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Handbook for Arabic Language Teaching Professionals in the 21st Century - Kassem M. Wahba 2017-07-06
Drawing on the collective expertise of language scholars and educators in a variety of subdisciplines, the Handbook for Arabic Language Teaching Professionals in the 21st Century, Volume II, provides a comprehensive treatment of teaching and research in Arabic as a second and foreign language worldwide. Keeping a balance among theory, research and practice, the content is organized around 12 themes: Trends and Recent Issues in Teaching and Learning Arabic Social, Political and Educational Contexts of Arabic Language Teaching and Learning Identifying Core Issues in Practice Language Variation, Communicative Competence and Using Frames in Arabic Language Teaching and Learning Arabic Programs: Goals, Design and Curriculum Teaching and Learning Approaches: Content-Based Instruction and Curriculum Arabic Teaching and Learning: Classroom Language Materials and Language Corpora Assessment, Testing and Evaluation Methodology of Teaching Arabic: Skills and Components Teacher Education and Professional Development Technology-Mediated Teaching and Learning Future Directions The field faces new challenges since the publication of Volume I, including increasing and diverse demands, motives and needs for learning Arabic across various contexts of use; a need for accountability and academic research given the growing recognition of the complexity and diverse contexts of teaching Arabic; and an increasing shortage of and need for quality of instruction. Volume II addresses these challenges. It is designed to generate a dialogue—continued from Volume I—among professionals in the field leading to improved practice, and to facilitate interactions, not only among individuals but also among educational institutions within a single country and across different countries.

CALL for widening participation: short papers from EUROCALL 2020 - Karen-Margrete Frederiksen 2020-12-14
Despite the Covid-19 pandemic, the EUROCALL society succeeded in holding the 28th EUROCALL conference, EUROCALL2020, on 20-21 August as an online, two-day gathering. The transition process required to make this happen was demanding and insightful for everyone involved, and, in many ways, a logical consequence of the core content

and purpose of EUROCALL. Who would be better suited to transform an onsite conference into an online event than EUROCALL? CALL for widening participation was this year's theme. We welcomed contributions from both theoretical and practical perspectives in relation to the many forms and contexts of CALL. We particularly welcomed longitudinal studies or studies that revisited earlier studies. The academic committee accepted 300 abstracts for paper presentations, symposia, workshops, and posters under this theme; 57 short papers are published in this volume. We hope you will enjoy reading this volume, the first one to reflect a one hundred percent online EUROCALL conference/Online Gathering.

Designing Second Language Study Abroad Research - Janice McGregor 2022-09-11
This edited book brings together contributions from scholars in different international and educational contexts to take a critical look at the design and implementation of second language Study Abroad Research (SAR). Examining data sources and types, research paradigms and methods, and analytic approaches, the authors not only provide insight into the field as it currently stands, but also offer recommendations for future research, with the aim of revitalizing inquiry in the field of SAR. This book will be of interest to applied linguists, as well as educators and education scholars with an interest in researching international study.

The Routledge Handbook of Second Language Acquisition and Language Testing - Paula Winke 2020-12-28
This Handbook, with 45 chapters written by the world's leading scholars in second language acquisition (SLA) and language testing, dives into the important interface between SLA and language testing: shared ground where researchers seek to measure second language performance to better understand how people learn their second languages. The Handbook also reviews how to best measure and evaluate the second language (L2) learners' personal characteristics, backgrounds, and learning contexts to better understand their L2 learning trajectories. Taking a transdisciplinary approach to research, the book builds upon recent theorizing and measurement principles from the fields of applied linguistics, cognitive science, psychology, psycholinguistics, psychometrics, educational measurement, and social psychology. The Handbook is divided into six key sections: (1) Assessment concepts for SLA researchers, (2) Building instruments for SLA research, (3) Measuring individual differences, (4) Measuring language development, (5) Testing specific populations, and (6) Measurement principles for SLA researchers.

