This volume documents international, national, and small-scale testing and assessment projects of English language education for young learners, across a range of educational contexts. It covers three main areas: age-appropriate ‘can do statements’ and task types for teaching and testing learners between the ages of 6 to 13; innovative approaches to self-assessment, diagnostic testing, self-perception, and computer-based testing; and findings on how young learners perform on vocabulary, listening, speaking, pronunciation, and reading comprehension tests in European and Asian contexts. Early language learning has become a major trend in English language education around the globe. As a result of the spread of teaching English to a growing number of young children, assessment of and for learning have emerged as key issues. In line with this development, there is a clear and emerging need to make early language programs accountable and to assess both the progress children make over time and to quantify their achievement at various stages of development. This volume informs stakeholders about the realistic goals of early language learning, their efficiency, and how much progress children make over time.

An interesting contribution to the discussed task of adopting an effective methodology in the teaching of English as a foreign language. Aspects such as the application of a cognitive theory, the usage of electronic mail in the classroom, the making of informative glossaries—take that question again and new proposals are actualised.

This volume contains a selection of the papers, seminars and workshops presented in the First International Conference on English Language Teaching and Learning (ICELTL1), held at the University of Santiago, Spain, in September 2008, as well as a number of valuable original contributions by other specialists who were involved in the conference. It aims to represent the views of teachers, scholars, researchers, teacher trainers and curriculum developers from all over the world, from the USA and Japan to Europe. It is addressed to ELT teachers, researchers and professionals who want to reflect upon and develop their knowledge and practice of current issues in English language teaching and learning. Current problems in many of the areas of ELT are given different solutions depending on the context in which respective contributors conduct their work. It is precisely this international perspective that makes this volume unique and illustrative of different realities with a similar objective in mind: the implementation and improvement of English language teaching. The various contributions have been organised in four main sections that correspond to the major focal topics of the conference: teacher training and
development, classroom management and practice, new technologies and language teaching, and research on learner language.

As the English language has spread around the globe and the English teaching industry has expanded, so interest in the theory behind the methods of teaching and curiosity regarding innovative classroom techniques have also grown. Recently, advances in technology have had a major impact on the way teachers at all levels work, as has the greater interest in the learner as an individual. This book provides detailed insight into both of these forces. Contemporary English Language Teaching and Research will appeal both to researchers in the field, since it contains a number of new and exciting studies, as well as reflections on the research process itself, and to language teachers, both those practising and those in training, who wish to keep abreast of the latest developments in teaching techniques and understanding of learners. The book provides a snapshot of today’s research environment in the field of teaching and learning English as a foreign language. It brings together work from established academics and young researchers, with a wide variety of classroom teaching experience, and an equally wide range of perspectives and priorities.

The Routledge Handbook of English Language Teacher Education provides an accessible, authoritative, comprehensive and up-to-date resource of English language teacher education. With an overview of historical issues, theoretical frameworks and current debates, this handbook provides unique insights into a range of teacher education contexts, focusing on key issues relating to teacher and learner priorities, language and communication, current practices, reflective practice, and research. Key features include: a cross-section of current theories, practices and issues, providing readers with a resource which can be used in a variety of contexts; the use of data, transcripts and tasks to highlight and illustrate a range of practices, including examples of 'best practice'; 'snapshots' of ELTE from a number of contexts taken from all around the world; and examples of current technological advances, contemporary thinking on reflective practice, and insights gained from recent research. This wide-ranging and international collection of chapters has been written by leading experts in the field. The Routledge Handbook of English Language Teacher Education is sure to be core reading for students, researchers and educators in applied linguistics, TESOL and language education.

This text goes back to basics by investigating fundamental assumptions about the way English should be defined and taught as a foreign language. It looks at different attitudes to English teaching, and critically examines proposals for course content.

