This book provides a comparative perspective on foreign language teacher training in France, Germany, Russia, Ukraine and Uzbekistan. The training process of state secondary school foreign language teachers is considered from two perspectives for each country. The current training routes through which necessary teaching qualifications are obtained are described with respect to national policy for foreign language learning, the nature of providers, and training programme organization and contents, with details of any practice. These descriptive dimensions are accompanied by an evaluation of the degree to which the training fits the purpose of teaching foreign languages in state secondary schools. The descriptive and evaluative approaches to FL teacher training provide a novel overview of the current successes and challenges in the field, giving an understanding of terrains not easily accessible to the general English-language readership. The book
highlights elements of good practice found across nations, and contributes to shedding light on the enduring mystery of why certain nations seem to be managing multilingualism better than others. As such, it provides a reference for interdisciplinary discussions between applied linguists, education researchers and practitioners, and policymakers.

If mobile technologies are to be effectively used in education, how do we best implement sustainable mobile solutions for teaching and learning? The aim of this handbook is to support educators and policy makers who are investing in innovations in digital education to develop effective and sustainable mobile learning solutions for higher education environments. Authors from sixteen countries across the Asia-Pacific region have collaborated to share their experiences with developing and implementing mobile learning initiatives. These projects focus on a variety of aspects of mobile learning innovation, from the trial adoption of existing social media platforms on mobile devices and the development of specialised applications or mobile learning systems, to the large-scale, interuniversity implementation of technologies and pedagogies to support mobile learning. Each chapter addresses challenges and solutions at one or more levels of mobile learning innovation within the education system, encompassing the student perspective, the educator perspective, technical processes, policies and organisational strategy, and leadership. The book also offers a unique perspective on the integration of mobile learning innovations within the educational, political and cultural environments of Asia-Pacific countries.

Pathways presents an innovative way of reflecting on the multidimensionality of assessment, learning and teaching in line with the CEFR. It has been designed to support professionals at all levels. The two main components of Pathways - guide and kit - integrated by various indexes, mind maps and examples of scenarios, encourage users to work in a non linear way and to select and customize. The guide addresses those fundamental concepts in the CEFR that may not be readily transparent and that especially warrant "unpacking" for educational practices in a way that is clear and accessible for professionals, both in their pre- and in-service teacher education. The kit offers 107 worksheets, which serve as a bridge for teacher educators and teachers, to reflect on these concepts and to relate them appropriately to pedagogical practices.

A collection of papers presented at UPRT 2019 at the University of Pécs, Hungary

This book provides a detailed account of the origin, development, administration, revision and subsequent research findings on the benchmarking initiative from 1996-2016. It presents an overall assessment of the initiative’s impact on major stakeholders, predictions regarding the way forward, and implications for other countries, especially in South East Asia. In addition, the book discusses what the larger global community can learn from Hong Kong’s two-decade experience of conceptualizing and implementing minimum standard language
requirements for teachers.

The 23rd EUROCALL conference was organised by the Cyprus University of Technology Language Centre. The theme of the conference was “CALL communities and Culture”. Between the 24th and 27th August 2016, over 135 presentations were delivered and 27 posters were presented; 84 of these presentations appear in this volume of selected peer-reviewed short papers.

In response to a growing need expressed by the users of the CEFR, the Language Policy Division developed a manual and a set of accompanying tools to be used to assist in linking local language examinations to the common reference levels of language proficiency. This publication seeks to complement these tools by providing a user-friendly introduction to the process, targeting professionals with a stake in quality language testing who are not necessarily experts in testing and assessment. Relating an examination or test to the CEFR can best be seen as a process of 'building an argument'. The publication presents five inter-related sets of procedures that users are advised to follow in order to design a linking scheme in terms of self-contained, manageable activities.

