

Kramersch Language And Culture

Claire Kramersch and Lihua Zhang use an ecological approach and a complexity thought model to examine the identities, experiences, and practices of foreign language teachers as native or non-native speakers, multilingual instructors, and professional educators. What is their sense of legitimacy? How do they bridge the historical and cultural gaps between them and their students? What stories do they share in the classroom? Which do they not share? How do they view their ethical responsibility? Drawing on primary research with teachers at the college level in the US, the book explores some of the key issues related to teaching languages in an era of increasing global mobility, institutional control, and educational uncertainty. "In this landmark publication, Kramersch and Zhang show us the challenges facing the multilingual instructor and the importance of understanding their experiences in order to improve the quality of teaching and learning as transformative practices. The ecological framework provides a very useful model for future studies, while the attention to the ethical role of the multilingual instructor is a timely reminder to us all." Li Wei, Chair of Applied Linguistics, UCL Institute of Education, University College London Claire Kramersch is Emerita Professor of German and Professor of the Graduate School of Education at University of California, Berkeley Lihua Zhang is Lecturer of Chinese and Chinese Language Program Coordinator at University of California, Berkeley Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman

Brave New Digital Classroom examines the most effective ways to utilize technology in language learning. The author deftly interweaves the latest results of pedagogical research with descriptions of the most successful computer-assisted language learning (CALL) projects to show how to implement technology in the foreign-language curriculum to assist the second language acquisition process. This fully updated second edition includes new chapters on the latest electronic resources, including gaming and social media, and discusses the realities and potential of distance learning for second language acquisition. The author examines the web, CALL applications, and computer-mediated communication (CMC), and suggests how the new technologically assisted curriculum will work for the foreign-language curriculum. Rather than advocating new technologies as a replacement for activities that can be done equally well with traditional processes, the author envisions a radical change as teachers rethink their strategies and develop their competence in the effective use of technology in language teaching

and learning. Directed at all language teachers, from the elementary school to postsecondary levels, the book is ideal for graduate-level courses on second language pedagogy. It also serves as an invaluable reference for experienced researchers, CALL developers, department chairs, and administrators.

The book presents a new theory of the relationship between language and culture in a transnational and global perspective. The fundamental view is that languages spread across cultures, and cultures spread across languages, or in other words, that linguistic and cultural practices flow through social networks in the world along partially different paths and across national structures and communities.

This work investigates the close relationship between language and culture. It explains key concepts such as social context and cultural authenticity, using insights from fields which includes linguistics, sociology, and anthropology.

The Multilingual Instructor

English as a Lingua Franca: Perspectives and Prospects

Language and Culture

An Introduction to Sociolinguistics

Language and Intercultural Communication in the New Era

The Routledge Handbook of Applied Linguistics serves as an introduction and reference point to key areas in the field of applied linguistics. The five sections of the volume encompass a wide range of topics from a variety of perspectives: applied linguistics in action language learning, language education language, culture and identity perspectives on language in use descriptions of language for applied linguistics. The forty-seven chapters connect knowledge about language to decision-making in the real world. The volume as a whole highlights the role of applied linguistics, which is to make insights drawn from language study relevant to such decision-making. The chapters are written by specialists from around the world. Each one provides an overview of the history of the topic, the main current issues and possible future trajectory. Where appropriate, authors discuss the impact and use of new technology in the area. Suggestions for further reading are provided with every chapter. The Routledge Handbook of Applied Linguistics is an essential purchase for postgraduate students of applied linguistics. Editorial board: Ronald Carter, Guy Cook, Diane Larsen-Freeman and Amy Tsui.

The teaching of culture and interculturality is today viewed as an integral part of foreign language education. This book presents insights from recent research on the role of culture in second/foreign and heritage language education. It contains 14 chapters including an introductory chapter that discusses diachronically the evolving notion of culture and how the sociocultural view of culture as a complex and dynamic concept informs language teaching and language learning research. The chapters following the introduction are organised in four parts focusing on: 1) the teacher's role in integrated language and culture learning; 2) the interrelationship between culture, identity, and

language learning and use; 3) the effect of culture on learner characteristics which impact language learning processes and outcomes; and 4) curriculum development aimed at fostering language and culture learning. The chapters in Parts 1 to 3 present contributions from current research - either in the form of the authors' original studies or comprehensive reviews of relevant essential research - which bears important implications for curricular practice in foreign language and language teacher education. This close link between research, theory and practice is also maintained in the two chapters in Part 4, which present developmental projects based on well-grounded theoretical frameworks.

