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The Concise Encyclopedia of Applied Linguistics - Carol A. Chapelle 2020-01-09
Offers a wide-ranging overview of the issues and research approaches in the diverse field of applied linguistics Applied linguistics is an interdisciplinary field that identifies, examines, and seeks solutions to real-life language-related issues. Such issues often occur in situations of language contact and technological innovation, where language problems can range from explaining misunderstandings in face-to-face oral conversation to designing automated speech recognition systems for business. The Concise Encyclopedia of Applied Linguistics includes entries on the fundamentals of the discipline, introducing readers to the concepts, research, and methods used by applied linguists working in the field. This succinct, reader-friendly volume offers a collection of entries on a range of language problems and the analytic approaches used to address them. This abridged reference work has been compiled from the most-accessed entries from The Encyclopedia of Applied Linguistics (www.encyclopediaofappliedlinguistics.com), the more extensive volume which is available in print and digital format in 1000 libraries spanning 50 countries worldwide. Alphabetically-organized and updated entries help readers gain an understanding of the essentials of the field with entries on topics such as multilingualism, language policy and planning, language assessment and testing, translation and interpreting, and many others. Accessible for readers who are new to applied linguistics, The Concise Encyclopedia of Applied Linguistics: Includes entries written by experts in a broad range of areas within applied linguistics Explains the theory and research approaches used in the field for analysis of language, language use, and contexts of language use Demonstrates the connections among theory, research, and practice in the study of language issues Provides a perfect starting point for pursuing essential topics in applied linguistics Designed to offer readers an introduction to the range of topics and approaches within the field, The Concise Encyclopedia of Applied Linguistics is ideal for new students of applied linguistics and for researchers in the field.

Task-Based Language Teaching and Assessment - N. P. Sudharshana 2022-02-05
This book provides interdisciplinary perspectives on task-based language teaching (TBLT) and task-based language assessment (TBLA) in English as a second language (ESL) context. It discusses theoretical and experimental insights of TBLT and TBLA from cognitive, cognitive linguistic, and psycholinguistic viewpoints. The chapters, written by leading language teaching specialists in the field, introduce the reader to a comprehensive range of issues related to TBLT and TBLA such as curriculum design, materials development, and classroom teaching & testing. With interdisciplinary appeal, the book is a valuable resource for researchers in task-based language teaching and assessment. It is equally useful for teachers to whom it offers practical suggestions for designing tasks for teaching and testing.

Examining Young Learners: Research and Practice in Assessing the English of School-age Learners - Szilvia Papp 2018-06-28
An account of how children learn L2s in formal contexts and how that knowledge impacts on the design, development, and evaluation of their language assessment products.

Measured Constructs - Cyril J. Weir 2013-05-23
This volume establishes how English language constructs were measured in Cambridge English examinations over the period 1913 to 2012. An addition to the Studies in Language Testing series, this volume provides an overview of English language testing over the last century, with coverage of key theoretical and practical aspects of the assessment of reading, listening, writing and speaking skills. It includes examples of the Cambridge English exams, old and new, and is the first volume to describe in a

systematic way the different theoretical influences which have shaped the development of the constructs underlying Cambridge English exams in the last 100 years.

Exploring English Phonetics - Tatjana Paunović 2011-11-15
Exploring English Phonetics is conceived as a meeting point of the diverse perspectives, approaches and interests of scholars working in the field of English Phonetics worldwide. The focus of the volume is on the topics in the domain of language varieties, mutual language influences, and also on issues pertaining to the research, study, and teaching of English to speakers from other language backgrounds. Authors raise a number of novel, motivating and noteworthy questions, relevant from the point of view of either phonetic research or phonetic training and EFL teaching. These questions cover a wide range of phonetic topics: the nature of vowels and consonants in several dominating varieties of English, the phenomena of connected speech and the nature of intonation, issues in the methodology of phonetic research, problems encountered by speakers of other languages striving to acquire English pronunciation, and attitudes to different native and non-native varieties of English. Despite such a broad variety of topics, the volume offers a unifying approach to the study of speech and puts forward intriguing results gained by original research. Whatever their focus and sample size, most chapters deal with the English spoken and learned by speakers of other languages, thus highlighting both the current status of English as the language of global communication, and the international orientation of this volume.

