

Form 3 English Listening Comprehension

New Horizons in English 3East African PublishersEnglish Pronunciation InstructionResearch-based insightsJohn Benjamins Publishing Company

This volume brings together a collection of chapters focussed on the learning, testing, and researching of L2 vocabulary by leading international researchers including Paul Nation, Batia Laufer, Frank Boers, Elke Peters, Ana Pellicer-Sánchez, Anna Siyanova-Chanturia, and Stuart Webb. Questions that are examined include: Is it useful to read a book to learn vocabulary? Which types of input encountered outside of the classroom contribute most to vocabulary knowledge? What are the most useful words to learn to understand the academic spoken language in mathematics, biology, and engineering lectures? Does writing words contribute to vocabulary learning? What should a test measuring the skill of guessing from context consist of? Should loan words be included in vocabulary tests? How should we evaluate vocabulary learning that occurs through watching captioned video? How has eye-tracking been used in vocabulary research? Together, the chapters in this volume highlight innovation in vocabulary studies and many directions for researching, testing, and learning words. Originally published as special issue of IJL – International Journal of Applied Linguistics 169:1 (2018)

In the twenty-first century, learning—and the definition of education—is changing. New digital, online, and social tools have the ability to transform the classroom and engage learners like never before. In the midst of this technological revolution, it is crucial for educators and administrators to be able to gauge the impact of digital tools on learners in a variety of settings. Measuring and Analyzing Informal Learning in the Digital Age addresses the need for educators, administrators, and professionals across industries to be more attentive to the learning process outside of a traditional classroom setting. As online learning, and MOOCs in particular, become more mainstream, tracking informal learning becomes difficult despite the necessity of feedback and measurement in non-formal learning environments.

Investigating some of the primary technologies being used in educational settings and how a less structured and more open learning environment can effectively motivate students and non-traditional learners, this premier reference is a crucial source of information for educators, administrators, theorists, and other professionals in the field of education.

Proceedings of the Annual International Conference on Management and Technology in Knowledge, Service, Tourism & Hospitality 2015 (SERVE 2015), Bandung, Indonesia, 1-2 August 2015

A Text Book Of Professional Communication

The Role of Grammar in a Secondary School Curriculum

Conditions for Successful Provision and Uptake of Classroom Assessment Feedback

World Bank Staff Working Paper

Developing a Communicative Listening Comprehension Test Suite for CET

With the widespread interest in digital entertainment and the advances in the technologies of computer graphics, multimedia and virtual reality technologies, the new area of ‘Edutainment’ has been accepted as a union of education and computer entertainment. Edutainment is recognized as an effective way of learning through a medium, such as a computer, software, games or AR/VR applications, that both educates and entertains. The Edutainment conference series was established and followed as a special event for the new interests in e-learning and digital entertainment. The main purpose of Edutainment conferences is the discussion, presentation, and information exchange of scientific and technological developments in the new community. The Edutainment conference series is a very interesting opportunity for researchers, engineers, and graduate students who wish to communicate at these international annual events. The conference series includes plenary invited talks, workshops, tutorials, paper presentation tracks, and panel discussions. The Edutainment conference series was initiated in Hangzhou, China in 2006. Following the success of the first (Edutainment 2006 in Hangzhou, China), the second (Edutainment 2007 in Hong Kong, China), and the third events (Edutainment 2008 in Nanjing, China), Edutainment 2009 was held August 9–11, 2009 in Banff, Canada. This year, we received 116 submissions from 25 different countries and regions –cluding Austria, Canada, China, Denmark, Finland, France, Germany, Greece, Hong Kong, Italy, Japan, Korea, Malaysia, Mexico, The Netherlands, Norway, Portugal, Singapore, Spain, Sweden, Switzerland, Taiwan, Trinidad and Tobago, UK, and USA.

China’s growing economic, military and political stability have, for the first time, started to gain international recognition. As China increasingly opens up to the world, its unique role in the context of economic globalization is becoming more pronounced, which is exemplified by its recent membership of the WTO and Beijing’s successful bid to host the Olympic Games. Unsurprisingly, this has resulted in an explosion in the popularity of English language learning in China, which has, in turn, led to radical reform of the curricula, teaching methods, teacher education and assessment system in China in order to improve standards. This fascinating monograph explores the nature of the implemented English language curriculum in China, focussing, in particular, on the pedagogy of secondary school teachers. There follows an insightful analysis into how such teachers, in different situations and with different backgrounds and motivations, make decisions about what and how they teach, and the extent to which they adapt the promoted methods in the their individual teaching environments. The authors then use their findings to propose an innovative and coherent framework, which has far-reaching consequences for pedagogy in China and across the world.