Using diverse language examples and tasks, this book illustrates how intercultural communication theory can inform second language teaching.

Language not only expresses identities but also constructs them. Starting from that point, *Language and Identity* examines the interrelationships between language and identities. It finds that they are so closely interwoven, that words themselves are inscribed with ideological meanings. Words and language constitute meanings within discourses and discourses vary in power. The powerful ones reproduce more powerful meanings, colonize other discourses and marginalize or silence the least powerful languages and cultures. Language and culture death occur in extreme cases of marginalization. This book also demonstrates the socio-economic opportunities offered by language choice and the cultural allegiances of language, where groups have been able to create new lives for themselves by embracing new languages in new countries. Language can be a 'double-edged sword' of opportunity and marginalization. *Language and Identity* argues that bilingualism and in some cases multilingualism can both promote socio-economic opportunity and combat culture death and marginalization. With sound theoretical perspectives drawing upon the work of Bakhtin, Vygotsky, Gumperz, Foucault and others, this book provides readers with a rationale to redress social injustice in the world by supporting minority linguistic and cultural identities and an acknowledgement that access to language can provide opportunity.

A Model for Advanced EFL Learners

Brave New Digital Classroom, Second Edition

Handbook of Multilingualism and Multiculturalism

Intercultural Language Teaching and Learning

Redefining the Boundaries of Language Study

Culture and Foreign Language Education

Sociolinguistics is the study of the interaction between language and society. In this classic introductory work, Janet Holmes and Nick Wilson examine the role of language in a variety of social contexts, considering both how language works and how it can be used to signal and interpret various aspects of social identity. Divided into three parts, this book explains basic sociolinguistic concepts in the light of classic approaches, as well as introducing more recent research. This sixth edition has been revised and updated throughout, using key concepts and examples to guide the reader through this fascinating area, including:

- New material on gender, social media and online use of language, codeswitching, and language policy
- An updated

companion website that is fully cross-referenced within this book and features video and audio materials and links to useful websites • Revised examples and exercises that include new material from Asia and South America • Fully updated further reading and references sections An Introduction to Sociolinguistics is an essential introductory text for all students of sociolinguistics and a splendid point of reference for students of English language studies, linguistics, and applied linguistics.

Written by internationally renowned academics, this volume provides a snapshot of the field of applied linguistics, and illustrates how linguistics is informing and engaging with neighbouring disciplines. The contributors present new research in the 'traditional' areas of applied linguistics, including multilingualism, language education, teacher-learner relationships, and assessment. It represents the best of current practice in applied linguistics, and will be invaluable to students and researchers looking for an overview of the field.

Studies of intercultural communication in applied linguistics initially focused on miscommunication, mainly between native and non-native speakers of English. The advent of the twenty-first century has witnessed, however, a revolution in the contexts and contents of intercultural communication; technological advances such as chat rooms, emails, personal weblogs, Facebook, Twitter, mobile text messaging on the one hand, and the accelerated pace of people's international mobility on the other have given a new meaning to the term 'intercultural communication'. Given the remarkable growth in the prevalence of intercultural communication among people from many cultural backgrounds, and across many contexts and channels, conceptual divides such as 'native/non-native' are now almost irrelevant. This has caused the power attached to English and native speaker-like English to lose much of its automatic domination. Such developments have provided new opportunities, as well as challenges, for the study of intercultural communication and its increasingly complex nature. This book showcases recent studies in the field in a multitude of contexts to enable a collective effort towards advancements in the area.

Decolonizing Foreign Language Education interrogates current foreign language and second language education approaches that prioritize white, western thought. Edited by acclaimed critical theorist and linguist Donaldo Macedo, this volume includes cutting-edge work by a select group of critical language scholars working to rigorously challenge the marginalization of foreign language education and the displacement of indigenous and non-standard language

varieties through the reification of colonial languages. Each chapter confronts the hold of colonialism and imperialism that inform and shape the relationship between foreign language education and literary studies by asserting that a critical approach to applied linguistics is just as important a tool for FL/ESL/EFL educators as literature or linguistic theory.