The Handbook of English for Specific Purposes - Brian Paltridge 2012-08-31
Featuring a collection of newly commissioned essays, edited by two leading scholars, this Handbook surveys the key research findings in the field of English for Specific Purposes (ESP). • Provides a state-of-the-art overview of the origins and evolution, current research, and future directions in ESP • Features newly-commissioned contributions from a global team of leading scholars • Explores the history of ESP and current areas of research, including speaking, reading, writing, technology, and business, legal, and medical English • Considers perspectives on ESP research such as genre, intercultural rhetoric, multimodality, English as a lingua franca and ethnography

IELTS Collected Papers 2 - Lynda Taylor 2012-02-23
This volume reports research that informs the development of reading and listening assessment in IELTS. This volume brings together a set of eight IELTS-related research studies - four on reading and four on listening - conducted between 2005 and 2010. Findings from these studies provide valuable evidence on the validity, reliability, impact and practicality of the IELTS test; they are also instrumental in highlighting aspects needing attention, and thus directly inform the continuing evolution of the IELTS reading and listening tests. The volume reviews and comments on the specific contribution of each study to the ongoing process of IELTS reading and listening test design and development.

Preschool Bilingual Education - Mila Schwartz 2018-05-23
This volume provides an up-to-date collection of key aspects related to current preschool bilingual education research from a socio-linguistic perspective. The focus is on preschool bilingual education in multilingual Europe, which is characterized by diverse language models and children's linguistic backgrounds. The book explores the contemporary perspectives on early bilingual education in light of the threefold theoretical framework of child's, teachers', and parents' agencies in interaction in preschool bilingual education. Five significant theoretical concepts are promoted in this volume: the ecology of language learning, an educational partnership for bilingualism, a notion of agency in early language

development and education, language-conducive contexts, and language-conducive strategies. The volume examines preschool bilingual education as embedded in specific socio-cultural contexts on the one hand and highlights its universal features on the other. The book is a fundamental read for scholars and students of second language teaching, preschool education, and bilingual education in multilingual and multicultural societies.

Integrating Assessment into Early Language Learning and Teaching - Danijela Prošić-Santovac 2019-08-07
The volume unites research and practice on integrating language learning, teaching and assessment at preschool and early school age. It includes chapters written by experts in the field who have studied some of the very youngest (pre-primary) children through to those up to the age of 12, in a variety of private and state contexts across Europe. The collection makes a much-needed contribution to the subject of appropriate assessment for children with the focus of many chapters being classroom-based assessment, particularly formative assessment, or the case for developing assessment skills in relation to even the youngest children. As a whole, the book provides useful case study insights for policymakers, teacher educators, researchers and postgraduate students with interest in or responsibility for how children are assessed in their language learning. It also provides practical ideas for practitioners who wish to implement greater integration of assessment and learning in their own contexts.

Second Language Pronunciation Assessment - Talia Isaacs 2016-12-22
This book is open access under a CC BY licence. It spans the areas of assessment, second language acquisition (SLA) and pronunciation and examines topical issues and challenges that relate to formal and informal assessments of second language (L2) speech in classroom, research and real-world contexts. It showcases insights from assessing other skills (e.g. listening and writing) and highlights perspectives from research in speech sciences, SLA, psycholinguistics and sociolinguistics, including lingua franca communication, with concrete implications for pronunciation assessment. This collection will help to establish commonalities across research areas and facilitate greater consensus about key issues, terminology and best practice in L2 pronunciation research and assessment. Due to its interdisciplinary nature, this book will appeal to a mixed audience of researchers, graduate students, teacher-educators and exam board staff with varying levels of expertise in pronunciation and assessment and wide-ranging interests in applied linguistics.