This edited book uses the concept of diversity in child foreign language education as a major organizing principle. Since a foreign language, most typically English, is taught globally to an increasing number of children, the variability in the process and varied learning outcomes are inescapable phenomena. This book has been constructed on the premise that heterogeneity, first, concerns young language learners, who due to the disparity in the pace of development need appropriately tailored educational solutions, and, second, it refers to a diversity of contexts in which learning takes place. The contexts can be defined on a macroscale (e.g. different countries), mesoscale (e.g. different institutions), and microscale (e.g. specific learner groups). The book consists of four thematic strands. In Part One the learner-internal causes of heterogeneity of young language learners are clarified. Part Two presents a sample of classroom studies in which learner variables, such as gender, learner preferences, and special needs are taken into account. Part Three looks at teaching materials and how they meet learners’ needs. Finally, Part Four highlights diversity issues that teachers should be prepared to face.

The CEFR Companion volume broadens the scope of language education. It reflects academic and societal developments since the publication of the Common European Framework of Reference for Languages (CEFR) and updates the 2001 version. It owes much to the contributions of members of the language teaching profession across Europe and beyond. This volume contains: ► an explanation of the key aspects of the CEFR for teaching and learning; ► a complete set of updated CEFR descriptors that replaces the 2001 set with: - modality-
inclusive and gender-neutral descriptors; - added detail on listening and reading; - a new Pre–A1 level, plus enriched description at A1 and C
levels; - a replacement scale for phonological competence; - new scales for mediation, online interaction and plurilingual/pluricultural
competence; - new scales for sign language competence; ► a short report on the four-year development, validation and consultation
processes. The CEFR Companion volume represents another step in a process of engagement with language education that has been pursued
by the Council of Europe since 1971 and which seeks to: ► promote and support the learning and teaching of modern languages; ► enhance
intercultural dialogue, and thus mutual understanding, social cohesion and democracy; ► protect linguistic and cultural diversity in Europe;
and ► promote the right to quality education for all.

This book presents papers from the International Conference on Integrating Engineering Education and Humanities for Global Intercultural
Perspectives (IEEHGIP 2020), held on 25–27 March 2020. The conference brought together researchers and practitioners from various
disciplines within engineering and humanities to offer a range of perspectives. Focusing on, but not limited to, Content and Language
Integrated Learning (CLIL) in Russian education the book will appeal to a wide academic audience seeking ways to initiate positive changes
in education.

Third edition of the best-selling Cambridge English: First (FCE) course. The syllabus for the Cambridge English: First for Schools exam has
changed, and this product is no longer suitable preparation material. New Cambridge English products are available to suit the requirements
of the new syllabus.

Advancing English Language Education Edited by Wafa Zoghbor & Thomaï Alexiou This volume contains a selection of nineteen articles
that focus on skills and strategies for advancing English language teacher education in several contexts where English is taught to speakers of
other language. The volume focuses on the teachers and learners as the prime participants in the learning process. The papers selected for
inclusion represent the diverse backgrounds, experiences, and research interests of EFL educators and showcase contribution that document
theory, research and pedagogy. The volume comprises six sections: Teacher Education and Professional Development; Young Learners;
Testing and Assessment; Teaching of Writing Skills; Context-Specific Issues in EFL; Teaching, Learning, and Pedagogy Contributors:
Alessandro Ursic, Alison Larkin Koushki, Athanasios Karasimos, Daria Grits, David Rear, Irshat Madyarov, Ivan Ivanov, James Milton,
Laila Khalil, Larysa Nikolayeva, Mariam Al Nasser, Mariantiki Serafeim, Marielle Risse, Marta Tryzna, Mher Davtyan, Michael M. Parrish,
Nikita Berezin, Nour Al Okla, Peter Davidson, Richard D. Miller, Syuzanna Torosyan, Talin Grigorian, Thomaï Alexiou, Wafa Zoghbor,
Zainab Rashed Aldhanhani
The Common European Framework of Reference for Languages was published a decade ago and has been influential ever since, not only in its European 'home' but throughout the world. This book traces the processes of the influence by inviting authors from universities and ministries in 11 countries to describe and explain what happened in their case. There are everyday factors of curriculum development – which sometimes include coincidence and happenstance – and there are also traditions of resistance or acceptance of external influences in policy-making. Such factors have always existed in bilateral borrowing from one country to another but the CEFR is a supra-national document accessible through globalised communication. The book is thus not only focused on matters of language education but is also a Comparative Education case-study of policy borrowing under new conditions.