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Handbook of Foreign Language Communication and Learning

Fostering Culture Through Film

Cultural Studies in Foreign Language Education

Globalization and Language Teaching

Foreign Language Research in Cross-cultural Perspective

This book considers the issues globalization raises for second language learning and teaching. Block and Cameron's collection shows how, in an economy based on services and information, the linguistic skills of workers becomes increasingly important. New technologies make possible new kinds of language teaching, and language becomes an economic commodity with a value in the global marketplace. This has implications for how and why people learn languages, and for which languages they learn. Drawing together the various strands of the globalization debate, this rich and varied collection of contributions explores issues such as: *The commodification of language(s) and language skills *The use of new media and new technologies in language learning and teaching *The effects of globalization on the language teaching industry *New forms of power and resistance.

This is an attempt to redraw the boundaries of foreign language study. It focuses attention not just on cultural knowledge as a necessary aspect of communicative competence, but as an educational objective in its own right, as an end as well as a means of language learning. Winner MLA Kenneth W Mildenberger Prize

The papers in this volume fall into five categories. After "Introduction: Making the Invisible Visible" (Claire Kramersch), Part 1, "Theoretical Boundaries," includes "The Metamorphosis of the Foreign Language Director, or: Waking Up to Theory" (Mark Webber) and "Subjects-in-Process: Revisioning TA Development through Psychoanalytic, Feminist, and Postcolonial Theory" (Linda M. von Hoene). Part 2, "Educational Boundaries," includes "Redefining the Boundaries of Language Use: The Foreign Language Classroom as a Multilingual Speech Community" (Carl Blyth), "Poetics to Pedagogy: The Imagistic Power of Language" (Hung-nin Samuel Cheung); and "A Framework for Investigating the Effectiveness of Study Abroad Programs" (Thom Huebner). Part 4, "Cultural Boundaries," includes "Using Ethnography to Bridge the Gap between Study Abroad and the On-Campus Language and Culture Curriculum" (Richard Jurasek) and

"Searching for Averroes: Reflections on Why It is Desirable and Impossible to Teach Culture in Foreign Language Courses" (Nicolas Shumway). Part 5, "Language Learning Environments and Their Boundaries," includes "The Electronic Language Learning Environment" (James S. Noblitt) and "The Foreign Language Problem: The Governance of Foreign Language Teaching and Learning" (Peter C. Petrakis). (Papers contain references.) (SM).

This edited volume addresses perspectives and prospects of English as a lingua franca (ELF) in connection with other areas of linguistics. It is the first volume that brings together ELF scholars and experts from a wide range of areas in linguistics (such as corpus linguistics, sociolinguistics, historical linguistics, language pedagogy, language policy, intercultural communication) in order to explore how ELF relates to these fields.

Language and Culture Pedagogy

Rethinking Concepts and Goals in Intercultural Communication

A Book of Readings

Insights from Research and Implications for the Practice

Contributions in Honour of Barbara Seidlhofer

Language as Symbolic Power

"Twenty-four articles representing a diversity of interests and approaches have been brought together in this revised collection intended to define and develop topics of central interest to language, culture, and society. Opening pieces include enduring, classic writings by Boas, Sapir, Whorf, Mead, and others, giving the volume an important historical orientation. These contributions form the ground-work for the wide sampling of more recent and contemporary works that follows." -- Back cover.

The Handbook of Applied Linguistics is a collection of newly commissioned articles that provide a comprehensive and up-to-date picture of the field of Applied Linguistics. Provides a comprehensive and current picture of the field of Applied Linguistics. Contains 32 newly commissioned articles that examine both the applications of linguistics to language data and the use of real world language to ameliorate social problems. Valuable resource for students and researchers in applied linguistics, language teaching, and second language acquisition. Presents applied linguistics as an independent discipline that unifies practical experience and theoretical understanding of language development and language in use. The use of English as a lingua franca (ELF) on a global scale forces a reassessment of our understanding of the relationships between language, culture and identity in intercultural communication. This book outlines how we might conceive of this relationship in the fluid communicative practices of ELF, which leads to a reevaluation of notions of intercultural competence and related pedagogic practices.