The Handbook of Technology and Second Language Teaching and Learning - Carol A. Chapelle 2019-12-05
The Handbook of Technology and Second Language Teaching and Learning presents a comprehensive exploration of the impact of technology on the field of second language learning. The rapidly evolving language-technology interface has propelled dramatic changes in, and increased opportunities for, second language teaching and learning. Its influence has been felt no less keenly in the approaches and methods of assessing learners' language and researching language teaching and learning. Contributions from a team of international scholars make up the Handbook consisting of four parts: language teaching and learning through technology; the technology-pedagogy interface; technology for L2 assessment; and research and development of technology for language learning. It considers how technology assists in all areas of language development, the emergence of pedagogy at the intersection of language and technology, technology in language assessment, and major research issues in research and development of technologies for language learning. It covers all aspects of language including grammar, vocabulary, reading, writing, listening, speaking, pragmatics, and intercultural learning, as well as new pedagogical and assessment approaches, and new ways of conceiving and conducting research and development. The Handbook of Technology and Second Language Teaching and Learning demonstrates the extensive, multifaceted implications of technology for language teachers, learners, materials-developers, and researchers.

Teaching Advanced Language Skills through Global Debate - Tony Brown 2014-12-15

Using debate to develop advanced competency in a second language is a method that is finding increased interest among instructors and students alike, whether in synchronous online teaching or the individual classroom. Through debate, students learn how to make hypotheses, support their conclusions with evidence, and deploy the rhetoric of persuasion in the target language. Though this method provides an exciting pedagogy for moving students from the advanced to the superior level, there is a paucity of materials available for instructors who wish to plan a curriculum focused on debate. Teaching Advanced Language Skills through Global Debate: Theory and Practice provides teachers with both the theoretical underpinnings for using debate in the foreign language classroom as well as practical advice for developing reading, listening, writing, and speaking skills through debate. It discusses task-based language learning and helps instructors design debate-related tasks for the classroom. Teaching Advanced Language Skills through Global Debate will be useful for any instructor working at the advanced level, and particularly for those training future language instructors. One of the new digital short publications available through Georgetown University Press, it is an ideal complement to the press's new titles on mastering languages through global debate. Georgetown Digital Shorts—longer than an article, shorter than a book—deliver timely works of peer-reviewed scholarship in a fast-paced, agile environment. They present new ideas and original texts that are easily and widely available to students, scholars, libraries, and general readers.

A Principled Approach to Language Assessment - National Academies of Sciences, Engineering, and Medicine 2020-09-19
The United States is formally represented around the world by approximately 14,000 Foreign Service officers and other personnel in the U.S. Department of State. Roughly one-third of them are required to be proficient in the local languages of the countries to which they are posted. To achieve this language proficiency for its staff, the State Department's Foreign Service Institute (FSI) provides intensive language instruction and assesses the proficiency of personnel before they are posted to a foreign country. The requirement for language proficiency is established in law and is incorporated in personnel decisions related to job placement, promotion, retention, and pay. A Principled Approach to Language Assessment: Considerations for the U.S. Foreign Service Institute evaluates the different approaches that exist to assess foreign language proficiency that FSI could potentially use. This report considers the key assessment approaches in the research literature that are appropriate for language testing, including, but not limited to, assessments that use task-based or performance-based approaches, adaptive online test administration, and portfolios.

Transformative Language Learning and Teaching - Betty Lou Leaver 2021-01-21
A seminal work in the field, this book shows how transformative education can be applied to world language programs.

The Art of Teaching Russian - Evgeny Dengub 2020-12-01
The Art of Teaching Russian offers Russian-language practitioners current research, pedagogy, and specific methodologies for teaching the Russian language and culture in the twenty-first century. With contributions from the leading professionals in the field, this collection covers the most important aspects of teaching the Russian language.

