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The Handbook of Language Teaching - Michael H. Long 2011-08-15
Bringing together an international and interdisciplinary team of contributors, this Handbook is a wide-ranging and invaluable reference guide to language teaching. A comprehensive reference work on language teaching, which combines the latest research findings, coverage of core topics, and examples of teaching experience from a variety of languages and settings Provides a unique breadth of coverage, including: the psycholinguistic underpinnings of language learning; social, political, and educational contexts; program design; materials writing and course design; teaching and testing; teacher education; and assessment and evaluation Offers a balanced evaluation of the major positions and approaches, including examining the increasingly important social and political context of language teaching Written by an international and interdisciplinary group of authors from a dozen different countries; English is only one of the many languages used as examples throughout the volume
Applied Language Learning - 2003

Approaches to Learning, Testing and Researching L2 Vocabulary - Stuart Webb 2020-08-06

This volume brings together a collection of chapters focused 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 ITL - International Journal of Applied Linguistics 169:1 (2018)
Handbook of Research in Second Language Teaching and Learning - Eli Hinkel 2016-11-18

Volume III of the Handbook of Research in Second Language Teaching and Learning, like Volumes I and II, is a comprehensive, state-of-the-art overview of current research into social contexts of second language (L2)/foreign language (FL) teaching and learning; language policy; curriculum; types of instruction; incremental language skills such as listening, speaking, reading, writing, vocabulary, and grammar; international communication; pragmatics; assessment and testing. It differs from earlier volumes in its main purpose—to provide a more in-depth discussion and detailed focus on the development of the essential language skills required for any type of communication: speaking, listening, reading, vocabulary, grammar, and writing. Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2/FL teaching and learning and applied linguistics, but rather than offering a historical review of disciplinary traditions, it explores innovations and new directions of research, acknowledges the enormous complexity of teaching and learning the essential language abilities, and offers a diversity of perspectives. Chapter authors are all leading authorities in their disciplinary areas. What's new in Volume III? Updates the prominent areas of research, including the sub-disciplines addressed in Volumes I and II, and represents the disciplinary mainstays Considers and discusses perspectives held by different schools of thought on the what, the how, and the why of teaching foundational language skills, including theories,

pedagogical principles, and their implementation in practice Captures new and ongoing developments and trends in the key areas of L2/FL teaching and learning, and innovative research topics that have gained substantial recognition in current publications, including the role of corpora, technology, and digital literacy in L2/FL teaching and learning Examines new trends in language pedagogy and research, such as an increased societal emphasis on teaching academic language for schooling, somewhat contradictory definitions of literacy, and the growing needs for instruction in intercultural communication.
New York School Boards - 1997

Student Activities in Today's Schools - Edward J. Klesse 2004
Klesse has reviewed relevant educational research to provide an overview of the essential learning for all youth that is available from participation. The skills learned through student activities provide the foundation for adult participation as citizens of our democracy. So, how do we best prepare our young people for the future? Read this book to find out.

Measuring Native-Speaker Vocabulary Size - I.S.P. Nation 2021-02-15

Estimating native-speaker vocabulary size is important for guiding interventions to support native-speaker vocabulary growth and for setting goals for learners of English as a foreign language. Unfortunately, the measurement of native-speaker vocabulary size has been one of the most methodologically contentious areas of research in applied linguistics, with estimates of adults' vocabulary size ranging from 12,000 words to well over 200,000 words. This book reviews over one hundred years of research, critically examining the methodological issues and findings at each age level from young children to adults, and suggesting solutions. It presents a model organising the factors involved in vocabulary growth and is rich in well-researched suggestions for supporting native-speaker vocabulary learning. It concludes with topics for further research. The research shows that we now have a more stable and coherent picture of what and how much vocabulary native-speakers know, and how this knowledge grows throughout their lives.

Blueprint for Computer-assisted Assessment - Joanna Bull 2004

Addressing both theory and practice, this text offers a comprehensive evaluation of many key aspects of computer-assisted assessment (CAA).

An Analysis of the Knowledge and Use of English Collocations by French and Japanese Learners - Shino Kurosaki 2013-11

The present study investigated differences on the knowledge and use of collocations between French and Japanese learners with regard to: 1) L1 influence; and 2) combinability and transparency influence. The test materials included four categories of the lexical collocations: 1) verb + noun; 2) delexicalised verb + noun; 3) adjective + noun; and 4) adverb + adjective. The two types of tasks, Multiple Choice Question Tasks and Translation Tasks, are performed, and the learner corpora are also investigated in order to examine whether the learners from different L1 backgrounds demonstrate different results. Though L1 influence by both French and Japanese learners was demonstrated, the Japanese learners showed a greater L1 influence in the [adjective] noun] category than the French learners. The investigation also found that L1 influence does not necessarily result in accuracy of the collocations. With regard to the combinability and transparency influence, the results of the two types of tasks followed Kellerman's (1978) remark. However, some contrasted results were also identified in learner corpus investigation. Thus the combinability and transparency influence were not necessarily identified. The results of the present study have a potential to improve teaching/learning of collocations through recognizing the learners' tendencies of learning collocations.