Content Knowledge in English Language Teacher Education provides original professional experiences and research accounts of teaching language in the specific context of English language teacher education programmes in diverse international settings, with contributions from Argentina, Australia, Chile, China, Ecuador, Japan, Mexico, the USA and Turkey. The volume focuses on how teacher educators plan and deliver modules which help future teachers understand English as a system and develop English language proficiency. The contributors describe and analyse their professional practices in designing, delivering and evaluating modules or courses on understanding the English language as a system, i.e. content knowledge, exploring the teaching of elements such as phonetics, phonology, grammar, pragmatics, philology, and discourse analysis. In addition, they draw on their vast professional experience to explore how to successfully develop competence and language skills in English so that teachers can become models and proficient users of the language for their students. The contributions range from more historical and functionally linguistic focused chapters to more sociocultural explorations of teaching English to future teachers including interculturality, multilingualism, World Englishes, critical thinking skills, academic writing, and literacy through literature. The accounts shed light on the diverse practices of educators from many different countries, contexts, and cultural and linguistic backgrounds, drawing links between policy and practice, to locate much of English language teacher education and curriculum development outside the so-called 'inner circle' of native English-language speaking contexts, practitioners, and researchers.

The field of special education constantly changes as a result of legislation, instructional formats and research investigations. Addressing the issues and trends in Special Education, this title covers identification, assessment and instruction. It also covers research, technology, and teacher preparation.

The Routledge Handbook of English Language Studies provides a comprehensive overview of English Language Studies. The book takes a three-
pronged approach to examine what constitutes the phenomenon of the English language; why and in what contexts it is an important subject to study; and what the chief methodologies are that are used to study it. In 30 chapters written by leading scholars from around the world, this Handbook covers and critically examines: English Language Studies as a discipline that is changing and evolving in response to local and global pressures; definitions of English, including world Englishes, contact Englishes, and historical and colonial perspectives; the relevance of English in areas such as teaching, politics and the media; analysis of English situated in wider linguistics contexts, including psycholinguistics, sociolinguistics and linguistic ethnography. The Routledge Handbook of English Language Studies is essential reading for researchers and students working in fields related to the teaching and study of the English language in any context.

The Routledge Handbook of English Language and Digital Humanities serves as a reference point for key developments related to the ways in which the digital turn has shaped the study of the English language and of how the resulting methodological approaches have permeated other disciplines. It draws on modern linguistics and discourse analysis for its analytical methods and applies these approaches to the exploration and theorisation of issues within the humanities. Divided into three sections, this handbook covers: sources and corpora; analytical approaches; English language at the interface with other areas of research in the digital humanities. In covering these areas, more traditional approaches and methodologies in the humanities are recast and research challenges are re-framed through the lens of the digital. The essays in this volume highlight the opportunities for new questions to be asked and long-standing questions to be reconsidered when drawing on the digital in humanities research. This is a ground-breaking collection of essays offering incisive and essential reading for anyone with an interest in the English language and digital humanities.

English Language Teaching Today: Linking Theory and Practice provides an up-to-date account of current principles and practices for teaching English in the world today. The chapters, written by internationally recognized language teacher educators and TESOL specialists, introduce the reader to key language skill areas (i.e., listening, speaking, reading, writing, pronunciation, grammar and vocabulary) and explain how each skill area can be taught in a principled manner in diverse language learning contexts. Throughout the book, the link between theory and practice is explicitly highlighted and exemplified. This reader-friendly book is suitable for undergraduate and graduate students enrolled in TESOL and other second language education programmes as well as for TESOL professionals who wish to stay current with recent developments in ELT.

This edited book brings together a collection of research-based chapters that address a variety of topics related to the teaching of English in different contexts around the world. The chapters are informed by a critical approach to research, employing a variety of research methods to question and problematize taken-for-granted definitions and practices in areas such as classroom pedagogy, testing, curriculum, language policy, the position of English as a medium of instruction, educational management, teacher education, materials and evaluation. This book addresses a major gap in theoretical and research literature in the area of teaching English, and it will be of interest to trainee and practising teachers, research students and scholars of EFL and TESOL, and researchers in applied linguistics. Salah Troudi is Associate Professor in the Graduate School of Education at the University of Exeter, UK. He directs the doctorate programme in TESOL in Dubai, and is the International Development Coordinator. His teaching and research interests include language teacher education, critical issues in language education, language policy, curriculum development and evaluation, and classroom-based research.

This volume contains a selection of the papers, seminars and workshops presented in the First International Conference on English Language Teaching and Learning (ICELT), held at the University of Santiago, Spain, in September 2008, as well as a number of valuable original contributions by other specialists who were involved in the conference. It aims to represent the views of teachers, scholars, researchers, teacher trainers and curriculum developers from all over the world, from the USA and Japan to Europe. It is addressed to ELT teachers, researchers and professionals who want to reflect upon and develop their knowledge and practice of current issues in English language teaching and learning. Current problems in many of the areas of ELT are given different solutions depending on the context in which respective contributors conduct their work. It is precisely this international perspective that makes this volume unique and illustrative of different realities with a similar objective in mind: the implementation and improvement of English language teaching. The various contributions have been organised in four main sections that correspond to the major focal topics of the conference: teacher training and
development, classroom management and practice, new technologies and language teaching, and research on learner language.