This volume gives an overview of the practical impact of and theoretical debate surrounding the CEFR.

This volume in the ALLC series offers current and soon-to-be professionals in the ESL / EFL field a comprehensive guide to how to make the best use of technology to enhance the English language learning experience. The book has a predominant focus on practical insights that are based on successful real-life experiences at the classroom and study program level, including contributions from teachers in various countries. Nevertheless, there is also a strong foundation in existing research and literature as they relate to the needs of English language teachers. To promote reflective and exploratory practice, there is plenty of ‘food-for-thought’ for the reader. Although pre-service and in-service teachers represent the primary audience, the book is likely to be just as useful for language program administrators, researchers, curriculum and materials writers, and e-learning developers.

This edited collection brings together papers by eminent scholars who attempt to demonstrate how challenges can most successfully be ameliorated with an eye to enhancing the effectiveness of the processes of language teaching and learning. In Part One, emphasis is placed on challenges that second language education has to face, both those more general, dealing with language policy issues, and those more specific, concerned with instructional options in the language classroom. Part Two focuses on challenges involved in researching the processes of teaching and learning in the second and foreign languages classroom, both with respect to research methodology and efforts to tap some variables impinging upon the effects of instruction. Finally, Part Three is devoted to challenges involved in second and foreign language teacher education, the quality of which to a large extent determines the outcomes of second language education in any educational context.

The European Language Portfolio aims to foster the development of learner autonomy, intercultural awareness and plurilingualism. Teachers of particular languages working on their own can use the ELP to promote learner autonomy, but the goals of intercultural awareness and
plurilingualism invite us to use the ELP in all foreign language classes at all levels in the school. The guide introduces the language education policy that underpins the ELP, explores the key concepts that it embodies, and explains how to plan, implement and evaluate whole-school ELP projects. The ten case studies published on the project website illustrate various dimensions of ELP use and include practical suggestions and activities for teachers and learners.

In this report we used the European Survey on Language Competences (ESLC) in order to identify factors specific factors to language learning that affect secondary school students' proficiency according to the Common European Framework of Reference (CEFR). We considered variables related to the school in terms of system level policies, variables related to students' perception of the nature and quality of their lessons, the usefulness they attach to learning the target language and their exposure to it out of school. We used a multinomial regression model to compare students in the Pre-A1 level with the Basic User level (combination of CEFR levels A1 and A2), and the latter with the Independent User level (which includes levels B1 and B2). We ran the analysis for 13 adjudicated entities that participated in the ESLC and have English as their first foreign language. We found that there is wide variation across countries, but that it is worth considering the contribution of variables related to internal system-level policies and external learning conditions. Likewise, we verified that some variables related to classroom methodology and student motivation also contribute to explain achievement. Results indicate that, in general, students' perceived difficulty level of lessons, students' perception of the usefulness of language learning for entertainment and the frequency with which they watch movies in the original version explains achievement. In addition, in most countries, parents' knowledge of the foreign language has a positive effect in students' achievement. Among the most important school factors that impact students' attainment, we found that the earlier the onset of language learning the higher the attained language proficiency.

The overall design and strategies that create work systems within organizations must be evaluated and analyzed in order to ensure that all structures of a company are properly harmonized. Harmonizing all aspects of a company serves to optimize workflow and support all interactions between employees, machines, and software utilized by the company. Advanced Macroergonomics and Sociotechnical Approaches for Optimal Organizational Performance provides emerging research exploring the theoretical and practical aspects of system harmonization and applications within macroergonomics. Featuring coverage on a broad range of topics such as stress-related conditions, organizational culture, and worker health, this book is ideally designed for ergonomists, human resource professionals, manufacturing engineers, industrial engineers, industrial designers, researchers, industry practitioners, research scientists, and academics seeking current research on the optimization of workflow and work systems.

