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'This volume addresses a very timely and important topic, and provides both broad and in-depth coverage of a number of large-scale English tests in China, including Hong Kong and Taiwan, and about the Chinese learner.' – Lyle F. Bachman, From the Foreword Building on current theoretical and practical frameworks for English language assessment and testing, this book presents a comprehensive, up-to-date, relevant picture of English language assessment for students in China (Mainland China, Hong Kong and Taiwan) and for Chinese learners of English around the world. Written by well-recognized international scholars in language testing, it covers: the history of tests and testing systems, issues and challenges, and current research in China both test-designers' and test-users' points of view on test development and test validation within a range of political, economical, social, and financial contexts in China theoretical/conceptual perspectives on the use of the English language assessment at different levels, including societal, university, and schools empirical research related specifically to test development, curricular innovation, and test validation Given the long history of objective testing and its extensive use in Chinese society, and considering the sheer number of students taking various tests in English in China and elsewhere, an understanding of the impact of English language testing is essential for anyone involved in testing and assessment issues in China and elsewhere in the world. This is a must-read volume for testing and assessment policy makers, curriculum designers, researchers, ESL/EFL materials writers, graduate students, and English language teachers/researchers at all levels.

Despite prodigious developments in the field of language assessment in the Middle East and the Pacific Rim, research and practice in these areas have been underrepresented in mainstream literature. This volume takes a fresh look at language assessment in these regions, and provides a unique overview of contemporary language assessment research. In compiling this book, the editors have tapped into the knowledge of language and educational assessment experts whose diversity of perspectives and experience has enriched the focus and scope of language and educational assessment in general, and the present volume in particular. The six 'trends' addressed in the 26 chapters that comprise this title consider such contemporary topics as data mining, in-class assessment, and washback. The contributors explore new approaches and techniques in language assessment including advances resulting from multidisciplinary collaboration with researchers in computer science, genetics, and neuroscience. The current trends and promising new directions identified in this volume and the research reported here suggest that researchers across the Middle East and the Pacific Rim are playing—and will continue to play—an important role in advancing the quality, utility, and fairness of language testing and assessment practices.

Der Übergang von der Schule zur Hochschule ist trotz der in den letzten Jahren veränderten schulischen und hochschulischen Bedingungen - hier die KMK-Beschlüsse zur Umgestaltung der gymnasialen Oberstufe, dort das Bachelor-Master-System - immer noch ein Engpass des Bildungssystems. Spezifische Traditionen, Rationalitäten und Praktiken des Lehrens und Lernens verursachen jeweils außerordentliche Orientierungs- und Entscheidungsprobleme, hohe Abbrecherquoten, eine große Zahl von Studienfachwechseln und überlange Studienzeiten. Vor diesem Hintergrund richten die Autorinnen und Autoren dieses Bandes die Aufmerksamkeit auf den Übergang Schule - Hochschule, da

dort ein strategisch relevantes Forschungs- und Gestaltungsfeld "zwischen den Institutionen" liegt. Sie analysieren und diskutieren, wie sich institutionelle und strukturelle Lernbedingungen, sozioökonomische und bildungskulturelle Lebensbedingungen sowie individuelle Ressourcen und Persönlichkeitsmerkmale auf die Entscheidungs- und Entwicklungsprozesse junger Erwachsener in der Sekundarstufe II, in der Übergangsphase und in der Studieneingangsphase auswirken.

This volume represents the first attempt in the field of language pedagogy to apply a systems approach to issues in English language education. In the literature of language education, or more specifically, second or foreign language learning and teaching, each topic or issue has often been dealt with independently, and been treated as an isolated item. Taking grammar instruction as an example, grammatical items are often taught in a sequential, step-by-step manner; there has been no "road map" in which the interrelations between the various items are demonstrated. This may be one factor that makes it more difficult for students to learn the language organically. The topics covered in this volume, including language acquisition, pedagogical grammar, and teacher collaboration, are viewed from a holistic perspective. In other words, language pedagogy is approached as a dynamic system of interrelations. In this way, "emergent properties" are expected to manifest. This book is recommended for anyone involved in language pedagogy, including researchers, teachers, and teacher trainers, as well as learners.