Examining Listening - Ardeshir Geranpayeh 2013-03-27
This volume examines the nature of second language listening proficiency and how it can be assessed. The book highlights the need for test developers to provide a clear explication of the ability constructs which underpin the tests they offer in the public domain. This is increasingly necessary if claims about the validity of test score interpretation and use are to be supported both logically and with empirical evidence. It operationalises a comprehensive test validation framework which adopts a socio-cognitive perspective. The framework embraces six core components, examining and then analysing Cambridge ESOL listening tasks from the following perspectives: Test Taker; Cognitive Validity; Context Validity; Scoring Validity; Criterion-related Validity; and Consequential Validity.

Assessing Chinese Learners of English - Guoxing Yu 2016-02-17
This volume gathers researchers from around the world endeavouring to better understand a number of perennial issues in assessing Chinese learners of English, covering topics such as students' test performances, interactional competence and lexical knowledge, students' motivation, teachers' attitudes and assessment policy changes.

Examining Speaking - Lynda Taylor 2011-08-25
Test developers need to provide a clear explication of the language ability constructs that underpin the tests they offer in the public domain; such an explication is essential for supporting claims about the validity --- or usefulness --- of tests and test scores. This edited volume develops a theoretical framework for validating tests of second language speaking ability. The framework is then applied through an examination of the tasks in Cambridge ESOL speaking tests from a number of different validity perspectives that reflect the socio-cognitive nature of any assessment event. The chapter authors show how an understanding and analysis of the framework and its components can assist test developers to operationalise their tests more

effectively, especially in relation to the key criteria that differentiate one proficiency level from another. The volume is a rich source of information on all aspects of examining speaking ability. As such, it will be of considerable interest to examination boards who wish to validate their own speaking tests in a systematic and coherent manner, as well as to academic researchers and graduate students in the field of language assessment more generally. This is a companion volume to the previously published titles Examining Writing and Examining Reading.

Multilingual Frameworks - Neil Jones 2014-08-28
"This volume describes 20 years of work at Cambridge English to develop multilingual assessment frameworks and presents useful guidance of good practice. It covers the development of the ALTE Framework and 'Can Do' project, work on the Common European Framework of Reference (CEFR) and the linking of the Cambridge English exam levels to it, Asset Languages - a major educational initiative for UK schools, and the European Survey on Language Competences, co-ordinated by Cambridge English for the European Commission. It proposes a model for the validity of assessment within a multilingual framework and, while illustrating the constraints which determined the approach taken to each project, makes clear recommendations on methodological good practice. It also explores and looks forward to the further extension of assessment frameworks to encompass a model for multilingual education. Key features of the volume include: - a clear and comprehensive explanation of several major multilingual projects - combination of theoretical insights and practical advice - discussion of the interpretation and use of the CEFR. Multilingual Frameworks is a rich source of information on key issues in the development and use of multilingual proficiency frameworks. As such, it will be a valuable reference work for academics, education policy-makers and examination board personnel. It is also a useful resource for postgraduate students of language assessment and for practitioners, and any stakeholders seeking to gain a clearer picture of the issues involved with cross-language assessment frameworks"--

Teaching English as an Additional Language in Secondary Schools - Seán Bracken 2016-11-10
With increasing numbers of learners in secondary schools having English as an additional language, it is crucial for all teachers to understand the learning requirements of these students and plan distinctive teaching approaches to engage and support them. This book provides school leaders, trainee teachers and qualified teachers with the skills and practical knowledge they need to strengthen the learning outcomes of students for whom English is an additional language. Teaching English as an Additional Language in Secondary Schools sets out realistic ways in which EAL learners can be engaged and stretched in their learning, building on their prior literacy, cultural experiences and language learning. It clearly explains the theory and key research into how additional languages are acquired and offers practical classroom teaching and learning strategies to show teachers how they can help EAL learners to access the curriculum and reflect on their learning through assessments. Features include: tasks to help put the ideas into practice case studies illustrating the key challenges faced by EAL learners summaries of key research findings reflections to encourage deeper thinking. Drawing on the daily experiences of teachers and teaching assistants, this book will be essential reading for all trainee and practising teachers that want to ensure students with EAL fulfil their true learning potential.