No other description available.
The specific—and varied—ways in which assessment and evaluation can impact learning and teaching have become an important language education research concern, particularly as educators are increasingly called on to implement these processes for improvement, accountability, or curricular development purposes. Useful Assessment and Evaluation in Language Education showcases contemporary research that explores innovative uses of assessment and evaluation in a variety of educational contexts. Divided into three parts, this volume first examines theoretical considerations and practical implementations of assessment conducted for the purpose of enhancing and developing language learning. Part 2 addresses novel assessment development and implementation projects, such as the formative use of task-based assessments, technology-mediated language performance assessment, validation of educational placement tests for immigrant learners, and the use of assessment to help identify neurolinguistic correlates of proficiency. The final section of the book highlights examples of argument-based approaches to assessment and evaluation validation, extending this critical framework to quality assurance efforts in new domains. Adding to research on traditional and conventional uses of testing and evaluation in language education, this volume captures innovative trends in assessment and evaluation practice that explicitly aim to better inform and enhance language teaching and learning.

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.

This book provides teachers with an entirely new approach to developing and using classroom-based language assessments. This approach is based on current theory and practice in the field of language assessment and on an understanding of the assessment needs of classroom teachers. The following key questions are addressed: • Why do I need to assess? What beneficial consequences do I want to help bring about? How can my assessments help my students learn better and help me improve my teaching? • When and how often do I need to assess? What decisions do I need to make to help bring about these beneficial consequences? • What do I need to assess? How can I define the abilities that I want to assess? • How can I assess my students? What kinds of assessment tasks should I create? How can I score my students’ responses to these tasks? The authors guide the reader step-by-step through the process of developing and using classroom-based assessments with clear explanations and definitions of key terms, illustrative examples, and activities for applying the approach in practice. Extra
resources are available on the website: www.oup.com/elt/teacher/lact Lyle Bachman is Professor Emeritus of Applied Linguistics at the University of California, Los Angeles. He serves as a consultant in language testing research projects and in developing language assessments for universities and government agencies around the world, and he conducts courses and training workshops in language assessment. Barbara Damböck was Director of Studies of the English Department at the Teacher Training Academy in Dillingen, Germany, from 2003 to 2011. From 2003 to 2017 she supervised the training of oral examiners for the certification examination for elementary school English teachers in Bavaria. She has extensive experience as a classroom teacher, teacher trainer, and teacher of teacher trainers. She conducts courses and workshops for teachers and teacher trainers around the world.

Language teaching programs have to respond to the need for distance education, with teachers working to transfer their material onto online platforms and/or learning management systems (LMS) even though their materials are not designed with distance learning in mind. COVID-19 has led to English language teaching programs extending their teaching online for the unforeseeable future and trying to adjust the material to deliver high-quality practice. The education emergency caused by the COVID-19 pandemic has revealed that the world needs an education system that favors flexibility and resilience to equip educators to face unpredictable emergencies that may arise. Transferring Language Learning and Teaching From Face-to-Face to Online Settings examines the phenomenon of emergency language education further and provides an avenue for language teachers and researchers to share their experience, thoughts, and suggestions about transferring their material and teaching approaches from face-to-face (f2f) to an online setting. The edited volume offers a platform for exploring how the field of language teaching is adapting to changes that have derived from the pandemic, with a strong focus on the challenges faced and ways to move forward. Covering topics such as digital pedagogy and teacher education, it is ideal for instructors, faculty trainers, instructional designers, administrators, policymakers, researchers, teachers, teacher educators, and students.

Meet the man who makes the mission of learning any language possible! The all-you-need guide to learning a language.

Addressing a wide range of issues in applied linguistics, sociolinguistics, and multilingualism, this volume focuses on language users, the ‘people.’ Making creative connections between existing scholarship in language policy and contemporary theory and research in other social sciences, authors from around the world offer new critical perspectives for analyzing language phenomena and language theories, suggesting new meeting points among language users and language policy makers, norms, and traditions in diverse cultural, geographical, and historical contexts. Identifying and expanding on previously neglected aspects of language studies, the book is inspired by the work of Elana Shohamy, whose critical view and innovative work on a broad spectrum of key topics in applied linguistics has influenced many scholars in the field to think “out of the box” and to reconsider some basic commonly held understandings, specifically with regard to the impact of language and
languaging on individual language users rather than on the masses.