As a result of current global and international forces, teaching English for academic purposes (EAP) is going through the most dynamic period in its rather short history. The internationalization of higher education, English further solidifying its role as the lingua franca every single day, and the increasing number of higher education institutions around the globe opting for instruction in the medium of English (EMI) are all contributing forces behind this book. The text disentangles the conflicting views and beliefs regarding the standards, provision and practices of EAP. Across its chapters, it closely looks at the world of EAP through the lenses of academic practice, learners, curriculum development, program implementation, and teaching and assessment practices. This book will guide all stakeholders of EAP settings to better understand ways in which research and teaching interact, and inform each other from a number of vital and relevant perspectives.

Assessing Academic English for Higher Education Admissions is a state-of-the-art overview of advances in theories and practices relevant to the assessment of academic English skills for higher education admissions purposes. The volume includes a brief introduction followed by four main chapters focusing on critical developments in theories and practices for assessing reading, listening, writing, and speaking, of which the latter two also address the assessment of integrated skills such as reading-writing, listening-speaking, and reading-listening-speaking. Each chapter reviews new task types, scoring approaches, and scoring technologies and their implications in light of the increasing use of technology in academic communication and the growing use of English as a lingua franca worldwide. The volume concludes with recommendations about critical areas of research and development that will help move the field forward. Assessing Academic English for Higher Education Admissions is an ideal resource for researchers and graduate students in language testing and assessment worldwide.

Reliability -- Validity -- Availability -- Sample Studies -- Critique -- References -- Scale -- Profile 2 Active - Empathic Listening Scale (AELS): (Drollinger, Comer, & Warrington, 2006 -- also Bodie, 2011) -- Construct -- Instrument Type -- Description -- Administration -- Scoring -- Development -- Reliability -- Validity -- Availability -- Sample Studies -- Critique -- References -- Scale -- Profile 3 Active Listening Attitude Scale (ALAS) -- Construct -- Instrument Type -- Description -- Administration -- Scoring -- Development -- Reliability -- Validity -- Availability -- Sample Studies -- Critique -- References -- Further Reading -- Scale -- Profile 4 Active Listening Observation Scale (ALOS) -- Construct -- Instrument Type -- Description -- Administration -- Scoring -- Development -- Reliability -- Validity -- Availability -- Sample Studies -- Critique --

References -- Scale -- Profile 5 Affectionate Communication Scale (TAS) (Trait-Given & Trait-Received): (Floyd, 2002) -- Construct -- Instrument Type -- Description -- Administration -- Scoring -- Development -- Reliability -- Validity -- Availability -- Sample Studies -- Critique -- References -- Scale -- Profile 6 Affectionate Communication Index (ACI) -- Construct -- Instrument Type -- Description -- Administration -- Scoring -- Development -- Reliability -- Validity -- Availability -- Sample Studies -- Critique -- References -- Scale -- Profile 7 Attributional Complexity Scale (ACS) -- Construct -- Instrument Type -- Description -- Administration -- Scoring -- Development -- Reliability -- Validity -- Availability -- Sample Studies -- Critique -- References -- Scale -- Profile 8 Audio Message Complexity: Audio Content Change (Acc) and Audio Information Introduced (Aii): (Lang, Gao, Potter, Lee, Park, & Bailey, 2015) -- Construct

An updated guide to the all new Graduate Record Examination offers an online study program, progress reports, quizzes, and a practice test with complete explanations of the questions; provides time-tested tips for effectively completing both the paper-based and the computer tests; and features an additional four full-length practice tests on CD-ROM. Original.

"Why is it important to learn about higher education in international contexts? Why learn about curriculum, teaching, and learning at Dubai Women's College of the Higher Colleges of Technology? Global education systems have remarkable contributions to make to understandings of 21st century curriculum, teaching, and learning. Adult educators across the globe are exploring how to make learning meaningful in a world that is experiencing change, global migration, rapid development, cross-cultural communication demands, and systems with mandates for accountability and international standardized measures of quality. Dubai is an Emirate in the United Arab Emirates that has experienced these issues, which have had a profound impact on higher education for Emirati women. The international educators who contributed to this book reveal how they designed and implemented a curriculum that represented a complex balancing act replete with recognition of local, global, religious, cultural, and societal implications. There is no other book like The Balancing Act: International Higher Education in the 21st Century. It reveals the nature of a highly devoted team of international educators who designed a contextually and globally relevant transdisciplinary, 21st century curriculum. "Dr. Mary Gene Saudelli has tremendous knowledge and experience with delivering world class education in the Middle East. She has a deep commitment to progressive education and an understanding of global mindedness. It is wonderful that she shares her research on a wide range of topics in educational curriculum and global issues. In The Balancing Act: International Higher Education in the 21st Century, Dr. Saudelli opens the dialogue of reciprocity in learning from higher education in diverse contexts. This book honours Emirati women's backgrounds and differences, yet cherishes the uniqueness of the international educators involved in this study." – Kim Critchley, Dean and CEO, University of Calgary in Qatar"