Ontologies of English - Christopher J. Hall 2020-01-02
A critical examination of the ways in which English is conceptualised for learning, teaching, and assessment in a range of domains, from both social and cognitive perspectives. Researchers and postgraduates working on English in L1 and L2 educational contexts will find it valuable for research and collaboration.

Teaching English as a Foreign Language - Carola Surkamp 2018-03-24
Diese Einführung in englischer Sprache präsentiert in 14 Kapiteln die grundlegenden Themen und Gegenstandsbereiche der Englischdidaktik. Gleichermaßen praxisnah wie theoretisch fundiert, behandelt der Band zentrale Prinzipien und Kompetenzbereiche eines modernen Fremdsprachenunterrichts. Ausgehend von den zentralen Akteur/innen (Lehrende und Lernende) und mit Blick auf die Teilbereiche der Sprach-, Literatur- und Kulturdidaktik werden zudem Vorschläge für den Einsatz unterschiedlicher Materialien und Medien diskutiert. Weitere Kapitel widmen sich den institutionellen Organisationsstrukturen und dem Bereich Assessment/Diagnose. Der Band erscheint in zweifarbiger Gestaltung, mit Definitionen und Beispielen sowie mit zahlreichen Abbildungen. Diese comprehensive

introduction presents the fundamental topics and issues of TEFL (Teaching English as a Foreign Language) in 14 chapters. Integrating both profound theoretical and creative practical considerations, the central principles and competence domains of modern foreign language teaching are discussed. Starting with the main classroom agents (teachers and learners), the chapters outline a variety of content areas (language, literature, cultural issues) and thoroughly review materials, media and methods. Additional chapters are concerned with the historical development of English language teaching, its current institutional organisation as well as assessment and evaluation.

The Routledge Handbook of Corpus Linguistics - Anne O'Keeffe 2022-02-08
The Routledge Handbook of Corpus Linguistics 2e provides an updated overview of a dynamic and rapidly growing area with a widely applied methodology. Over a decade on from the first edition of the Handbook, this collection of 47 chapters from experts in key areas offers a comprehensive introduction to both the development and use of corpora as well as their ever-evolving applications to other areas, such as digital humanities, sociolinguistics, stylistics, translation studies, materials design, language teaching and teacher development, media discourse, discourse analysis, forensic linguistics, second language acquisition and testing. The new edition updates all core chapters and includes new chapters on corpus linguistics and statistics, digital humanities, translation, phonetics and phonology, second language acquisition, social media and theoretical perspectives. Chapters provide annotated further reading lists and step-by-step guides as well as detailed overviews across a wide range of themes. The Handbook also includes a wealth of case studies that draw on some of the many new corpora and corpus tools that have emerged in the last decade. Organised across four themes, moving from the basic start-up topics such as corpus building and design to analysis, application and reflection, this second edition remains a crucial point of reference for advanced undergraduates, postgraduates and scholars in applied linguistics.

CEFR-informed Learning, Teaching and Assessment - Noriko Nagai 2020-07-21
This book is a practical guide to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (Council of Europe 2001) and the CEFR Companion Volume (CEFR/ CV; COE 2018), which have increasingly been used to inform the language policies and teaching practices of countries within and outside of Europe. It helps practitioners to (i) grasp essential and core concepts of the Common European Framework of Reference, (ii) identify parts of the CEFR and the CEFR/CV as well as other CEFR-related resources and documents that are relevant for readers' different purposes, and (iii) utilise and adapt these resources for their own needs. Written by practitioners for practitioners, this hands-on guide covers the philosophy of the CEFR, curricula, assessment, learner autonomy, the task-based approach, and teacher development. Logically explaining all aspects of the framework and its application, this manual helps readers deal with many of the difficulties encountered when using CEFR and the CEFR CV. The book will appeal to a wide audience, including teacher educators; curriculum and materials developers; examination boards unfamiliar with the CEFR; university language departments and language centres responsible for developing their own curricula, teaching/learning approaches and assessment instruments; and policy-makers wanting to learn more about the implications of adopting the CEFR. It is a guidebook, a reference book and a workbook all in your hand.