AAUSC 2016 Volume - Issues in Language Program Direction: The Interconnected Language Curriculum: Critical Transitions and Interfaces in Articulated K-16 Contexts - Per Urlaub 2016-12-05
Many foreign language departments have developed innovative curricula with the goal of overcoming two-tiered structures that often separate language instruction at the lower levels from upper division content coursework. However, language departments rarely extend their articulation efforts to include pre-collegiate experiences even though recent educational reforms have significantly altered not only the skill sets, but also needs and expectations of students entering college. In addition to attending to vertical interfaces, successful language curricula integrate horizontally with academic and professional units outside the language department. This volume furthers the existing knowledge base on the collegiate foreign language curriculum by providing a K-20 perspective on the achievement of curricular coherence. It is intended

for a broad audience, but in particular language program directors, to help them address the critical transitions that language learners face during their progression from public schools through undergraduate programs and into graduate education. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Korean Englishes in Transnational Contexts - Christopher J. Jenks 2017-07-05
This book challenges the dominant tendency in world Englishes scholarship to rely on the 'nation' as a static spatial entity and reliable analytic category. Using the transnational Korean context as a case in point, the authors analyse how the practices and ideologies of the English language reflect the complex and unexpected flows of its globalisation. Examining topics such as the spoken English of South Korean youth and English education in North Korea, this interdisciplinary work gathers both established and emerging scholars from a range of language-related fields to evaluate English as a dynamic and evolving language beyond purely 'English-speaking' countries. This edited collection will be a valuable resource for students and scholars of world Englishes, multilingualism, second language acquisition and globalisation.

The Routledge Handbook of Hispanic Applied Linguistics - Manel Lacorte 2014-09-19
This book provides a comprehensive overview of Hispanic applied linguistics, allowing students to understand the field from a variety of perspectives and offering insight into the ever-growing number of professional opportunies afforded to Spanish language program graduates. The goal of this book is to re-contextualize the notion of applied linguistics as simply the application of theoretical linguistic concepts to practical settings and to consider it as its own field that addresses language-based issues and problems in a real-world context. The book is organized into five parts: 1) perspectives on learning Spanish 2) issues and environments in Spanish teaching 3) Spanish in the professions 4) the discourses of Spanish and 5) social and political contexts for Spanish. The book's all-inclusive coverage gives students the theoretical and sociocultural context for study in Hispanic applied linguistics while offering practical information on its application in the professional sector.

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Assessing Foreign Language Students' Spoken Proficiency - Martin East 2016-02-02
This book presents an in-depth study of assessment innovation and its impact on teaching and learning. The context is New Zealand, and the focus is additional languages other than English and the recent introduction of a radical new assessment of students' spoken proficiency, called interact. The book crosses the traditional theoretical and methodological boundaries associated with language testing research, which focuses on assessment performance, and presents an alternative approach where stakeholders become the centre of interest. It advances our understanding of how assessment innovation impacts on two key groups - teachers and students in schools - based on data collected from a substantial two-year research project. It presents an account of these stakeholders' perceptions of the validity and usefulness of the new assessment in comparison with the more traditional test that it has replaced.Assessing Foreign Language Students' Spoken Proficiency makes an outstanding and original contribution to the field of second and foreign language teaching, providing a theory and research-based account of the development of a learner-centred approach to oral proficiency assessment. It is an important resource for teachers and teacher educators as well as assessment and curriculum specialists worldwide. It deserves to be widely read.

Historical Development of English Learning Motivation Research - Tae-Young Kim 2021-09-07

This book clarifies the fundamental difference between North America-based instrumental motivation and Korea (and East Asia)-specific competitive motivation by which the EFL learners' excessive competition to be admitted to famous universities and to be hired at a large-scale conglomerate is the main source of L2 motivation. It enables readers to understand that EFL-learning motivation reflects unique sociohistorical contexts grounded in a specific region or country. This book in turn necessitates the need to develop EFL motivation theory and research tradition which are firmly based on East Asian values and culture.

