Lecture Ready

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prepares students for the demands and expectations of the academic lecture classroom each dvd contains film lectures that are the centerpiece of each student book chapter targeted listening exercises are available on the audio program

lecture ready prepares students to deal with academic lectures with skill and confidence students attend actual lectures via dvd or video after practice with targeted lecture language the lectures include elements of natural speech such as false starts and digressions to provide practice in maintaining focus on the essential core of a lecture

listening strategies help students recognize language signals and

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lecture ready 3 prepares students for listening note taking and academic discussion through videos of realistic and engaging lectures explicit presentation skills prepare students for public speaking a requirement in today s academic and professional world audio and video material is available via kelburn campus computers to students enrolled in the english language proficiency programme

includes student access to the digital download center cover

lecture training with a student book and a dvd of filmed lectures prepares students to experience the demands of an actual lecture

the lecturer s toolkit was first published as a photocopyable ring bound resource and was an immediate success for all those in higher education seeking to develop learning and teaching skills now fully revised the second edition is available both as a ring binder and as a paperback edition for the first time this new edition will be equally valued by individuals and by staff developers for group work building on the practical strengths of the first edition the toolkit is an important resource for all teachers in higher education whatever their experience who are seeking to improve teaching skills the book offers practical guidance on the core elements of effective teaching in higher education

developing notetaking skills in a second language combines theoretical perspectives with an analysis of empirical classroom studies and offers a detailed discussion that increases pedagogical awareness of factors impacting second language l2 notetaking performance and instruction based on original research and including descriptions of classroom practices and samples of student work the book provides insights on a range of topics

relevant to l2 notetaking the book emphasizes the challenges that many students from different international backgrounds face when taking notes in an l2 and outlines a five stage pedagogic cycle for notetaking that can be applied to any listening text it also explores the dialogic potential of notes for stimulating class discussion about notetaking strategies this book will be of great interest for teachers academics scholars and postgraduate students in the fields of applied linguistics l2 and foreign language education it will also be a useful resource for those in charge of teacher education and postgraduate tesol l1 and l2 listening researchers and psycholinguists

this book explores theoretical and practical aspects of implementing mobile language learning in university classrooms for english as a foreign language in japan the technologies utilized such as smartphones ipads and wi fi integrate students hand held devices into the campus network infrastructure the pedagogical aims of ubiquitous mobile learning further incorporate social media blended learning and flipped classroom approaches into the curriculum chapter 1 defines mobile language learning within dimensions of e learning and technology assisted language learning prior to tracing the development of mobile learning in japan chapter 2 documents the sociocultural theory underpinning the authors humanistic approach to implementation of mobile technologies the sociocultural pedagogy represents a global consensus of leading educators that also recognizes the agency of asian learners and brings out their capability for autonomous learning case studies of universities large and small public and private are organized similarly in chapters 3 to 5 institutional pedagogical and technological context sections are followed by detailed content on the implementation of initiatives assessment of effectiveness and recommendations for other institutions distinct from a collection of papers this monograph tells a story in brief book length about theorizing and realizing mobile language learning describing pioneering and original initiatives of importance to practitioners in other educational contexts

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