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with an estimated 1.6 million English as an additional language (EAL) learners in the UK and over 5 million in the USA, EAL research is urgently needed to inform practice. This edited volume investigates the multifaceted elements that shape EAL pedagogy and research in a variety of settings and research areas including linguistic ability influences on subject-specific skills, integrating learners' home languages into classroom environments and the importance of supporting EAL teachers in the classroom. In doing so, the contributors provide an international perspective on the emerging field of EAL research. The research-based chapters detail fundamental concerns related to EAL learner education. The text is composed of five parts: Part I explores the question of what is EAL and how a definition can shape policy construction; Part II examines the challenges EAL learners face in the classroom, including the use of first languages and the relative impact learner language proficiency has on subject-specific classes; Part III discusses the challenges involved with preparing learners to study in an EAL environment; Part IV investigates concerns relating to supporting EAL teachers in the classroom; and Part V brings together the insights from the previous chapters and provides a road map for future research in the field. The volume draws on researcher expertise from a variety of universities and institutions worldwide. It explores diverse language backgrounds in multilingual contexts, covers empirical studies with pedagogical policy and further research implications. The volume represents a single resource invaluable for EAL teachers, trainers, and trainees, as well as researchers in education, language learning, and teaching bilingualism and multilingualism and second language acquisition.

Classroom tests are an everyday feature of second and foreign language classrooms worldwide. Teachers spend a lot of time and energy making and using tests, and learners spend a lot of time and energy taking them. Nonetheless, such assessments are under-studied as they are considered routine. This volume illuminates this little-researched area, featuring fifteen classroom language tests made and used by Chinese, English, French, German, Italian, Japanese, Russian, and Spanish teachers. The book includes parallel teacher commentary and testing content chapters that transparently probe the teachers' processes of making and using their tests, rather than view teachers' tests as poor shadows of what professional test writers do. This work identifies the reasoning behind teachers' tests. In addition, focused testing content chapters take examples directly from the actual tests and the accompanying teacher commentary. This book is an accessible applied resource for second and foreign language teachers, language program administrators working with teachers, students in teacher preparation and enrichment programs, and scholars in language teaching, learning, and testing.

While technology advances at a high pace in the age of machine learning, there is a lack of clear intent and framing of acceptable ethical

standards this book brings together the complex topic of good technology in a cross functional way alternating between theory and practice the authors address the ever expanding discussion on artificial intelligence ai and ethics by providing an orientation pragmatic and recent issues are especially taken into account such as the collateral effects of the covid19 pandemic an up to date overview of digitization already a very broad field in itself is presented along with an analysis of the approaches of ai from an ethical perspective furthermore concrete approaches to consider appropriate ethical principles in ai based solutions are offered the book will be appealing to academics from humanities or business or technical disciplines as well as practitioners who are looking for an introduction to the topic and an orientation with concrete questions and assistance

this book traces and summarizes theoretical insights and empirical findings on the topic of whether or not anxiety for language learning could be a causal variable for individual differences in language learning the author brings together three decades of research to show that first language l1 skills and second language l2 aptitude are confounding variables in studies of language anxiety and that learners levels of anxiety for l2 learning are strongly related to their levels of language achievement these findings have suggested that language anxiety instruments reflect students accurate self perceptions of their language skills and their levels of l1 achievement and l2 aptitude the research presented in this book holds the potential to change the ways in which l2 educators and researchers think about language anxiety how language anxiety is assessed how investigations into language anxiety are conducted and how l2 teachers respond to anxiety in the classroom

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