Proposing a Strategic Alliance OCEIC brings sth to bear TOEIC Talks TOEIC TOEIC Incomplete Sentences Trendy Topics floating nuclear plant artificial intuition cigarette smuggling #KuToo #KuToo 13

Brick by Brick—Lego’s Brilliant Turnaround come to a screeching halt Fixing Broken English VR Is Making Medical Breakthroughs a Reality VR in conjunction with? Weekend and Holiday Getaways v.s. Mod’s India: The Good, the Bad, and the Ugly Letters of Recommendation Mod’s India: The Good, the Bad, and the Ugly

With nearly 70 percent of the 900 million eligible voters turning out to the ballot box, India’s 2019 general election was the single largest exercise of democracy in history. The undertaking was so massive that more than 11 million polling officials and security forces had to be employed. The end result—populist Prime Minister Narendra Modi won his reelection bid in a landslide victory for his party. Having taken a clear majority in the Lok Sabha, the controversial statesman holds all the cards as he heads into his second term.

Knowledge of Reflexives in a Second Language

Research Perspectives

A Survey of Experiments and Special Projects

Annual Index

Educational Research Quarterly

The original contextualized approach brings grammar to life. Grammar in Context brings grammar alive through engaging and informative readings that are relevant to learners’ lives. National Geographic photography and stories deliver real-world content to improve grammar awareness and retention. Students learn more, remember more, and use language more effectively when they learn grammar in context. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Cloze procedure is a family of testing and teaching methods that leave blanks in discourse and ask examinees to restore the missing elements. Edited and coauthored by award-winning scholars, Cloze and Coherence shows how and why cloze procedure is sensitive to discourse constraints, and it offers a comprehensive theory of semiotics showing what coherence is and reviewing a great deal of cloze research. It traces in particular the history of cloze research pertaining to studies of coherence from Hermann Ebbinghaus in the 1890s to Wilson L. Taylor in the 1950s until today. The research presented here aims to show that cloze scores tend to fall if discourse constraints are disrupted. Also explored are many subtle questions associated with this tendency. Populations discussed include native and nonnative speakers of English, native and nonnative speakers of French, and certain special populations such as deaf subjects and educable mentally retarded subjects. Contrary to some experts, it appears from the theory and the research that all of the normal subject populations as well as the special populations examined here benefit from the cognitive momentum gained from the episodic organization of ordinary discourse. This finding is sustained by research from Taylor, Oller et al., Cziko, Bachman, Jonz, and Taira. Further, some of Jonz’s recent work shows why scrambling encyclopedic text (Timothy Shanahan and colleagues) failed to produce any significant decrement in cloze scores. Jonz demonstrated empirically that some texts (just as Gary A. Cziko had predicted) are not made more difficult by scrambling their sentences because the sentences of those texts are, in some cases, arranged in the manner of a list rather than a logically or chronologically structured series. Scrambling the list, therefore, has no significant impact. The final chapter of this study gives a comprehensive review of research reportedly showing that cloze is not sensitive to coherence. The authors show that all those efforts suffer from fatal flaws. Cloze and Coherence offers advances of two kinds. First, a better theoretical basis for experimental research on discourse comprehension and on literacy and language acquisition is presented, which stems from a fleshed-out semiotic theory. Second, experimental advances, whose results are published here for the first time, appear in various studies by Jonz, Chihara et al., Oller et al., and Taira. This work is well researched and illustrated. It includes figures, tables, appendices, a glossary, and an index. It will be a valuable tool for language and literacy testers and teachers.

A descriptively annotated, multidisciplinary, cross-referenced and extensively indexed guide to 2,395 dissertations that are concerned either in whole or in part with Hong Kong and with Hong Kong Chinese students and emigres throughout the world.

Implementing in Secondary Schools

Research-based Insights

The Determination and Implementation of Language Policy

Design Solutions for Adaptive Hypermedia Listening Software

Assessing Young Learners of English: Global and Local Perspectives

Philippine Language Teaching Experiments

This collection of original papers addresses the area of second language academic listening.

This resource contains 14 articles on connected speech of interest to teachers, researchers, and materials developers in both ESL/EFL and Japanese.

English Pronunciation Instruction: Research-based insights presents recent research on L2 English pronunciation including pedagogical implications and applications, and seeks to bridge the gulf between pronunciation research and teaching practice. The volume’s 15 chapters cover a range of aspects that are central to pronunciation teaching, including the teaching of different segmental and suprasegmental features, teachers’ and learners’ views and practices, types and sources of learners’ errors, feedback and assessment, tools and strategies for pronunciation instruction, reactions towards accented speech, as well as the connection between research and teaching. Chapters offer a fully developed section on pedagogical implications with insightful suggestions for classroom instruction. This format and the variety of topics will be informative for researchers, language teachers, and students interested in English pronunciation, as it explores the diverse challenges learners of different L1 backgrounds face, and also provides research-informed techniques and recommendations on how to cope with them.