Aligning Frameworks of Reference in Language Testing - Erwin P. Tschirner 2012

Reflecting on the Common European Framework of Reference for Languages and its Companion Volume - David Little 2022-03-02
The Common European Framework of Reference for Languages (CEFR) and its Companion Volume have established themselves as an indispensable reference point for all aspects of second and foreign language education. This book discusses the impact of the CEFR on curricula, teaching/learning and assessment in a wide range of educational contexts, identifies challenges posed by the Companion Volume and sheds light on areas that require further research and development. Particular attention is paid to three features of the two documents: their action-oriented approach, their focus on plurilingualism, and the potential of their scales and descriptors to support the alignment of curricula, teaching/learning and assessment. The book suggests a way forward for future engagement with the CEFR, taking account of new developments in applied linguistics and related disciplines.

** New OPIc Intermediate ** - 2011-08-24
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Foreign Language Proficiency in Higher Education - Paula Winke 2018-12-18

This volume comprises of chapters that deal with language proficiency relating to a wide range of language program issues including curriculum, assessment, learners and instructors, and skill development. The chapters cover various aspects of a broad-based proficiency initiative, focusing on numerous aspects of foreign language learning, including how skills develop, how assessments can inform curriculum, how learners and instructors view proficiency and proficiency assessment, and how individual use of technology furthers language learning. The concluding chapter points the way forward for issues and questions that need to be addressed.

The Routledge Handbook of Korean as a Second Language - Andrew Sangpil Byon 2022-04-11
The Routledge Handbook of Korean as a Second Language aims to define the field and to present the latest research in Korean as a second language (KSL). It comprises a detailed overview of the field of KSL teaching and learning, discusses its development, and captures critical cutting-edge research within its major subfields. As the first handbook of KSL published in English, this book will be of particular interest to advanced undergraduates, graduate students, language teachers, curriculum developers, and researchers in the fields of KSL and applied linguistics. While each chapter will be authored by internationally renowned scholars in its major subfields, the handbook aims to maintain accessibility so that it can also be of value to non-specialists.

From Study Abroad to Education Abroad - Senta Goertler 2021-03-01
Comprehensive and evidence-based, this book presents the best practices for designing and sustaining study abroad programs to maximize the outcomes and benefits of education abroad for all students. Distilling the history, research, and variations of study abroad programs, Goertler and Schenker provide a clear-eyed analysis of the lessons learned and the common obstacles associated with education abroad. Organized in three parts – the state of education abroad in the US; research on education abroad outcomes; and best practices – Goertler and Schenker demonstrate the benefits of long-term study abroad for the development of advanced language skills and intercultural competence,

and the need for diversity in participation. Chapters offer theory-based, practice-proven recommendations to invigorate, innovate, and implement successful study abroad programs that are sustainable and ethically engage with the local community. The authors discuss design features to maximize language proficiency and intercultural competence. Grounded in up-to-date research and theory, the book responds to the challenges associated with long-term education abroad programs and provides recommendations on (re)invigorating long-term programs and diversifying participation in education abroad. From Study Abroad to Education Abroad is vital reading for academics, researchers, and students in the fields of language education and education policy, as well as practitioners, such as language program coordinators and education abroad administrators.

Critical CALL – Proceedings of the 2015 EUROCALL Conference, Padova, Italy - Francesca Helm 2015-12-02
The theme of the conference this year was Critical CALL, drawing inspiration from the work carried out in the broader field of Critical Applied Linguistics. The term 'critical' has many possible interpretations, and as Pennycook (2001) outlines, has many concerns. It was from these that we decided on the conference theme, in particular the notion that we should question the assumptions that lie at the basis of our praxis, ideas that have become 'naturalized' and are not called into question. Over 200 presentations were delivered in 68 different sessions, both in English and Italian, on topics related specifically to the theme and also more general CALL topics. 94 of these were submitted as extended papers and appear in this volume of proceedings.