The testing and assessment of language competence continues to be a much debated issue in foreign language teaching and research. This book is the first one to address the testing of four important dimensions of foreign language education which have been left largely unconsidered: learner autonomy, intercultural competence, literature and literary competence, and the integration of content and language learning. Each area is considered through a theoretical framework, followed by two empirical studies, raising questions of importance to all language teachers: How can one test literary competence? Can intercultural competence be measured? What about the integrated assessment of content-and-language in CLIL and teaching? Is progress in autonomous learning skill gaugeable? The book constitutes essential reading for anyone interested in the testing and assessment of seemingly largely untestable aspects of foreign language competence.

This book uncovers the challenges posed by globalization to Asian jurisdictions in English language teaching and teacher education.

Educating children and leading them towards the path of bilingualism is a valuable and challenging task for any educator. Effective language teaching can contribute to young learners’ cognitive growth, develop their problem-solving skills, enhance their comprehension abilities, and provide children with the satisfaction of succeeding in the challenge of learning a foreign language. All these issues must be taken under consideration when researching children and their teachers. The current literature indicates that further material is needed to provide professionals with different classroom situations and enhance the art of teaching children. Teaching Practices and Equitable Learning in Children's Language Education focuses on various perspectives of efficient practices, approaches, and ideas for professional development in the field of young language learners. The chapters in this book link the theoretical understanding and practical experience of teaching children languages by concentrating on teaching practices, material design, classroom management, reading, speaking, writing, and more. This book is designed for inservice and preservice teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students interested in the field of early language learning and applied linguistics at large.

Primary school teachers are increasingly faced with the task of assessing the literacy of pupils in a language other than a pupil's mother tongue. The handbook presents practical issues and principles associated with this assessment. The section on writing also contains a step-by-step guide for training teachers in the use of the material. Teachers will find tips on how to get pupils to write, how to assess their writing and how to give feedback. This is illustrated by pupils' texts and teachers' comments. In addition, the project website contains downloadable material for assessing writing. Samples of pupils' writing across a range of levels are provided exemplifying how to use the proposed material, with comments demonstrating how the assessment can be used as a basis for feedback to the pupils.
This book addresses the importance of bilingualism in legal education. Written by respected experts in the field, it presents reports on bilingual legal education in countries with such diverse cultures and histories as Belgium, Canada, China, the Czech Republic, Finland, France, Germany, Italy, Japan, Mexico, Romania, Singapore, Taiwan and the USA. The findings are also summarized in a General Report that was presented at the 20th IACL General Congress in Fukuoka, Japan.

The scope of the book is an integrated discussion of several aspects of the internationalisation process in secondary education in Europe. The European and International Orientation (EIO) in education is dealt with from different national angles and theoretical visions, supported by recently conducted empirical studies in several countries. The book describes national policies concerning EIO, the way in which schools implement these policies and the success and difficulties of the activities that they undertake. A connection is made with ideas of citizenship in a European perspective and the question comes up for discussion if there can be spoken of common European values. Important issues are explored like the tension between national identity and European communality as well as the risk of EIO in increasing the gap between lower and higher educated students. The mission of the book is provide not only background information to all who are interested in or involved in internationalisation of education, social integration and European citizenship, but to provide recommendations for future practice as well. A central focus in these recommendations is the ‘Common Framework for Europe Competence’ (CFEC), the first model that offers the possibility to structurally shape the knowledge and skills concerning the European and international developments in the school. Directions for future elaboration of this framework and its implementation in the teaching and learning process in schools are discussed.