Redefining Tandem Language and Culture Learning in Higher Education provides an overview of a specific type of learning, called tandem language and culture learning, which was created and developed in Europe after the Second World

War, before reaching other continents. Through focusing on higher education, the authors demonstrate how, despite institutional constraints, language educators can make better use of this practice in such contexts as internationalisation, physical and virtual mobility, lifelong learning and intercultural education. This book comprises 16 chapters which examine how tandem language and culture learning is currently being institutionalised in higher education thus showing how the founding principles of the tandem approach have been revisited, which learning outcomes (intercultural, linguistic, professional) tandem learning may bring about, and which key issues must be addressed (assessment, counselling, resources) when setting up tandem programmes. The various contributions present up-to-date tandem studies from both European and non-European perspectives. Highlighting tandem learning's potential to promote multilingual and multicultural learning on a global scale, this volume will be of particular interest to students and researchers in intercultural communication, language education, multilingualism, and applied linguistics.

The Multilingual Subject

Volume One Language Teaching and Learning

Global Flows and Local Complexity

Technology and Foreign Language Learning

Intercultural Communicative Competence and Individual Differences

The Routledge Handbook of Language and Intercultural Communication

This volume focuses on priorities for research in language pedagogy. The aim is to give an up-to-date overview of current thinking about important research issues such as the viability of large scale comparisons, the quantitative/qualitative research controversy, new trends in language testing and evaluation, and the role of different learning environments. In their discussions of these issues researchers from the US and from different countries in Europe show to what extent the priorities differ on both sides of the Atlantic Ocean.

This state-of-the-art exploration of language, culture, and identity is orchestrated through prominent scholars' and teachers' narratives, each weaving together three elements: a personal account based on one or more memorable or critical incidents that occurred in the course of learning or using a second or foreign language; an interpretation of the incidents highlighting their impact in terms of culture, identity, and language; the connections between the experiences and observations of the author and existing literature on language, culture and identity. What makes this book stand out is the way in which authors meld traditional 'academic' approaches to inquiry with their own personalized voices. This opens a window on different ways of viewing and doing research in Applied Linguistics and TESOL. What gives the book its power is the compelling nature of the narratives themselves. Telling stories is a fundamental way of

representing and making sense of the human condition. These stories unpack, in an accessible but rigorous fashion, complex socio-cultural constructs of culture, identity, the self and other, and reflexivity, and offer a way into these constructs for teachers, teachers in preparation and neophyte researchers. Contributors from around the world give the book broad and international appeal.

The Routledge Handbook of Language and Intercultural Communication provides a comprehensive historical survey of language and intercultural communication studies with a critical assessment of past and present theory, research, and practice, as well as an insight into future directions. Drawing on the expertise of leading scholars from different parts of the world, this second edition offers updated chapters by returning authors and many new contributions on a broad range of topics, including reflexivity and criticality, translanguaging, and social justice in relation to intercultural communication. With an emphasis on contemporary, critical perspectives, this handbook showcases the varied range of issues, perspectives, and approaches that characterise this increasingly important field in today's globalised world. Offering 34 chapters with examples from a variety of languages and international settings, this handbook is an indispensable resource for students and scholars working in the fields of intercultural communication, applied linguistics, TESOL/ TEFL, and communication studies.

'This is an outstanding collection of papers by top scholars in a range of disciplines who shed stimulating, complementary insights into the social, cognitive and semiotic frameworks that shape both the acquisition of language, and the constitution of social actors through that process. The intentionally loose ecological framing of the volume provides an arena within which a range of perspectives, all united by their opposition to a mechanistic view of language acquisition, can enter into dialogue with each other. This is a most stimulating collection, with a range of insightful investigations of settings as diverse as an autistic child learning to interact with others on the playing field, professional gate-keeping encounters, and foreign language classrooms.' Professor Charles Goodwin, University of California at Los Angeles The book brings together well-known scholars in two relatively distinct fields, language acquisition and language socialization, and from a variety of orientations within applied linguistics to describe language development from a relational perspective. The papers in this volume are a response to three main questions: 1) What conceptual models best capture the ecological nature of language learning? 2) What research approaches are best likely to illuminate the relationship

between language and social structure? 3) How is educational success defined for language acquisition and language socialization?