Assessing Young Learners of English: Global and Local Perspectives - Marianne Nikolov 2015-10-29
This volume documents international, national, and small-scale testing and assessment projects of English language education for young learners, across a range of educational contexts. It covers three main areas: age-appropriate 'can do statements' and task types for teaching and testing learners between the ages of 6 to 13; innovative approaches to self-assessment, diagnostic testing, self- perception, and computer-based testing; and findings on how young learners perform on vocabulary, listening, speaking, pronunciation, and reading comprehension tests in European and Asian contexts. Early language learning has become a major trend in English language education around the globe. As a result of the spread of teaching English to a growing number of young children, assessment of and for learning have emerged as key issues. In line with this development, there is a clear and emerging need to make early language programs accountable and to assess both the progress children make over time and to quantify their achievement at various stages of development. This volume informs stakeholders about the realistic goals of early language learning, their efficiency, and how much progress children make over time.

Standards of English in Higher Education - Neil Murray 2016
A frank and critical appraisal of English language proficiency as a key issue in higher education today.

Marco de Evaluación de Lengua Extranjera PISA 2025 - 2021-01-01
El Programa para la Evaluación Internacional de Estudiantes (PISA) de la OCDE evalúa en qué medida el alumnado de 15 años, que está a punto de finalizar la enseñanza obligatoria, ha adquirido los conocimientos y las competencias esenciales para una participación plena en la sociedad moderna. La evaluación no determina únicamente si el alumnado puede reproducir lo que ha aprendido, sino que también examina cómo puede extrapolar lo que ha aprendido y aplicar ese conocimiento en circunstancias desconocidas, tanto dentro como fuera del centro educativo. Este enfoque refleja el hecho de que las economías modernas recompensan a los individuos no por lo que saben, sino por lo que pueden hacer con lo que saben. La evaluación trienal, iniciada en 1997, se centra en las competencias troncales de lectura, matemáticas y ciencias. También se evalúan módulos opcionales e innovadores. El ciclo PISA 2025 comprenderá, por primera vez, una evaluación opcional en lenguas extranjeras, que se ofrecerá cada dos ciclos de PISA, para que se puedan analizar las tendencias. La evaluación proporcionará resultados comparables sobre la competencia en lenguas extranjeras del alumnado a los responsables políticos y a los educadores y les permitirá conocer las mejores prácticas y políticas de enseñanza y aprendizaje de una lengua extranjera. El primer ciclo comenzará con una evaluación de lengua inglesa y se centrará en tres competencias: comprensión lectora, expresión oral y comprensión oral. La cobertura puede ampliarse de forma progresiva en ciclos posteriores. Esta publicación presenta los principios rectores de la Evaluación de Lengua Extranjera PISA 2025. En ella, se analiza la importancia de evaluar las lenguas extranjeras, y se proporciona la definición de dominio de un idioma extranjero, que se utiliza para orientar la evaluación. En esta publicación, además, se presenta la teoría en la que se basan las pruebas para evaluar el dominio de una lengua extranjera y se describen los procesos cognitivos que el alumnado emplea al utilizar un idioma extranjero, según su nivel de dominio. También se analiza cómo se evalúan las competencias de comprensión lectora, comprensión oral y expresión oral. Además, describe el marco de los distintos cuestionarios que se distribuyen al alumnado, a los directores de los centros educativos, a las familias y al profesorado, así como el marco del cuestionario del sistema de evaluación de las lenguas extranjeras. La publicación concluye con una descripción de la forma en la que se comunicarán los resultados de la evaluación.

