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Praxis 2 Study Guide 5015 - indivisibileoemerville.org I think the 0014 exam is more of a content exam, whereas the 5015 mostly tests common sense teaching practices. You don't really have to know content material, just vocabulary (for instance, what is the difference between "encode" and "decode") the most relevant of which I've included here: Praxis II: 5015 - Study Guide, so you can understand what the questions are asking and ...

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All-new, comprehensive review and preparation for the Praxis II: Elementary Education Content Knowledge Exam (5018), which most states require you to pass in order to be an elementary educator.

Written by education specialists, the comprehensive review chapters cover all the topics tested on the exam: Curriculum, Instruction and Assessment in Reading & Language Arts, Mathematics, Science, Social Studies, the Arts, and Physical Education. The book includes two full-length practice tests that allow teacher candidates to assess their skills and gauge their test-readiness. TestWare® edition offers both of the book's practice tests in a timed format on CD with automatic scoring, diagnostic feedback, and on-screen detailed explanations of answers. For Windows.

This book presents intentional dynamics, which is a new perspective on TESOL contexts, activity and outcomes. The key innovation is a synthesis of complex systems and ecological theories, as well as the concept of intentionality from the philosophy of mind, to understand the psychological and social processes of TESOL. One aspect of intentional dynamics is the 'ordinary' intentions of individuals to perform particular actions, and of organisations to achieve planned outcomes. Another aspect is philosophically defined psychological and social forms of intentionality. Psychological intentionality is understood as what language learners' and teachers' (and other stakeholders') beliefs and emotions are 'about' or 'directed at'. Social intentionality is the 'aboutness' expressed by TESOL materials, curricula and policies. The book explores how intentional dynamics both emerge from and give shape to TESOL activity, and outlines what are the practical implications of intentional dynamics for TESOL learners, teachers, researchers, managers and policy-makers.

"Angelina and Alice love doing gymnastics together. But when Angelina can't do a handstand, all the older children laugh--and Alice giggles too. Can Angelina and Alice still stay best friends?" -- Page [4] of cover.

Many universities around the world are actively engaged in the process of the internationalization of their higher education systems, trying to become more competitive in all possible respects, especially in the areas of research and teaching. Language, naturally, plays a central role in this process, but this is not always explicitly recognized as such. As a result, key sociolinguistic challenges emerge for both individuals and groups of people. Most prominently, the question of whether English constitutes an opportunity or a threat to other national languages in academic domains is a controversial one and remains unresolved. The analysis featured in this book aims at addressing this question by looking at language policy developments in the context of Estonian higher education. Adopting a discourse approach, the book emphasises the centrality of language not only as a site of struggle, but as a tool and a resource that agents in a give field utilize to orient themselves in certain positions. The book will be of interest to language policy scholars, linguistic anthropologists, and critical sociolinguists. Education scholars interested in discourse studies will also find it useful.

This book investigates formal characteristics and discourse functions of linguistic creativity at the level of idioms in spoken ELF as represented in the Vienna-Oxford International Corpus of English (VOICE). Building on the findings of previous ELF research, the book proposes that creativity might serve as a fundamental concept in accounting for the variation that seems to be central to describing and understanding English as a lingua franca.

Gets You Certified and in the Classroom!

Dragons, giants, and the monsters of learned discourse are rarely encountered in the Sagas of Icelanders, and therefore, the general teratological focus on physical monstrosity yields only limited results when applied to them. This, however, does not equal an absence of monstrosity - it only means that monstrosity is conceived of differently. This book shifts the view of monstrosity from the physical to the social, accounting for the unique social circumstances presented in the Islendingasögur and demonstrating how closely interwoven the social and the monstrous are in this genre. Employing literary and cultural theory as well as anthropological and historical approaches, it reads the monsters of the Islendingasögur in their literary and socio-cultural context, demonstrating that they are not distractions from feud and conflict, but that they are in fact an intrinsic part of the genre's re-imagining of the past for the needs of the present.

Using Taiwan as a case study, this book constructs an innovative theory of a political sociology of language. Through documentary and ethnographic data and a comparative-historical method the book illustrates how language mediates interactions between society and the state and becomes politicized as a result; how language, politics and power are intertwined processes; and how these processes are not isolated in institutions but socially embedded.

This book is the first longitudinal study that addresses language policy and planning in the context of a major international sporting event and examines the ideological, political, social, cultural, and economic effects of such context-specific policy initiatives on contemporary China. The book has important reference value for future research on language management at the supranational level and language services for linguistically complex events. At the same time, it presents some broader implications for current and future language policy makers, language educators and learners, particularly from non-English speaking backgrounds. Foreword by Ingrid Piller

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