English Language Assessment and the Chinese LearnerRoutledge

The creators of the #1 NCLEX-RN exam preparation course bring you Kaplan NCLEX-RN Exam, 2007 Edition with CD-ROM a focused, strategic guide that offers the most effective methods for preparing for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). As the only strategy guide on the market for the challenging NCLEX-RN exam, this popular book features: Two practice tests; Detailed answer explanations; In- depth analysis of NCLEX question types; A computer-based practice test on CD-ROM, plus a detailed performance analysis; Online question bank

This book highlights the latest in educational technology. Here are ideas that are not only intellectually intriguing but also practical and practice-building, inspiring educators to move beyond traditional teaching roles toward learning design.

Using corpus-based analyses, the book challenges widely held beliefs about grammatical complexity, academic writing, and linguistic change in written English.

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.

Gives an up-to-date overview of the research into English for Academic Purposes and discusses key concepts.

The Journal of International Students (JIS), an academic, interdisciplinary, and peer-reviewed publication (Print ISSN 2162-3104 & Online ISSN 2166-3750), publishes narrative, theoretical, and empirically-based research articles, student and faculty reflections, study abroad experiences, and book reviews relevant to international students and their cross-cultural experiences and understanding in international education.

"This book investigates how those involved in education can respond to the opportunities offered by the Web 2.0 technology"--Provided by publisher.

Kaplan's international reputation for excellence makes Kaplan TOEFL iBT with CD-ROM, 2007-2008 Edition the top choice for international students who wish to study in the U.S. The challenging, Internet-based version of the TOEFL Exam (Test of English as a Foreign Language) is thoroughly reviewed in Kaplan TOEFL iBT with CD-ROM, 2007-2008 Edition. This fully updated edition features: * 4 full-length practice tests * Detailed answer explanations * Extensive practice and review for every section of the test: Reading, Writing, Listening, and Speaking * Proven score-raising strategies Kaplan's international reputation for excellence makes Kaplan TOEFL iBT with CD-ROM, 2007-2008 Edition the top choice for international students who wish to study in the U.S. The challenging, Internet-based version of the TOEFL Exam (Test of English as a Foreign Language) is thoroughly reviewed in Kaplan TOEFL iBT with CD-ROM, 2007-2008 Edition. This fully updated edition features: * 4 full-length practice tests * Detailed answer explanations * Extensive practice and review for every section of the test: Reading, Writing, Listening, and Speaking * Proven score-raising strategies

In recent years, corpora have found their way into language instruction, albeit often indirectly, through their role in syllabus and course design and in the production of teaching materials and other resources. An alternative and more innovative use is for teachers and students alike to explore corpus data directly as part of the learning process. This volume addresses this latter application of corpora by providing research

insights firmly based in the classroom context and reporting on several state-of-the-art projects around the world where learners have direct access to corpus resources and tools and utilize them to improve their control of the language systems and skills or their professional expertise as translators. Its aim is to present recent advances in data-driven learning, addressing issues involving different types of corpora, for different learner profiles, in different ways for different purposes, and using a variety of different research methodologies and perspectives. The Routledge Handbook of Corpus Linguistics provides a timely overview of a dynamic and rapidly growing area with a widely applied methodology. Through the electronic analysis of large bodies of text, corpus linguistics demonstrates and supports linguistic statements and assumptions. In recent years it has seen an ever-widening application in a variety of fields: computational linguistics, discourse analysis, forensic linguistics, pragmatics and translation studies. Bringing together experts in the key areas of development and change, the handbook is structured around six themes which take the reader through building and designing a corpus to using a corpus to study literature and translation. A comprehensive introduction covers the historical development of the field and its growing influence and application in other areas. Structured around five headings for ease of reference, each contribution includes further reading sections with three to five key texts highlighted and annotated to facilitate further exploration of the topics. The Routledge Handbook of Corpus Linguistics is the ideal resource for advanced undergraduates and postgraduates.