Chinese as a Second Language Assessment - Dongbo Zhang 2017-04-12
This book brings together 13 original research papers that address emerging issues in the assessment of Chinese as a Second Language (CSL) in five major areas, including standards in CSL assessment; development of CSL tests; assessment of diverse knowledge and skills; computer-supported assessment; and CSL assessment in relation to instruction and teachers' assessment competence. It goes beyond the psychometric testing of Chinese and provides cutting-edge examinations of the interfaces of assessment with sociology of language, acquisition, pedagogy, and modern technologies, as well as teacher education. Given its unique features and broad range of topics, the book offers an intriguing and valuable resource, not only for scholars and researchers but also teacher educators and assessment practitioners who are directly or indirectly involved in CSL assessment.

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.

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The Changing Landscape of Spanish Language Curricula - Alan V. Brown 2018
The changing landscape of Spanish language education -- History and evolution of post-secondary Spanish language education in the United States -- Spanish heritage language learners : finding their place -- Incorporating meaningful service learning into Spanish L2 curricula -- Curricular and programmatic considerations in Spanish for specific purposes -- Issues in Spanish curricular assessment : placement, outcomes and articulation -- Connecting Spanish language education with social, economic, and political realities -- Training future Spanish teachers -- Technological advances in Spanish language education -- Charting a course forward -- Appendix A. Description of data sources

The Sociocultural Activity of High Stakes Standardised Language Testing - Dawn Karen Booth 2018-02-26
This book explores the influence of high stakes standardised testing within the context of South Korea. South Korea is regarded as a shining example of success in educational achievement and, as this book reveals, pressurised standardised testing has been a major contributing factor to its success. This unique country provides an excellent setting from which to explore the powerful relationship that exists between testing and learning and can advance our understanding of which factors and test conditions will positively and negatively influence learning. This book follows the test activity of a group of Korean university students preparing for the TOEIC (Test of English for International Communication) and posits a revised model of the influence of testing on learning. It calls for a more socially situated view of tests and test-takers considered in relation to the sociocultural, historical, political and economic contexts in which they are embedded.

8000+ ABBREVIATION OF COMPUTERS - 2020-04-25
This book consists the fundamentals of computer application for beginners as well experts.

Complexity, Accuracy and Fluency in Learner Corpus Research - Agnieszka Leńko-Szymańska 2022-12-15
This volume illustrates the high potential of learner corpus investigations for research into the CAF triad by presenting eleven original learner corpus-based studies which are set within solid theoretical frameworks, examine learner corpora with state-of-the-art analytical techniques and yield highly interesting findings. The volume's major strength lies in the range of issues it undertakes and in its interdisciplinary thematic novelty. The chapters collectively address all three dimensions of L2 performance related to different linguistic subsystems (i.e. lexical, phraseological and grammatical complexity and accuracy, along with fluency) as well as the interactions among these constructs. The studies are based on data drawn from carefully compiled learner corpora which are analysed with the help of diverse corpus-based methods. The theoretical discussions and the empirical results shall contribute to the advancement of the fields of SLA and writing and speech research and shall inspire further investigations in the area of the CAF triad.

To Advanced Proficiency and Beyond - Newel Anthony Brown 2015-01-02
Due to the pressures of globalization, American society increasingly needs citizens who can carry out Superior level functions in languages other than English. Instructors, researchers, and students of second language acquisition seek scholarly resources to help satisfy this demand. In this volume, leading experts in second language acquisition and language planning supply cutting-edge research on working memory and cognition and empirical studies of effective teaching. The theoretical and empirical work in these pages is complemented by descriptions of successful pedagogical practices that take students from the Advanced to

the Superior levels and beyond. With examples ranging across a number of languages, including Russian, Chinese, and Arabic, the volume will serve a broad audience. This practical handbook will help seasoned instructors improve outcomes, while it can also be used for training new instructors in methods courses.

