Language Test Construction And Evaluation Cambridge Language Teaching Library

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language learning and library learning in a university setting are closely related endeavors that intersect at various times and locations and with various teachers and learners this book is an examination of how these intersections are experienced by language learners its aim is to explore the two types of learning to help sustain and develop the learning in both areas the intersection of library learning and second language learning theory and practice is aimed

at practitioners both librarians and language instructors and describes everyday scenarios which will resonate with academic librarians and language instructors it presents practical experiences and accompanies them with a consideration of the literature of both librarianship and language education it reviews and evaluates professional practices employed by working librarians and language instructors in their dealings with international students considerations of the intersections between language learning and library learning are placed within a theoretical framework of learner autonomy this framework offers librarians and language instructors methods and practices that enable students to take control of their learning in the areas of both language learning and library learning a concluding chapter offers ways to connect the framework of learner autonomy to settings outside that of a university context

this book introduces a new field of educational research called teacher learning as it applies to the teaching of languages up until recently the study of second language teacher education has focused mainly on the knowledge base and specific skills needed for effective teaching this book invites us to look at teacher education from a fresh point of view through an exploration of the thinking and learning processes of individuals as they learn to teach seventeen original articles based on studies done in north america europe asia and australia provide examples of pioneering research into the ways that individuals learn to teach languages and the roles that previous experience social context and professional training play in the process the collection thus helps establish a research base for this newly developing field

this book engages with current issues in developing materials for language teaching

this sequel to materials development in language teaching suggests that the informed and reflective practitioner is the ideal agent for mediating between the practice and theory of language teaching the contributors are teachers materials developers applied linguists teacher trainers and publishers sharing four things in common experience as teachers of a second or foreign language contribution to the development of second language materials knowledge of developments in linguistic and psycholinguistic theory and respect for the teacher as the person with the power to decide what actually happens in the classroom the text is a course book for materials development courses a resource book for teachers working on materials development a follow up book for workshops on the subject and a stimulus book for in service practitioners

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