"Provides an overview of the current state of materials design in language teaching. The materials discussed include the complete range of language-learning resources from teacher-created materials to commercially-developed tasks, texts, and activities. Seventeen original chapters explore the issues involved in the design, implementation, and evaluation of materials in a wide variety of contexts. The contributors, an international group of established experts, explain the theories and principles underlying their approaches to materials design. They examine the issues that materials writers encounter when developing language-teaching materials, both in print and digital formats, and present a variety of solutions that help resolve those issues. Discussion questions and tasks follow each chapter to make this volume useful to prospective and practicing teachers alike"--P. [4] of cover.

This volume offers insights on English language education policies in Middle Eastern and North African countries, through state-of-the-art reports giving clear assessments of current policies and future trends, each expertly drafted by a specialist. Each chapter contains a general description of English education policies in the respective countries, and then expands on how the local English education policies play out in practice in the education system at all levels, in the curriculum, in teaching, and in teacher training. Essays cover issues such as the balance between English and the acquisition of the national language or the Arabic language, as well as political, cultural, economic and technical elements that strengthen or weaken the learning of English. This volume is essential reading for researchers, policy makers, and teacher trainers for its invaluable insights in the role of each of the stakeholders in the implementation of policies.

This book introduces the concept of the 'native speaker' frame: a perceptual filter within English Language Teaching (ELT) which views the linguistic and cultural norms and the educational technology of the anglophone West as being normative, while the norms and practices of non-Western countries are viewed as deficient. Based on a rich source of ethnographic data, and employing a frame analysis approach, it investigates the ways in which this 'native-speaker' framing influenced the construction and operation of a Japanese university EFL program. While the program appeared to be free of explicit expressions of native-speakerism, such as discrimination against teachers, this study found that the practices of the program were underpinned by implicitly native-speakerist assumptions based on the stereotyping of Japanese students and the Japanese education system. The book provides a new perspective on debates around native-speakerism by examining how the dominant framing of a program may still be influenced by the ideology, even in cases where overt signs of native-speakerism appear to be absent.

Educating dual language learners (DLLs) and English learners (ELs) effectively is a national challenge with consequences both for individuals and for American society. Despite their linguistic, cognitive, and social potential, many ELs—who account for more than 9 percent of enrollment in grades K-12 in U.S. schools—are struggling to meet the requirements for academic success, and their prospects for success in postsecondary education and in the workforce are jeopardized as a result. Promoting the Educational Success of Children and Youth Learning English: Promising Futures examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12.

This reader provides both theoretical perspectives and practical tools for analysing and understanding how ELT classroom curricula can be analysed, developed and evaluated. The commissioned and classic texts place curriculum change in a philosophical framework and also explore the political and institutional considerations. A series of case studies are provided to highlight both the role of the teacher in curriculum innovation and various processes of planning and implementation. The final section deals with evaluating curriculum and syllabus change.

Issues in English Teaching invites primary and secondary teachers of English to engage in debates about key issues in subject teaching. The
issues discussed include: *the increasingly centralised control of the curriculum, assessment, and pedagogy in the school teaching of English in England and Wales as a result of initiatives such as the National Literacy Strategy *new technologies which are transforming pupils' lived experience of literacy or literacies *the accelerating globalisation of English and the independence of other versions of English from English Standard English. A National Curriculum with a nationalist perspective on language, literacy and literature cannot fully accommodate English *what has become 'naturalised' and 'normalised' in English teaching, and the educational and ideological reasons for this *hierarchies that have been created in the curriculum and pedagogy, identifying who and what has been given low status, excluded or marginalised in the development of the current model of English. Issues in English Teaching will stimulate student teachers, NQTs, language and literacy co-ordinators, classroom English teachers and aspiring or practising Heads of English, to reflect on the identity or the subject, the principles and policies which, have determined practice, and those which should influence future practice.