 OPIc - 2013-09-30
AL~IH, IM3~IM2, IM1~IL ! ! OPIc OPIc IL~IM1, IM2~IM3, IH~AL . IL·IM1. IM1·IM2. OPIc IL~IM1, IM2~IM3, IH~AL . , . . , . . Intermediate, Advanced . 1 OPIc Society! ! OPIc 30! 2 , ! ! AL~IH, IM3~IM2, IM1~IL , ! .

The Routledge Handbook of Language Testing - Glenn Fulcher 2021-12-16
This second edition of The Routledge Handbook of Language Testing provides an updated and comprehensive account of the area of language testing and assessment. The volume brings together 35 authoritative articles, divided into ten sections, written by 51 leading specialists from around the world. There are five entirely new chapters covering the four skills: reading, writing, listening, and speaking, as well as a new entry on corpus linguistics and language testing. The remaining 30 chapters have been revised, often extensively, or entirely rewritten with new authorship teams at the helm, reflecting new generations of expertise in the field. With a dedicated section on technology in language testing, reflecting current trends in the field, the Handbook also includes an extended

epilogue written by Harding and Fulcher, contemplating what has changed between the first and second editions and charting a trajectory for the field of language testing and assessment. Providing a basis for discussion, project work, and the design of both language tests themselves and related validation research, this Handbook represents an invaluable resource for students, researchers, and practitioners working in language testing and assessment and the wider field of language education.

Human Interface and the Management of Information. Information and Knowledge in Context - Sakae Yamamoto 2015-07-20
The two-volume set LNCS 9172 and 9173 constitutes the refereed proceedings of the Human Interface and the Management of Information thematic track, held as part of the 17th International Conference on Human-Computer Interaction, HCII 2015, held in Los Angeles, CA, USA, in August 2015, jointly with 15 other thematically similar conferences. The total of 1462 papers and 246 posters presented at the HCII 2015 conferences were carefully reviewed and selected from 4843 submissions. These papers address the latest research and development efforts and highlight the human aspects of design and use of computing systems. The papers accepted for presentation thoroughly cover the entire field of human-computer interaction, addressing major advances in knowledge and effective use of computers in a variety of application areas. This volume contains papers addressing the following major topics: context modelling and situational awareness; decision-support systems; information and interaction for driving; information and interaction for learning and education; information and interaction for culture and art; supporting work and collaboration; information and interaction for safety, security and reliability; information and interaction for novel advanced environments.

Exploring the US Language Flagship Program - Dianna Murphy 2016-11-07
A number of reports in the US have highlighted the country's need for improved second language skills for both national security and economic competitiveness. The Language Flagship program, launched in 2002,

aims to raise expectations regarding language proficiency levels at the post-secondary level and to address structural gaps in the curricula of many L2 programs. This federally funded program provides opportunities for US undergraduate students in any specialization to reach a professional level of competence in a targeted second language by graduation. This volume highlights innovative practices that enable students to achieve this goal – even those with no exposure to the second language prior to university. This book explores the rationale and history of the federal program and showcases models and strategies of existing Flagship programs.

Longitudinal Studies of Second Language Learning - Steven J. Ross 2022-11-30
Longitudinal Studies of Second Language Learning: Quantitative Methods and Outcomes provides a how-to guide to choosing, using, and understanding quantitative longitudinal research and sampling methods in second and foreign language learning. This volume will provide readers with exemplary longitudinal studies of language learning outcomes, as well as an overview of widely used methods of data analysis. Readers will understand how long-term data collection processes are organized and archived, and how the data are managed over time prior to analysis. Each of the chapters provide applied researchers with examples of how language learning outcomes gathered over time can be organized into data sets useful for insightful descriptive and inferential analyses of learning outcomes. As the only edited volume that focuses on longitudinal data analysis specifically for a second language acquisition (SLA)/applied linguistics readership, this will be an invaluable resource for advanced students and researchers of SLA, applied linguistics, assessment, and education.

