the preparation of teachers of English, Spanish, and Chinese. The book also includes a state-of-the-art summary of research on knowledge
acquisition and use which provides applied linguists with a solid basis for developing their ideas about their students’ learning and use of the knowledge presented in their classes. Furthermore, valuable information for applied linguists interested in researching the learning in their own classrooms is provided by a chapter evaluating a variety of research methods. Each author also provides “insider” information on the advantages and disadvantages of the research tools they used for investigating questions they have. Chapter wise and Topic wise introduction to enable quick revision. Coverage of latest typologies of questions as per the Board latest Specimen papers Mind Maps to unlock the imagination and come up with new ideas. Concept videos to make learning simple. Latest Solved Paper with ‘Topper’s Answers Previous Years’ Board Examination Questions and Marking scheme Answers with detailed explanation to facilitate exam-oriented preparation. Examiners comments & Answering Tips to aid in exam preparation. Includes Topics found Difficult & Suggestions for students. Dynamic QR code to keep the students updated for 2021 Exam paper or any further CISCE notifications/circular

The impact and content of English as a subject on the curriculum is once more the subject of lively debate. Questions of English sets out to map the development of English as a subject and how it has come to encompass the diversity of ideas that currently characterise it. Drawing on a combination of historical analysis and recent research findings Robin Peel, Annette Patterson and Jeanne Gerlach bring together and compare important new insights on curriculum development and teaching practice from England, Australia and the United States. They also discuss the development of teacher training, highlighting the variety of ways in which teachers build their own beliefs and knowledge about English.

Jessica Restaino offers a snapshot of the first semester experiences of graduate student writing teachers as they navigate predetermined course syllabi and materials, the pressures of grading, the influences of foundational scholarship, and their own classroom authority. With rich qualitative data gathered from course observations, interviews, and correspondence, Restaino traces four graduate students’ first experiences as teachers at a large, public university. Yet the circumstances and situations she relates will ring familiar at widely varying institutions. First Semester: Graduate Students, Teaching Writing, and the Challenge of Middle Ground presents a fresh and challenging theoretical approach to understanding and improving the preparation of graduate students for the writing classroom. Restaino uses a three-part theoretical construct—labor, action, and work, as defined in Hannah Arendt’s work of political philosophy, The Human Condition—as a lens for reading graduate students’ struggles to balance their new responsibilities as teachers with their concurrent roles as students. Arendt’s concepts serve as access points for analysis, raising important questions about graduate student writing teachers’ first classrooms and uncovering opportunities for improved support and preparation by university writing programs.

Higher Order Thinking Skills (HOTS) become a hot issue in education since the mindset of curriculum have been emphasized in order to improve the quality of teaching learning process. The instructors should comprehend in depth how to design the appropriate material that contain both levels of thinking; both HOTS (Higher Order Thinking Skills) and LOTS (Low Order Thinking Skills). A material for teaching is categorized as a good one if it is fit to the percentage for each level of thinking. This book explains in detail about operational words for each level of thinking in order to know how to construct HOTS and LOTS questions easily. It also provides the examples of instructional questions and the standard percentage of level thinking to guide the instructors in designing a good quality of instructional materials.


Offers a lively and accessible guide through past and present debates about the English curriculum which will appeal to students and practising teachers.

Salient Features -- Chapter wise MCQs (Most Expected for semester 1 examination) -- Specimen Question paper issued by the CISCE (fully solved) -- 10 Revision papers (Most Expected for Semester 1 Examination) As per the latest Instruction issued by CISCE’s for Academic year 2021-2022