Linguistics Across Cultures

Intercultural Communication and Language Pedagogy

Language and Identity

Language, Culture, and Society

From Theory To Practice

Reflective Narratives and the Emergence of Identity

Looks at the teaching of language and culture in a globalized world.

Language is not simply a tool for communication - symbolic power struggles underlie any speech act, discourse move, or verbal interaction, be it in face-to-face conversations, online tweets or political debates. This book provides a clear and accessible introduction to the topic of language and power from an applied linguistics perspective. It is clearly split into three sections: the power of symbolic representation, the power of symbolic action and the power to create symbolic reality. It draws upon a wide range of existing work by philosophers, sociolinguists, sociologists and applied linguists, and includes current real-world examples, to provide a fresh insight into a topic that is of particular significance and interest in the current political climate and in our increasingly digital age. The book shows the workings of language as symbolic power in educational, social, cultural and political settings and discusses ways to respond to and even resist symbolic violence.

By drawing on multiple examples of real-world language learning situations, this book explores the subjective aspects of the language learning experience.

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Applied Linguistics for Language Teachers

Contemporary Applied Linguistics Volume 1

*Redefining Tandem Language and Culture Learning in Higher Education
Discourse in the World*

*Culture and Identity through English as a Lingua Franca
The Routledge Handbook of English Language Teaching*

The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics, ELT/TESOL, and Language Teacher Education, and for ELT professionals engaged in in-service teacher development and/or undertaking academic study. Progressing from 'broader' contextual issues to a 'narrower' focus on classrooms and classroom discourse, the volume's inter-related themes focus on: ELT in the world: contexts and goals planning and organising ELT: curriculum, resources and settings methods and methodology: perspectives and practices second language learning and learners teaching language: knowledge, skills and pedagogy understanding the language classroom. The Handbook's 39 chapters are written by leading figures in ELT from around the world. Mindful of the diverse pedagogical, institutional and social contexts for ELT, they convincingly present the key issues, areas of debate and dispute, and likely future developments in ELT from an applied linguistics perspective. Throughout the volume, readers are encouraged to develop their own thinking and practice in contextually appropriate ways, assisted by discussion questions and suggestions for further reading that accompany every chapter.

Advisory board: Guy Cook, Diane Larsen-Freeman, Amy Tsui, and Steve Walsh

Written by the winner of the 1987 BAAL book prize, this book deals with the acquisition of understanding of foreign cultures and peoples. It is also a study of the philosophy and purpose of language teaching in all its facets, in the context of foreign language teaching in secondary education. The book is written for language teachers and, though it draws on disciplines not usually included in their education and professional training, it does so from within the profession's own perspective. It is an attempt to raise teachers' and learners' awareness of the full educational value of foreign language learning

The perceived lack of understanding of cultural diversity in the American learning community has led instructors to challenge assumptions and stereotypes while addressing misconceptions. Teachers of foreign languages and cultural studies, in particular, feel the need to redesign curricula and lesson plans to better serve the learning community of the twenty-first century. The common starting point resides in

the paradox that exists in today's connected world; while global access to information makes learners aware of the infinite variety of cultural diversity, it does not, however, make them critical thinkers. For this reason, there is opportunity to reshape critical thinking within a more global perspective, while enhancing the tools to identify, interpret, and compare the different cultural models that learners encounter. The book demonstrates the theories and practical applications by which instructors use contemporary film to provide insightful readings on diverse local communities, communities that form the basis of global culture. This collection of essays will serve as a pedagogical tool and resource, offering methods and examples of a communicative approach to analyze and integrate cultural diversities, similarities, and problems in the second language curricula, methods that expose students to different cultural models while scaffolding their critical approach to multiple layers of common and specific values. This work will encourage a dialogue and long-lasting conversation on methodologies and teaching strategies rethought, reapplied, and remolded to the new learning environments.