Niles' National Register - 1845

Testing Lecture Comprehension Through Listening-to-summarize Cloze Tasks - Haiping Wang 2017-09-06
This book explores the effectiveness of listen-to-summarize tasks as a tool to assess lecture comprehension ability. It especially focuses on listen-to-summarize tasks that represent listeners' meaning building and the discourse construction of the lecture for listening assessment purposes. It discusses in depth the nature of lecture comprehension and introduces the approaches to assessing it. It also presents teachers' and students' perceptions of listen-to-summarize task demands and their respective implications. By observing interactions between test-takers' cognitive processes and the task itself, the book explores the effectiveness of these tasks. It also examines the discrepancy in cognitive processes between different language competence levels in detail, shedding light upon current research on lecture comprehension assessment and offering insights into listening comprehension instruction.

English Language Proficiency Testing in Asia - Lily I-Wen Su 2019-12-09
As the demand for English language education grows in Asia, there has been a parallel growth in the development and implementation of standardized tests at the local level. Offering much-needed context on locally produced tests in Asia, contributors examine emerging models for English language assessment and the impact these large-scale tests have on the teaching and learning of English. Chapters address the following well-known and developing high-stakes tests in different regions across Asia: the GEPT, the TEPS, the VSTEP, the CET, the EIKEN and TEAP, and the ELPA. Brought together by world-renowned testing assessment scholar Cyril Weir and the Language Training and Testing Center (LTTC), one of Asia's leading testing institutions based in Taiwan, this volume is a useful reference for evaluating, developing, and

validating local tests of English and their societal impact. Comprehensive and research-based, chapters cover historic backgrounds, sociocultural contexts, test quality, international standing, and future considerations. Ideal for graduate students, researchers, and scholars in language assessment, TESOL/TEFL, and applied linguistics, this book will also be of interest to language teaching professionals, language test developers, and graduate students in Asian studies and international education, intercultural communication, and intercultural studies.

The Cambridge Handbook of Learner Corpus Research - Sylviane Granger 2015-10-01
The origins of learner corpus research go back to the late 1980s when large electronic collections of written or spoken data started to be collected from foreign/second language learners, with a view to advancing our understanding of the mechanisms of second language acquisition and developing tailor-made pedagogical tools. Engaging with the interdisciplinary nature of this fast-growing field, The Cambridge Handbook of Learner Corpus Research explores the diverse and extensive applications of learner corpora, with 27 chapters written by internationally renowned experts. This comprehensive work is a vital resource for students, teachers and researchers, offering fresh perspectives and a unique overview of the field. With representative studies in each chapter which provide an essential guide on how to conduct learner corpus research in a wide range of areas, this work is a cutting-edge account of learner corpus collection, annotation, methodology, theory, analysis and applications.

English Profile in Practice - Julia Harrison 2015-02-26
This volume provides an introduction to the English Profile Programme and discusses its latest findings. English Profile in Practice is an essential resource for teachers, syllabus designers, educational planners, language testers, and other ELT professionals working with the Common European Framework of Reference (CEFR). It includes: information about the English Vocabulary Profile, which describes the words and phrases learners of English know and use at each level of the CEFR; fascinating insights into the English Grammar Profile, exploring what it means to develop grammatical proficiency; discussion about what language learners' output 'looks like' at each of the CEFR levels; and information about how English Profile research is being used in the field of ELT.

Major Trends in Theoretical and Applied Linguistics 3 - Nikolaos Lavidas 2014-02-10
In the three volumes of Major Trends in Theoretical and Applied Linguistics, the editors guide the reader through a well-selected compendium of works, presenting a fresh look at contemporary linguistics. Specialists will find chapters that contribute to their fields of interest, and the three-volume collection will provide useful reading for anyone interested in linguistics. The first volume explores theoretical issues dealing with phonetics-phonology and syntax-semantics-morphology. Volume two is organized into three main sections that examine interdisciplinary linguistics: discourse analysis, gender and lexicography; language acquisition, and language disorders. Finally, volume three focuses on applied linguistics - both language teaching/ learning and education.