Teaching Foreign Languages in the Block

Advanced Methods

Activate Your English Intermediate Teacher’s Book

Educating Engineers for Future Industrial Revolutions

A Short Course for Adults

This study addresses the debate about whether adult language learners have access to the principles and parameters of universal grammar in constructing the grammar of a second language. The data are based on two related experiments. The first examines the interpretation of English reflexive pronouns by native speakers of Japanese and Spanish. The second experiment examines the interpretation of the Japanese reflexive zibun by native speakers of English and of Chinese. Three hypotheses are evaluated: (a) that UG is unavailable, and that processing strategies or other non-linguistic principles guide second language acquisition, (b) that UG is available only in the form in which it is instantiated in the learner’s native language, (c) that UG is fully available, including the ability to re-set parameters to UG-sanctioned values not instantiated in the learner’s native language. The results show that learners observe constraints defined by Manzini and Wexler’s parameterized version of Principle A of the binding theory and support the proposal that adult learners have access to universal grammar. A final chapter reviews the experimental data in the light of recent accounts of cross-linguistic variation in the grammar of anaphors which reject parameterization of the binding principles in favor of a ‘movement to INFL’ analysis.

This proceedings volume contains papers presented at the 2015 International Conference on Management and Technology in Knowledge, Service, Tourism & Hospitality (SERVE 2015), covering a wide range of topics in the fields of knowledge and service management, web intelligence, tourism and hospitality. This overview of current state of affair Activate Your English is a short course for adults.

Forum

Measuring and Analyzing Informal Learning in the Digital Age

Cloze and Coherence

Teaching ESL/EFL Listening and Speaking

Resources in Education

English Pronunciation Instruction

This book reports in detail the newly developed Communicative Listening Comprehension Test (CLCT) for the National College English Test (CET) of China. Following the principles of communicative testing in general and test construction approach proposed by Bachman and Palmer (1996) in particular, the project develops CLCT for CET-4 and CET-6. The research begins with the construction of frameworks of listening task characteristics and communicative listening ability. Subsequently, based on a survey of Chinese college students’ English listening needs and an analysis of listening tasks in influential English listening course books and public tests, CLCT-4 and CLCT-6 test specifications are developed. Finally, sample papers are produced and a series of posteriori studies are conducted to examine the difficulty and usefulness of the newly developed notes-completion task type in two CLCT tests. As an example of successful integration of communicative testing theories and test construction practice, this research provides valuable insights into listening test development for other large-scale tests.

Provides detailed instructional strategies, sample lesson plans, and sample assessments so that foreign language teachers can make the best use of the additional time.

Adaptive hypermedia listening software enables materials writers to combine and deliver a wide range of digital elements on the same digital computer platform more efficiently. Such a combination and delivery provides a multidimensional, multi-sensory digital environment in which rich, efficient, instant, comprehensible, optimum, and meaningful input and feedback can be presented effectively and efficiently. Moreover, language learners’ attention can be drawn to forms and meanings in input. Such aspects correspond with different theories and hypotheses of language learning and teaching. This presents users/learners with an environment that is easy to use, tension-free, and optimal during self-study. However, to be able to design and develop cost effective and professional adaptive hypermedia listening software, there are certain scientific educational findings and implications that need to be implemented at every single stage. To have access to such vital findings is not so easy, and research must address this area. Design Solutions for Adaptive Hypermedia Listening Software explores how to design and create technically and pedagogically sound and efficient interactive adaptive hypermedia listening software for language learners in any language. The chapters will cover learner strategy tools, the effectiveness of this technology, best practices in adaptive hypermedia listening software, and the benefits and challenges of this technology for language learning. It is ideal for companies, institutions, teachers, policymakers, academicians, researchers, advanced-level students, technology developers, and decision-making pertinent government officials interested in designing and developing multimedia listening environments for language learners.

The humanities and social sciences. A

Learning by Playing. Game-based Education System Design and Development

Quantitative Data Analysis for Language Assessment Volume II

Student Teaching *2007 Ed.

Mod’s India: The Good, the Bad, and the Ugly ????????????????