This book presents a concise critical overview of the literature on intercultural communicative competence (ICC) and offers insights into research on this concept. As a novel contribution to the field, the book frames ICC in relation to other learner variables, such as motivation, willingness to communicate, communication apprehension, and self-perceived communication competence. Based on empirical data, the study proposes and tests a model of English majors' (TM) ICC interacting with individual differences related to L2 communication. The findings highlight that students' (TM) beliefs about their own performance, their apprehension from communication situations and their language learning motivation were successfully integrated into a new model of intercultural communicative competence as understood in an interactional EFL context.

From a National to a Transnational Paradigm

Ecological Perspectives

The Misteaching of English and Other Colonial Languages

Context and Culture in Language Teaching and Learning

A Resource for Teaching Foreign Languages and Cultural Studies

Context and Culture in Language Teaching

This wide-ranging survey of issues in intercultural language teaching and learning covers everything from core concepts to program evaluation, and advocates a fluid, responsive approach to teaching language that reflects its central role in fostering intercultural understanding. Includes coverage of

theoretical issues defining language, culture, and communication, as well as practice-driven issues such as classroom interactions, technologies, programs, and language assessment. Examines systematically the components of language teaching: language itself, meaning, culture, learning, communicating, and assessments, and puts them in social and cultural context. Features numerous examples throughout, drawn from various languages, international contexts, and frameworks. Incorporates a decade of in-depth research and detailed documentation from the authors' collaborative work with practicing teachers. Provides a much-needed addition to the sparse literature on intercultural aspects of language education. The Routledge Handbook of Language and Culture presents the first comprehensive survey of research on the relationship between language and culture. It provides readers with a clear and accessible introduction to both interdisciplinary and multidisciplinary studies of language and culture, and addresses key issues of language and culturally based linguistic research from a variety of perspectives and theoretical frameworks. This Handbook features thirty-three newly commissioned chapters which cover key areas such as cognitive psychology, cognitive linguistics, cognitive anthropology, linguistic anthropology, cultural anthropology, and sociolinguistics. These chapters offer insights into the historical development, contemporary theory, research, and practice of each topic, and explore the potential future directions of the field. Shows readers how language and culture research can be of practical benefit to applied areas of research and practice, such as intercultural communication and second language teaching and learning. Written by a group of prominent scholars from around the globe, The Routledge Handbook of Language and Culture provides a vital resource for scholars and students working in this area.

Language and Culture Oxford University Press

The chapters in this book all address the significance of the relationship between the aims and methods of language teaching and the contexts in which it takes place. Some consider the implications for the ways in which we research language teaching; others present the results of research and development work.

The Routledge Handbook of Applied Linguistics

Language Acquisition and Language Socialization

The Handbook of Applied Linguistics

The Routledge Handbook of Language and Culture

Decolonizing Foreign Language Education

The Multilingual Subject - Oxford Applied Linguistics

Built around the concept of linguistic and cultural plurality, this book defines language as an instrument of action and symbolic power. Plurality is conceived here as : a complex array of voices, perspectives and approaches that seeks to preserve the complexity of the multilingual and multicultural enterprise, including language learning and teaching ; a coherent system of relationships among various languages, research traditions and research sites that informs qualitative methods of inquiry into multilingualism and its

uses in everyday life ; a view of language as structured sociohistorical object, observable from several simultaneous spatiotemporal standpoints, such as that of daily interactions or that which sustains the symbolic power of institutions. This book is addressed to teacher trainers, young researchers, decision makers, teachers concerned with the role of languages in the evolution of societies and educational systems. It aims to elicit discussion by articulating practices, field observations and analyses based on a multidisciplinary conceptual framework.

This volume focuses on how far the policies, principles and practices of foreign language teaching and learning are, or can be, informed by theoretical considerations and empirical findings from the linguistic disciplines. Part I deals with the nature of foreign language learning in general, while Part II explores issues arising from linguistic, socio-political, cultural and cognitive perspectives. Part III and IV then consider the different factors that have to be taken into account in designing the foreign language subject and the various approaches to pedagogy that have been proposed. Part V finally addresses questions concerning assessment of learner proficiency and the evaluation of courses designed to promote it. Key features: provides a state-of-the-art description of different areas in the context of foreign language communication and learning presents a critical appraisal of the relevance of the field offers solutions to everyday language-related problems with contributions from renowned experts