Advancedness in Second Language Spanish - Mandy R. Menke 2021-02-08
This book analyzes the construct of advanced proficiency in second language learning by bringing together empirical research from numerous linguistic domains and methodological traditions. Focusing on the dynamic nature of language use, the volume explores diverse manifestations of high-level second language Spanish, including performance on standardized proficiency assessments, acquisition of late-acquired linguistic structures, sophisticated language use in context, and individual differences. Chapters relate empirical findings to current definitions of advancedness, challenging scholars and practitioners to re-consider existing conceptualizations, and propose possible directions for future research and teaching with second language speakers of Spanish. By addressing larger issues in the field of second language learning, the volume is a valuable reference for language teachers, scholars, professionals and students with an interest in second language acquisition generally, and second language Spanish, more specifically.

Routledge Encyclopedia of Language Teaching and Learning - Michael Byram 2013-06-26
The Routledge Encyclopedia of Language Teaching and Learning is an authoritative reference dealing with all aspects of this increasingly important field of study. Offering a comprehensive range of articles on contemporary language teaching and its history, it has been produced specifically for language teaching professionals and as a reference work for academic studies at postgraduate level. In this new edition, every single entry has been reviewed and updated with reference to new developments and publications. Coverage has been expanded to reflect new technological, global and academic developments, with particular attention to areas such as online and distance learning, teacher and learner cognition, testing, assessment and evaluation, global English and teacher education. Themes and disciplines covered include: Methods and materials, including new technologies and materials development Contexts and concepts, such as mediation, risk-taking in language learning and intercomprehension Influential figures from the early days of language teaching to the contemporary Related disciplines, such as psychology, anthropology and corpus linguistics It covers the teaching of specific languages, including Japanese, Chinese, Arabic and African languages, as well as English, French, German and Spanish. There are thirty five overview articles dealing with issues such as communicative language teaching, early language learning, teacher education and

syllabus and curriculum design. A further 160 entries focus on topics such as bilingualism, language laboratories and study abroad. Numerous shorter items examine language and cultural institutions, professional associations and acronyms. Multiple cross-references enable the user to browse from one entry to another, and there are suggestions for further reading. Written by an international team of specialists, the Routledge Encyclopedia of Language Teaching and Learning is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject.

Codeswitching in University English-Medium Classes - Roger Barnard 2013-12-20
In the complex, multilingual societies of the 21st century, codeswitching is an everyday occurrence, and yet the use of students' first language in the English language classroom has been consistently discouraged by teachers and educational policy-makers. This volume begins by examining current theoretical work on codeswitching and then proceeds to examine the convergence and divergence between university language teachers' beliefs about codeswitching and their classroom practice. Each chapter investigates the extent of, and motivations for, codeswitching in one or two particular contexts, and the interactive and pedagogical functions for which alternative languages are used. Many teachers, and policy-makers, in schools as well as universities, may rethink existing 'English-only' policies in the light of the findings reported in this book.

Making Languages Our Business - American Council on the teaching of Foreign Languages 2019-05-15

The Routledge Handbook of Second Language Acquisition and Pedagogy of Persian - Pouneh Shabani-Jadidi 2020-07-16
The Routledge Handbook of Second Language Acquisition and Pedagogy of Persian offers a detailed overview of the field of Persian second language acquisition and pedagogy. The Handbook discusses its development and captures critical accounts of cutting edge research within the major subfields of Persian second language acquisition and pedagogy, as well as current debates and problems, and goes on to suggest productive lines of future research. The book is divided into the following four parts: I) Theory-driven research on second language acquisition of Persian, II) Language skills in second language acquisition of Persian, III) Classroom research in second language acquisition and pedagogy of Persian, and IV) Social aspects of second language acquisition and pedagogy of Persian. The Routledge Handbook of Second Language Acquisition and Pedagogy of Persian is an essential reference for scholars and students of Persian SLA and pedagogy as well as those researching in related areas.