The linguistic integration of migrants affects every aspect of settling in a new country (employment, health, etc.). The aim of this collection of texts is to propose a number of specific measures member states can take to help adult migrants become acquainted with the language of the host country. The main focus is on organising language courses that meet migrants’ real communication needs. It is not enough for authorities simply to consider the technical aspects of such courses, they should also design and conduct them in accordance with the fundamental values of the Council of Europe. A number of issues concerning the linguistic integration of adult migrants are presented here, beginning with the notion of linguistic integration itself. Family reunion, the nature of citizenship and the function of language tests, among others, are dealt with from the point of view of language and language use. Readers are invited to reflect on the type of language competences that need to be acquired as well as an appropriate use of the Common European Framework of Reference for Languages. The collection also sets out approaches and instruments designed to assist in implementing effective policies.

This edited volume seeks to highlight the effects of self-concept on L2 learning and teaching by considering a wide range of theories as well as their practical application. The book is divided into four sections and includes: chapters discussing various approaches related to self-
concept; empirical studies related to the selves of the learners; research from teachers’ perspectives on students’ self-concept; and L2 motivational intervention studies associated with the development of self-concept of language learners. The volume contains a collection of studies from around the world (Central Europe, Canada, Asia and Australia) which were carried out using a variety of research methods and have a range of foci including adult and young learners, public and private education, foreign and second language settings, and teacher and learner motivation.

This volume focuses on how far the policies, principles and practices of foreign language teaching and learning are, or can be, informed by theoretical considerations and empirical findings from the linguistic disciplines. Part I deals with the nature of foreign language learning in general, while Part II explores issues arising from linguistic, socio-political, cultural and cognitive perspectives. Part III and IV then consider the different factors that have to be taken into account in designing the foreign language subject and the various approaches to pedagogy that have been proposed. Part V finally addresses questions concerning assessment of learner proficiency and the evaluation of courses designed to promote it. Key features: provides a state-of-the-art description of different areas in the context of foreign language communication and learning presents a critical appraisal of the relevance of the field offers solutions to everyday language-related problems with contributions from renowned experts

This book, written for both teachers of English and advanced language students, presents research related to spoken discourse carried out by three linguists from the Università Cattolica del Sacro Cuore. The book opens with an article by James Rock on the Common European Framework of Reference and its relevance to the concept of communicative competence and the practice of learning spoken English within the university context. In his second article, Rock presents an overview of studies on phraseology in the non-native speaker setting, and shows that initial interest in phraseology in the field of language acquisition highlighted the fact that native-like fluency does not stem so much from knowledge of grammatical rules as from features of idiomaticity. In the third paper in the collection, Caterina Pavesi examines learner English written on the computer and seeks to ascertain the status of this English on the written-spoken continuum. Learner English has been the object of a great deal of scholarly attention in recent decades, but it has not yet been studied in any great depth in its computer-mediated form. The fourth article in the book examines the language of films, traditionally considered to be an artificial form of language, not representative of speech, and thus of little value in the study of spoken discourse. In direct contrast with this view, Pierfranca Forchini shows that empirical research on American movies transcribed by her actually proves that the language of movies is extremely similar to conversation along several parameters. Adopting Biber’s analytical method, Multi-Dimensional Analysis, which attaches a score to features of language and measures the occurrence of these features, grouping them into dimensions which can describe different types of discourse, Forchini shows that movie language is surprisingly similar to conversational discourse on four out of five dimensions, thus overturning the
long-held view of the status of this type of language, and providing scientific justification for using movies to teach features of spoken discourse. The research was presented at the Università Cattolica del Sacro Cuore in Brescia in October 2013 under the auspices of and with the support of the Centro Linguistico dell'Università Cattolica (CLUC).

This volume focuses on a variety of aspects of foreign language learning and teaching. From a theoretical perspective, it explores the multidimensional character of language classes and delineates ways of developing students' knowledge and skills, according to current educational conceptions and postulates. The book is divided into four parts, dealing with such notions as foreign language teaching and learning, ICT in foreign language didactics, intercultural components of language education, and CLIL in the contemporary language class. It will be useful to individuals who find the issue of foreign language teaching and learning, and its cross-curricular character, interesting.

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