Language Functions Revisited - Anthony Green 2012-05-03
This book introduces the theoretical and empirical bases for the definition of language learning level in functional 'Can Do' terms for the English Profile Programme, setting out the ambitions of the Programme and presenting emerging findings. The English Profile Programme is an elaboration of the performance level descriptions of the Common European Framework of Reference for Languages (CEFR) that is concerned specifically with the English language. The CEFR has become influential in building a shared understanding of performance levels for foreign language learners. However, there is a considerable gap between the broad descriptions of levels provided, which covers a range of languages and learning contexts, and the level of detail required for applications such as syllabus or test design, which this volume addresses. With its combination of theoretical insights and practical advice, this is a useful work for academics, policy-makers, curriculum designers, textbook writers, postgraduate students and examination board staff.

KET for Schools Trainer Six Practice Tests without Answers - Karen Saxby 2010-12-16
Six full practice tests plus easy-to-follow expert guidance and exam tips designed to guarantee exam success. As well as six full practice tests, KET for Schools Trainer offers easy-to-follow expert guidance and exam tips designed to guarantee exam success. The first two tests are fully guided with step-by-step advice on how to tackle each paper. Extra practice activities, informed by the Cambridge Learner Corpus, a bank of real candidates' exam papers, focus on areas where students typically need the most help. This 'without answers' edition is ideal for class use. Audio CDs featuring the listening activities from the tests are available separately or with the 'with answers' edition.

A Wish For Wings - Robert Swindells 2011-11-30
'I'LL FLY,' JENNA WHISPERED TO HERSELF. 'I'LL FLY, WHATEVER NED SAYS. WHATEVER ANYBODY SAYS...' Jenna is thirteen - and has suddenly realized what she wants to do with her life. She wants to fly. Like Grandad's heroine, Amy Johnson... But Jenna's wish for wings has to be put on hold when something awful happens: Grandad's souvenir of his wartime service - a loaded gun - goes missing. And Jenna is almost certain that her brother Ned has taken it...

First Flight - Margaret Bateson-Hill 2013-01-01
Joanna Morris has no idea that her life is about to change once she shoots to stardom as the youngest racing dragon flyer in the country. Flying Excelsior, the stunning silver spiked-back dragon is more exciting than anything she's ever known and he's soon her closest friend in the world. But beneath the glitz and glamour of dragon racing lie burning ambitions and a greed that threatens to consume anything and anyone that stands in the way - including the sport's rising stars.

The CEFR in Practice - Brian North 2014-07-10
This volume gives an overview of the practical impact of and theoretical debate surrounding the CEFR.

The Metalinguistic Dimension in Instructed Second Language Learning - Karen Roehr 2013-07-04
The metalinguistic dimension refers to the way in which learners bring to bear knowledge about language into their learning of a second language, the "L2". This book brings together new research on the metalinguistic dimension, given its increasing importance in the study of L2 acquisition. In applied linguistics it is widely accepted that L2 learners develop and use knowledge about language when engaging with the challenging task of acquiring a new language; this applies to both children and adults. It is definitions of the metalinguistic dimension that vary, and findings regarding its role in L2 learning are not necessarily homogenous or compatible. The scope exists for further, empirical, detailed research. This book explores the nature, development and role of the metalinguistic dimension and will be essential reading for all SLA scholars and those working in language and education.

Multilingual Education Yearbook 2021 - Anthony A. Essien 2021-05-04
This edited book attempts to foreground how challenges and complexities between policy and practice intertwine in the teaching and learning of the STEM subjects in multilingual settings, and how they (policy and practice) impact on educational processes, developments and outcomes. The unique feature of this book, thus, lies in its combination of not just language issues in the teaching and learning of the STEM subjects, but also in how these issues relate to policy and practice in multilingual contexts and how STEM research and practice may inform and shape language policies and their implementation in multilingual contexts. This book is of interest to stakeholders involved in STEM education such as researchers, undergraduate and graduate students, tertiary level teachers, teacher educators, curriculum developers as well as other professionals with responsibilities in STEM education subjects. The book is written in a way that is accessible to a wide range of backgrounds, including those who are in language education.

