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this book includes studies that employ a variety of research techniques from diverse fields targeting a better understanding of the second language l2 foreign language fl acquisition process including issues of heritage language hl learning specifically the chapters discuss matters such as speech perception and production patterns in a second foreign language factors that facilitate second language acquisition acquisition of heritage languages teaching of a second foreign language and acquisition of second foreign language grammatical and other structures among others the investigation of l2 fl and hls is of paramount importance for updating the existing theories in the field and

maximizing learning outcomes for the sake of effective communication cultivation of intercultural understanding career advancement and personal development the book is of interest to a wide range of disciplinary audiences including linguists psychologists educators and social scientists

the book makes a comprehensive coverage of cross cultural aspects of language assessment evaluating language tests naturalization and secondary school exit examinations and european language portfolios from quantitative and qualitative perspectives detailed discussion of computer assisted language testing with such aspects as language corpora mobile apps computer adaptive tests and learning management systems is framed in the cultural context the researcher evaluates opportunities of generative artificial intelligence in designing and adapting culturally sensitive tests examining culturally sensitive training of language assessment literacy of language teachers in technology rich contexts the book ends with guidelines and recommendations for language test designers and teachers

reflective language teaching practical applications for tesol teachers is an extensively revised and updated second edition of the popular and accessible text reflective language teaching from research to practice originally published in 2008 this fully up to date second edition includes an expanded preface updated case studies and new cases throughout that deal with new developments in language teaching and reflective practice fully updated citations three brand new chapters on online reflective practice and teaching young learners and a new final chapter on developing a culture of reflection as in the first edition this book outlines strategies for professional development through reflective practice in the language classroom accessible and comprehensive the book presupposes no prior knowledge of linguistics or language teaching and each chapter includes reflective discussion questions to help the reader apply the strategies and procedures discussed

the author offers an overview of the interpreting studies literature on curriculum and assessment a discussion of curriculum definitions foundations and guidelines suggests a framework based upon scientific and humanistic approaches curriculum as process and as interaction language testing concepts are introduced and related to interpreting by exploring means of integrating valid and reliable assessment into the curriculum the author breaks new ground in this under researched area case studies of degree examinations provide sample data on pass fail rates test criteria and text selection a curriculum model is outlined as a practical example of synthesis flexibility and streamlining this volume will appeal to interpretation and translation instructors program administrators and language industry professionals seeking a discussion of the theoretical and practical aspects of curriculum and assessment theory this book also presents a new area of application for curriculum and language testing specialists

integrated skills syllabus and a clear grammar focus everyday english in every unit music of english feature for stress and intonation spoken

english for informal phrases in speech 12 units tapescripts grammar reference extra material and phonetic symbols

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