This edited volume brings together 10 cutting-edge empirical studies on the realities of English language learning, teaching and testing in a wide range of global contexts where English is an additional language. It covers three themes: learners’ development of interactional competence, the organization of teaching and testing practices, and sociocultural and ideological forces that may impact classroom interaction. With a decided focus on English-as-a-Foreign-Language contexts, the studies involve varied learner populations, from children to young adults to adults, in different learning environments around the world. The insights gained will be of interest to EFL professionals, as well as teacher trainers, policymakers and researchers.

It is well known that the number of non-English speakers is on the rise in the United States. What is less well known is that the largest proportion of this population is children under the age of 5. These young English language learners (ELLs) often demonstrate achievement gaps in basic math and reading skills when they start school. How best to educate this important and growing preschool population is a pressing concern for policymakers and practitioners. The chapters in this important book provide up-to-date syntheses of the research base for young ELLs on critical topics such as demographics, development of bilingualism, cognitive and neurological benefits of bilingualism, and family relationships, as well as classroom, assessment, and teacher-preparation practices. Contributors: Linda M. Espinosa, Margaret Freedson, Claudia Galindo, Fred Genesee, Donald J. Hernandez, José E. Náñez Sr., and Flora V. Rodríguez-Brown "This is a must-have for those who are working directly or indirectly with young English language learners." —Olivia Saracho, University of Maryland, College Park, Maryland

This volume offers comprehensive 'state-of-the-art' overviews of educational policies concerning the teaching of English in a large number of Asian countries. Each contribution is written by a leading expert and gives a clear assessment of current policies and future trends. Starting with a description of the English education policies in the respective countries, the contributors then delve into the 'nuts and bolts' of the English education policies and how they play out in practice in the education system, in schools, in the curriculum, and in teaching. Topics covered include the balance between the acquisition of English and the national language, political, cultural, economic and technical factors that strengthen or weaken the learning of English.

This volume identifies, illustrates, compares, contrasts and provides informed reflective commentary on the diverse career trajectories of English language teachers, teacher educators and researchers. Increased migration and globalisation pressures have led to dramatic changes in English language teaching over the last few decades. The resulting increased demand for well-qualified English language teachers has also impacted positively on the status of this profession, as developing a career in this field is now increasingly linked to advanced academic study as well as work possibilities in a wide range of diverse contexts. This book provides insights into the career trajectories of English language teachers in Argentina, Australia, Brazil, Canada, Chile, China, the Czech Republic, Greece, Iceland, India, Malaysia, Mexico, New Zealand, Thailand, Turkey, the United Kingdom, the USA, and the Middle East. This book is likely to be of interest not only to teachers in the field of English language teaching, but also to researchers with an interest in exploring teachers’ lives and careers in diverse contexts. The insights provided in this book will no doubt inspire those who wish to develop, or further develop, a career trajectory in this intriguing field, as well as provoke teacher educators to consider new ways to support those entering the field of English language teaching and those currently navigating its many complex challenges.
Summarizing current research and weaving it into practical instructional strategies that teachers can immediately use with young English language learners (ELLs), this book addresses a major priority for today's primary-grade classrooms. All aspects of effective instruction for ELLs are explored: oral language development and instruction, materials, word study, vocabulary, comprehension, writing, and home-school connections. Assessment is discussed throughout, and is also covered in a separate chapter. The volume is packed with realistic examples, lesson planning ideas, book lists, online resources, and reproducibles. Discussion and reflection questions enhance its utility as a professional development tool or course text.

This timely volume opens a window on issues related to English language education in Vietnam. The authors consider that teacher quality is the key factor to be considered if the national English language curriculum outcomes are to be achievable. Aiming to shed light on key issues recently observed in the Vietnamese landscape of English language education, it examines the complexity of the institutionalization of the standardized English proficiency policy, which has been in force since 2008. That policy uses the Common European Framework of References for Languages (CEFR) as the model to set the standards and levels of proficiency for teachers, learners and state employees. The book presents both the theoretical and practical aspects of the standardization movement in English language education. The contents comprise a series of extended research-based chapters written by experts of language-in-education policy and planning in and about Vietnam from a range of perspectives including teachers, English language curriculum developers, teacher educators and researchers. The rich coverage of the book includes current discussion on English language education in Vietnam ranging from policy to practice, making it highly relevant to English teachers, teacher educators, and scholars, in Vietnam and worldwide, who aspire to broaden their horizons and professionalism.