Gender Diversity and Sexuality in English Language Education - Darío Luis Banegas 2022-08-11
This book combines teaching-informed research studies and research-informed teaching accounts which explore English language education that engages with (a)gender and (a)sexual diversity. Informed by critical theories, critical literacy, post-structuralism, queer theory, and indigeneity/(de)coloniality, the critical perspectives in this volume consider gender and sexuality as dimensions of human life and aim to promote sexual, gender, emotional and relational wellbeing together with the construction of cultural horizons and citizenship. The chapters are organised around three interdependent areas of inquiry: 1) how educators design pedagogies and curriculums around gender diversity and sexuality, 2) how students and teachers navigate issues of gender diversity and sexuality in practice, as well as 3) how issues of gender diversity and sexuality are (not) addressed in the materials for teaching and learning English. The contributors are all teacher educators-researchers and therefore have vast experience in enacting, implementing, designing, and examining the field of English language teacher education from/for the

classroom with a gender perspective in diverse settings, with chapters come from Argentina, Bangladesh, Canada, Germany, Norway, Poland, Saudi Arabia, South Africa, Spain, Taiwan, Turkey, the UK and Uruguay.

Validating Second Language Reading Examinations - Rachel Yi-fen Wu 2014-09-25
"Validating Second Language Reading Examinations describes the development of an empirical framework for test validation and comparison of reading tests at different proficiency levels through a critical evaluation of alignment with the Common European Framework of Reference (CEFR). It focuses on contextual parameters, cognitive processing operations and test results and identifies parameters for the description of different levels of reading proficiency examinations. The volume explores procedures for linking tests to the CEFR and proposes both qualitative and quantitative methods that complement the procedures recommended in the Council of Europe's Relating Language Examinations to the Common European Framework of Reference for Languages (CEFR): A Manual, piloted in 2003 and revised 2009. Key features of the book include: - a detailed review of the literature on CEFR alignment, vertical scaling, test specifications and test comparability - a comprehensive and coherent approach to the validation of reading tests - an accessible and systematic description of procedures for collecting validity evidence based on a sound theoretical framework - a case study comparing different testing systems targeting the same CEFR level"--

English as a Lingua Franca in Wider Networking - Paola Vettorel 2014-08-27
In a constantly interconnected world communication takes place beyond territorial boundaries, in networks where English works as a lingua franca. The volume explores how ELF is employed in internationally-oriented personal blogs; findings show how bloggers deploy an array of resources to their expressive and interactional aims, combining global and local communicative practices. Implications of findings in ELF and ELT terms are also discussed.

Into the Heart of Borneo - Redmond O'Hanlon 2005-02-24
'We've left a lot of men in Borneo – know what I mean?' With their SAS trainer's warnings ringing in their ears, the naturalist, Redmond O'Hanlon, and the poet, James Fenton, set out to rediscover the lost rhinoceros of Borneo. They were loaded with enough back-breaking kit to survive two months in a steaming 95° (in the shade) jungle of creeping, crawling, biting things. O'Hanlon could also rely on his encyclopaedic knowledge of the region's flora and fauna, and had read-up on how to avoid being eaten by anything (stick your thumbs in a crocodile's eyes, if you have time). And yet they proceeded to have an adventure that neither O'Hanlon, nor his friend, nor even his guides were remotely prepared for... 'Consistently exciting, often funny, and erudite without ever being overwhelming' Punch.

English Pronunciation Instruction - Anastazija Kirkova-Naskova 2021-10-13
English Pronunciation Instruction: Research-based insights presents recent research on L2 English pronunciation including pedagogical implications and applications, and seeks to bridge the gulf between pronunciation research and teaching practice. The volume's 15 chapters cover a range of aspects that are central to pronunciation teaching, including the teaching of different segmental and suprasegmental features, teachers' and learners' views and practices, types and sources of learners' errors, feedback and assessment, tools and strategies for pronunciation instruction, reactions towards accented speech, as well as the connection between research and teaching. Chapters offer a fully developed section on pedagogical implications with insightful suggestions for classroom instruction. This format and the variety of topics will be informative for researchers, language teachers, and students interested in English pronunciation, as it explores the diverse challenges learners of different L1 backgrounds face, and also provides research-informed techniques and recommendations on how to cope with them.