Changing Pedagogy

This guide for teachers and teacher trainees provides a wealth of suggestions for helping learners at all levels of proficiency develop their listening and speaking skills and fluency, using a framework based on principles of teaching and learning. By following these suggestions, which are organised around four strands—meaning-focused input, meaning-focused output, language-focused learning and fluency development—teachers will be able to design and present a balanced programme for their students. Updated with cutting-edge research and theory, the second edition of Teaching ESL/EFL Listening and Speaking retains its hands-on focus and engaging format, and features new activities and information on emerging topics, including: Two new chapters on Extensive Listening and Teaching Using a Course Book Expanded coverage of key topics, including assessment, pronunciation, and using the internet to develop listening and speaking skills Easy-to-implement tasks and suggestions for further reading in every chapter More tools for preservice teachers and teacher trainers, such as a sample unit, a “survival syllabus”, and topic prompts The second edition of this bestselling book is an essential text for all Certificate, Diploma, Masters, and Doctoral courses for teachers of English as a second or foreign language.

This book contains papers in the fields of collaborative learning, new learning models and applications, project-based learning, game-based education, educational virtual environments, computer-aided language learning (CALL) and teaching best practices. We are currently witnessing a significant transformation in the development of education and especially post-secondary education. To face these challenges, higher education has to find innovative ways to quickly respond to these new needs. There is also pressure by the new situation in regard to the Covid pandemic. These were the aims connected with the 23rd International Conference on Interactive Collaborative Learning (ICL2020), which was held online by University of Technology Tallinn, Estonia from 23 to 25 September 2020. Since its beginning in 1998, this conference is devoted to new approaches in learning with a focus on collaborative learning. Nowadays the ICL conferences are a forum of the exchange of relevant trends and research results as well as the presentation of practical experiences in Learning and Engineering Pedagogy. In this way, we try to bridge the gap between ‘pure’ scientific research and the everyday work of educators. Interested readership includes policymakers, academics, educators, researchers in pedagogy and learning theory, school teachers, learning industry, further and continuing education lecturers, etc.

A journal for the teacher of english outside the United States.

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Dissertation Abstracts International

Grammar In Context 3

New Horizons in English 3

Academic Listening

4th International Conference on E-learning, Edutainment 2009, Banff, Canada, August 9-11, 2009, Proceedings

Quantitative Data Analysis for Language Assessment Volume II: Advanced Methods demonstrates advanced quantitative techniques for language assessment. The volume takes an interdisciplinary approach and taps into expertise from language assessment, data mining, and psychometrics. The techniques covered include Structural Equation Modeling, Data Mining, Multidimensional Psychometrics and Multilevel Data Analysis. Volume II is distinct among available books in language assessment, as it engages the readers in both theory and application of the methods and introduces relevant techniques for theory construction and validation. This book is highly recommended to graduate students and researchers who are searching for innovative and rigorous approaches and methods to achieve excellence in their dissertations and research. It is also a valuable source for academics who teach quantitative approaches in language assessment and data analysis courses.

Improving Learning in Secondary Schools brings together, in a succinct, comprehensive and thought-provoking manner, several dimensions of classroom assessment feedback in one volume. It is based on the principle that students need feedback on their work and conduct at school in order to be able to correct misconceptions and omissions that can render them incapable of making progress and learning in a given subject. The book reports on a doctoral study that examined teachers’ feedback practice and its relation to student learning in secondary schools. It presents a critical, fine-grained classification and analysis of positive, neutral and negative feedback categories in teacher talk and writing, which could generate a globally-applicable typology and theory of classroom feedback. For some time now, formative assessment-generated feedback has been widely recommended for classrooms thanks mainly to compelling research-based evidence showing the relative merits of formative assessment types over more traditional summative assessment practices. In this book, it is suggested that the time has come to depart from such arguments because the mere presence of feedback in teacher talk and writing, be it formative or summative, is not enough to support learning. Feedback, like formal and informal instruction and assessment, is not mediated in vacuo. It is a social process taking place in a social setting, conducted by, on, and for social actors. One must also consider the context, especially the linguistic and socio-cultural environment, in which assessment, feedback and learning occur, but which also acts as a barrier and facilitator to successful feedback provision and uptake. This argument should constitute a starting point for reflection, debate and research into the effectiveness for learning of classroom assessment feedback. Therefore, whilst complementing previous work on this subject, this book makes significant additions to a very important aspect of school life. Primary and secondary school teachers, university students, academics and researchers as well as educationists and policy makers in the domain of educational assessment will find in it an inseparable companion and resource tool.

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.

Research in Education

The Central States Speech Journal

bi2互動英語 2019年10月號 No.190 [有聲版]

A Handbook of Procedures, Techniques, and Resources

Identification and Assessment of Limited English Proficiency (LEP) Students in Vocational Education Programs

Proceedings of the 23rd International Conference on Interactive Collaborative Learning (ICL2020), Volume 1