This book focuses on strategies and procedures for assessing the academic language ability of students entering an English-medium university, so that those with significant needs can have access to opportunities to enhance their language skills.

The TOEFL (Test of English as a Foreign Language) is now being offered as an internet-based test, or iBT, and the new edition of Barron's TOEFL manual and accompanying software have been completely revised and updated to reflect the new format. The manual presents seven full-length model TOEFL iBT tests with explanations or examples for all questions, including sample essays and speaking responses. The author also offers general orientation to the new TOEFL iBT, as well as a review of academic skills, which include note taking, paraphrasing, summarizing, and synthesizing. There is also a review of language skills—listening, speaking, reading, and writing. The optional CD-ROM presents seven on-screen TOEFL iBT exams that simulate actual test conditions and provide automatic scoring.

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.

Di tengah kegalauan dalam proses belajar dan mengajar pada bidang pariwisata dan perhotelan, akhirnya tercetus keinginan untuk membuat buku yang dianggap dapat membantu para mahasiswa khususnya mahasiswa Jurusan Perhotelan, serta para dosen pariwisata dan perhotelan agar dapat menjadi acuan untuk proses mengajar di kelas. Buku English for Food & Beverage Services ini memberikan pemahaman yang praktis dan konsep dasar yang selalu dipakai, dihadapi oleh pelaku pariwisata dan perhotelan ketika menggunakan bahasa Inggris. Setelah membaca buku ini, diharapkan mahasiswa dapat mempergunakan bahasa Inggrisdengan baik dan benar.

-Complete test information and essential test-taking strategies-Concrete advice about reading and handling the most difficult physical science, biological science, and verbal reasoning passages.-High-level, challenging practice sets -- ""the toughest questions"" -- for each section of the MCAT-Writing sample advice, benchmark essay examples, and scoring guidelines

Includes subject review, practice quizzes, test-taking strategies, and two full-length sample tests with explanatory

answers.

"Mastering the "New" TOEFL iBT 2020 - Speaking" is written in easy to understand American English so that ELL students with both intermediate and advanced skills can easily raise their TOEFL iBT score to over 100 points. The TOEFL iBT may be much easier than you think, and this guide helps you to make it easy! Did you know that you may speak English perfectly but, if you don't follow the ETS RUBRIC (rules), you will get a low score on your TOEFL Speaking Section? In this guide book, you will become familiar with the topics and their structure, learn how to take specific notes that you need to respond, and how to structure your responses to earn a score of 30 on the Speaking Section. This way, you don't have to understand everything being said. Once you know what notes to take and how to structure your responses according to the RUBRIC, you will be able to respond correctly and earn a high score. This guide also has a chapter that explains how to UNDERSTAND THE CORE MEANING OF SENTENCESand INCLUDES AN ENGLISH GRAMMAR SECTION!! In short, the "Mastering the "New" TOEFL iBT 2020 - Speaking Section" guide teaches all the little things that you need to know to answer questions quickly and accurately using the structures and rules the test is created with. "Mastering the NEW TOEFL iBT 2020 - Speaking Section" was designed to be used as a companion to "The Official Guide to the TOEFL Test With CD-ROM, 5th Edition" by ETS and/or "Official TOEFL iBT Tests" with Audio by ETS (Also available on Amazon.com) * TOEFL and TOEFL iBT are registered trademarks of ETS (Educational Testing Service) by whom we are neither affiliated nor endorsed.

Introducing English for Academic Purposes is an accessible and engaging textbook which presents a wide-ranging introduction to the field, covering the global and institutional position of EAP as well as its manifestations in classrooms and research contexts around the world. Each chapter provides: a critical overview introducing readers to theory- and research-informed perspectives; profiles of practice to guide readers in putting theory to use in real world contexts; tasks, reflection exercises and a glossary to help readers consolidate their understanding; an annotated further reading section with links to online resources to enable readers to extend their knowledge. Covering both theoretical and practical issues, Introducing English for Academic Purposes is essential reading for studentsof applied linguistics, and pre-service and in-service teachers of EAP.