With English becoming the world's foremost lingua franca, the pressure to improve English language education (ELE) has been steadily increasing. Consequently, the nature of ELE has changed drastically in the last decade. This has not only brought about a number of changes in the way English is taught and learnt, but it has also led to various innovative practices around the world. As a result, this edited book aims to shed light on the new theoretical and methodological developments in the field of ELE as well as the major issues and difficulties faced by practitioners in different parts of the globe. One very important variable that the book takes into account is the role that English already plays in a particular society since this may affect the views that teachers and students hold of the language. This in turn can significantly influence the way English is taught and learnt in given political, economic and socio-cultural settings. The purpose of this book is therefore to provide a comprehensive overview of the pedagogical methods, policies and problems that underlie English language education in ten different regions across the world, including: the USA, Canada, the UK, Australia, New Zealand, India, Singapore, Japan, China and Hong Kong. In doing so, the different chapters in the book emphasize the importance of responding to linguistic and other forms of diversity in order to develop English language education in a globalized world. This book will be useful for teachers and students of English language, for English language curriculum and materials developers, and for those involved in educational policy-making and language acquisition research. Written by experts in the field, the range of content covered in the book's chapters will also help policy-makers, researchers and practitioners develop effective English language education practices and policies, and propose solutions to emerging issues in English language teaching and learning in different environments around the world. The newly-developed arguments and concerns pertaining to English language education will serve as future reference for professionals interested in this area of expertise.

The spread of English is so much an integral part of globalization that it has become an essential global literacy skill. In Asia, this poses immense challenges to governments and English language teaching and teacher education professions as they attempt to meet this demand from students for a high level of English proficiency. This volume examines English language education policies across ten Asian jurisdictions, the corresponding teacher education policies, and how these policies affect teachers and teacher educators. Each chapter covers a different jurisdiction, and is written by a scholar engaged in the implementation of government policies on English language and teacher education, providing the reader with insiders' perspectives. It gives a fascinating glimpse into the remarkable similarities in the challenges posed to these countries and the critical issues that have emerged from the local responses despite their markedly different socioeconomic, political, cultural and historical backgrounds.
Having been established as a field in its own right for the last decade, intercultural pragmatics is increasingly being recognized as an important area of research among scholars working in pragmatics. The present volume is a collection of selected papers from the 6th International Conference on Intercultural Pragmatics and Communication - admittedly the biggest venue for researchers in the area, and comprises contributions that report on recent research that deals with or can directly inform work in intercultural pragmatics. Given the breadth of research areas that are represented herein, ranging from lingua franca and business communication to the study of cultural perceptions, translation and pragmatic development, this volume is bound to be of interest to not only students and scholars engaged in the area of intercultural pragmatics, but also to all those with a more general interest in the sociocultural turn in the study of pragmatics.

This inspiring and diverse collection of voices from the field in ESL and EFL contexts personalizes the issues TESOL educators face and serves as a resource for those wanting to address social injustices in their individual TESOL contexts. This book will help educators identify the needs of other students and the areas of privilege represented in the ELT world, where more advocacy work is needed.

Current Issues in Language Evaluation, Assessment and Testing: Research and Practice is a collection of research papers, most of which were presented at the 17th World Congress of the International Association of Applied Linguistics (AILA), which was held in 2014 in Brisbane, Australia. The volume comprises 15 chapters presenting current research projects and discussing issues related to language testing and the development of language assessment instruments in a variety of contexts around the world. This anthology will be of use to both new and seasoned researchers within the field of Applied Linguistics and TESOL. Teacher educators, language teachers, and language assessment professionals will find this volume equally useful as the papers present current trends in testing and evaluation.

This engaging volume on English as an Additional Language (EAL), argues persuasively for the importance of critical participatory pedagogies that embrace multilingualism and multimodality in the field of TESOL. It highlights the role of the TESOL profession in teaching for social justice and advocacy and explores how critical participatory pedagogies translate into English language teaching and teacher education around the world. Bringing together diverse scholars in the field and practicing English language teachers, editors Polina Vinogradova and Joan Kang Shin present 10 thematically organized units that demonstrate that language teaching pedagogy must be embedded in the larger sociocultural contexts of teaching and learning to be successful. Each unit covers one pedagogical approach and includes three case studies to illustrate how English language teachers across the world implement these approaches in their classrooms. The chapters are supplemented by discussion questions and a range of practical sources for further exploration. Addressing established and emerging areas of TESOL, topics covered include: Critical and postmethod pedagogies Translingualism Digital literacy and multiliteracies Culturally responsive pedagogy Advocacy Featuring educators implementing innovative approaches in primary, secondary, and tertiary contexts across borders, Contemporary Foundations for Teaching English as an Additional Language is an ideal text for methods and foundational courses in TESOL and will appeal to in-service and preservice English language teachers as well as students and teacher educators in TESOL and applied linguistics.