With a focus on intercultural communication between Japanese and Americans, this book describes how differing listening styles and conversational behaviours across cultures can negatively influence intercultural communication. Responding to the many calls for studies examining the teachability of listener responses in the language classroom, the author investigates whether listener responses would be a suitable target for instruction in the EFL/ESL classroom, and, if so, what instructional methods are best suited to teaching this elusive aspect of pragmatic competence. By addressing

these issues, this book provides exciting and novel insights into various aspects of applied linguistics. By supplementing language data and questionnaires with retrospective and longitudinal research techniques, the author is able to present a much richer description and deeper understanding of how and why participants used listener responses in the manner they did. With the findings supporting an explicit approach to teaching listener responses, this book provides language practitioners with a direction in which to move forward. Beyond this practical application, this study sheds new light into such theoretical debates as the role of consciousness in language teaching (the Explicit vs. Implicit debate), the universality of Grice's theory of conversation and the potentially differing conceptualisations of politeness across cultures.

The Routledge Introductions to Applied Linguistics series takes an innovative 'practice to theory' approach, with a 'back-to-front' structure. This leads the reader from real-world problems and issues, through a discussion of intervention and how to engage with these concerns, before finally relating these practical issues to theoretical foundations. Exploring Language Assessment and Testing offers a straightforward and accessible introduction that starts from real-world experiences and uses practical examples to introduce the reader to the academic field of language assessment and testing. Extensively updated, with additional features such as reader tasks (with extensive commentaries from the author), a glossary of key terms and an annotated further reading section, this second edition provides coverage of recent theoretical and technological developments and explores specific purposes for assessment. Including concrete models and examples to guide readers into the relevant literature, this book also offers practical guidance for educators and researchers on designing, developing and using assessments. Providing an inclusive and impartial survey of both classroom-based assessment by teachers and larger-scale testing, this is an indispensable introduction for postgraduate and advanced undergraduate students studying Language Education, Applied Linguistics and Language Assessment.

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.

This practical guide provides 36 hands-on strategies for helping ELLs learn the necessary skills to decipher academic language in reading, writing, listening, and speaking.

This book uses an in-depth, phenomenological interview approach to explain the generational characteristics of today's Chinese university youths and the critical dispositions they believe indispensable in acquiring English as an academic language in and outside school settings. By presenting the authentic voices of the recruited participants, the book clarifies how English for academic purposes (EAP), as an emerging global phenomenon and a research-informed practice, enables and empowers them

for conscious self-transformation and critical awareness development through language study. The book also explores issues arising in the fields of general English language teaching as well as traditional and critical EAP, and discusses university English language learners' learning needs and rights. The book further promotes a dynamic and transformative University EAP pedagogy of particularity, practicality, and possibility moving from the oppression of language education to its liberation, and the increasing critical consciousness among the present and future university youths in a time of great social changes.

Designed for pre-service and novice teachers in ELT, What English Language Teachers Need to Know Volumes I, II, and III are companion textbooks organized around the key question: What do teachers need to know and be able to do in order to help their students to learn English? Thoroughly revised and updated, the second edition of Volume III explores the contexts for ELT curricula; explains key processes in curriculum design; and sets out approaches to curricula that are linguistic-based, content-based, learner centered, and learning centered. Organized around the three pillars of teaching—planning, instructing, and assessing—chapters in the second edition are updated to include current research and theory to meet the needs of today's teachers, and feature new or revised vignettes and activities. New chapters help teachers understand both the technological and multilingual approaches that learners need to succeed today. The comprehensive texts of this series are suitable resources for teachers across different contexts—where English is the dominant language, an official language, or a foreign language; for different levels—elementary/primary, secondary, university, or adult education; and for different learning purposes—general English, workplace English, English for academic purposes, or English for specific purposes.

Features include: *Full-length practice test with detailed answer explanations *Diagnostic test *More practice plus test updates online *Complete content review *Effective strategies for the PCAT *The latest information about recent changes to the PCAT (some changes introduced in October 2004; others to be introduced in October 2005)

English Language Proficiency Assessments for Young Learners provides both theoretical and empirical information about assessing the English language proficiency of young learners. Using large-scale standardized English language proficiency assessments developed for international or U.S. contexts as concrete examples, this volume illustrates rigorous processes of developing and validating assessments with considerations of young learners' unique characteristics. In this volume, young learners are defined as school-age children from approximately 5 to 13 years old, learning English as a foreign language (EFL) or a second language (ESL). This volume also discusses innovative ways to assess young learners' English language abilities based on empirical studies, with each chapter offering stimulating ideas for future research and development work to improve English language assessment practices with young learners. English Language Proficiency Assessments for Young Learners is a useful resource for students, test developers, educators, and researchers in the area of language testing and assessment.

This book examines the links between globalisation and the way we teach and learn languages.

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

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