Volume 5 covers the dialects of England since 1776, the historical development of English in the former Celtic-speaking countries, and English other countries.

Now in its third edition, the Handbook of Research on Teaching the English Language Arts—sponsored by the International Reading Association and the National Council of Teachers of English—offers an integrated perspective on the teaching of the English language arts and a comprehensive overview of research in the field. Prominent scholars, researchers, and professional leaders provide historical and theoretical perspectives about teaching the language arts focus on bodies of research that influence decision making within the teaching of the language arts explore the environments for language arts teaching reflect on methods and materials for instruction Reflecting important recent developments in the field, the Third Edition is restructured, updated, and includes many new contributors. More emphasis is given in this edition to the learner, multiple texts, learning, and sharing one’s knowledge. A Companion Website, new for this edition, provides PowerPoint® slides highlighting the main points of each chapter.
The Routledge Companion to English Language Studies is an accessible guide to the major topics, debates and issues in English Language Studies. This authoritative collection includes entries written by well-known language specialists from a diverse range of backgrounds who examine and explain established knowledge and recent developments in the field. Covering a wide range of topics such as globalization, gender and sexuality and food packaging, this volume provides critical overviews of: approaches to researching, describing and analyzing English the position of English as a global language the use of English in texts, practices and discourses variation and diversity throughout the English-speaking world. Fully cross-referenced throughout and featuring useful definitions of key terms and concepts, this is an invaluable guide for teachers wishing to check, consolidate or update their knowledge, and is an ideal resource for all students of English Language Studies.

This book explores the global spread of English and its ramifications for the status of English in Morocco. It sheds light on motivational issues in English language teaching and learning in Moroccan higher education and examines various teaching practices in terms of: teaching effectiveness, assessment and evaluation, written feedback, English-Arabic translation, and undergraduate supervision. In addition to identifying critical issues in the discipline of English studies and the main challenges facing English departments from historical, institutional, and pedagogical perspectives, it suggests strategies for addressing and overcoming them.

This volume explores both theoretical and empirical questions related to second language acquisition and foreign language learning in general, and English language education in Hungary in particular. The book overviews the relevance of the critical period hypothesis (CPH) to early foreign language programmes and contributes to a better understanding of the complexity of problems underlying discussions. It also challenges the CPH by giving an account of two studies on successful adult learners of English and Hungarian. Three different aspects of the same children's classroom experiences are explored over their eight years of study in primary school: the development of their attitudes and motivation, strategy use and negotiation. The book includes two classroom-based empirical studies. One on how children of 6-14 interact in a variety of foreign language classrooms, whereas the other one gives a detailed analysis of a classroom observation project of 118 disadvantaged secondary English classes.

Second language assessment is ubiquitous. It has found its way from education into questions about access to professions and migration. This volume focuses on the main debates and research advances in second language assessment in the last fifty years or so, showing the influence of linguistics, politics, philosophy, psychology, sociology, and psychometrics. There are four parts which, when taken together, address the principles and practices of second language assessment while considering its impact on society. Read separately, each part addresses a different aspect of the field. Part I deals with the conceptual foundations of second language assessment with chapters on the purposes of assessment, and standards and frameworks, as well as matters of scoring, quality assurance, and test validation. Part II addresses the theory and practice of assessing different second language skills including aspects like intercultural competence and fluency. Part III examines the challenges and opportunities of second language assessment in a range of contexts. In addition to chapters on second language assessment on a national scale, there are chapters on learning-oriented assessment, as well as the uses of second language assessment in the workplace and for migration. Part IV examines a selection of important issues in the field that deserve attention. These include the alignment of language examinations to external frameworks, the increasing use of technology to both deliver and score second language tests, the responsibilities associated with assessing test takers with special needs, the concept of 'voice' in second language assessment, and assessment literacy for teachers and other test and score users.

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