Redesigning Accountability Systems for Education - Susan Fuhrman 2004-01-17

Now more than ever, policymakers face a number of difficult and technical questions in the design and implementation of new accountability approaches. This book gathers the emerging knowledge and lessons learned offered by leading scholars in the field.

Multiracial Identity and Racial Politics in the United States -

Natalie Masuoka 2017-08-30

While pundits point to multiracial Americans as new evidence of a harmonious ethnic melting pot, in reality mixed race peoples have long existed in the United States. Rather than characterize multiracial Americans as a "new" population, this book argues that instead we should view them as individuals who reflect a new culture of racial identification. Today, identities such as "biracial" or "swirlies" are evoked alongside those more established racial categories of white, black Asian and Latino. What is significant about multiracial identities is that they communicate an alternative viewpoint about race: that a person's preferred self-identification should be used to define a person's race. Yet this definition of race is a distinct contrast to historic norms which has defined race as a category assigned to a person based on certain social rules which emphasized things like phenotype, being "one-drop" of African blood or heritage. In *Multiracial Identity and Racial Politics in the United States*, Natalie Masuoka catalogues how this cultural shift from assigning race to perceiving race as a product of personal identification came about by tracing events over the course of the twentieth century. Masuoka uses a variety of sources including in-depth interviews, public opinion surveys and census data to understand how certain individuals embrace the agency of self-identification and choose to assert multiracial identities. At the same time, the book shows that the meaning and consequences of multiracial identification can only be understood when contrasted against those who identify as white, black Asian or Latino. An included case study on President Barack Obama also shows how multiracial identity narratives can be strategically used to reduce anti-black bias among voters. Therefore, rather than looking at multiracial Americans as a harbinger of dramatic change for American race relations, this *Multiracial Identity and Racial Politics in the United States* shows that narratives promoting multiracial identities are in direct dialogue with, rather than in replacement of, the longstanding racial order.

Transforming Nursing Education - Dr. Margaret Dexheimer Pharris, PhD, RN, MPH, FAAN 2008-09-22

"Through case studies, practical examples and in-depth analysis of successful programs, this book provides a roadmap for creating a more welcoming environment for minority students and faculty, revamping traditional teaching methods to accommodate diverse learning styles, developing and teaching a culturally competent nursing curriculum, and removing cultural and linguistic barriers to success...this landmark book is an invaluable resource and absolutely essential reading." -- *Minority Nurse Magazine* "Readers will learn more about how to create a dynamic, inclusive and challenging learning environment that remains true to the purpose of graduating highly qualified nurses to meet the need of a diverse multiracial, multicultural, multilingual society." -- Gloria Smith, RN, MPH, PhD, FAAN, FRCN Boshier and Pharris's provocative and timely volume addresses the critical need for nursing educational systems to graduate more culturally diverse nurses. This vital resource will help nursing educators critique and redesign their curricular, pedagogical, and structural systems to address this need for cultural inclusion within nursing education. Highlights of this book: Addresses barriers to success for nursing students from culturally diverse backgrounds in the U.S., U.K., Canada, Australia, and New Zealand Features pedagogical strategies to help linguistically diverse students succeed in clinical settings Provides assessment practices that eliminate cultural and linguistic biases Presents initiatives for developing the leadership skills of culturally diverse students Contains detailed case studies of multicultural nurses and students Includes recommendations and questions for dialogue at the end of each chapter With this book, educators and administrators can begin to forge through the obstacles institutionalized in their nursing educational systems, and ultimately, see a more culturally inclusive educational environment.

Cross-Linguistic Influence: From Empirical Evidence to Classroom Practice - M. Juncal Gutierrez-Mangado 2019-07-09

This book presents the latest research in various areas of cross-linguistic influence (CLI), providing educators with insights into how previously learned languages influence the learning of an additional language at different levels, such as phonetics/phonology, morphosyntax, vocabulary, pragmatics, writing style and learning context. While the majority of the chapters have English as the target language, one investigates the

acquisition of French. The L1s of the learners include Arabic, Basque, Catalan, Chinese, Czech, Danish, Finnish, Galician, Georgian, German, Norwegian, Polish, Russian, Spanish and Swedish. Each chapter ends with a reflection on possible pedagogical implications of the findings and offers recommendations on how to make the most of cross-linguistic influence in the classroom.

People and Their Opinions - Richard Sobel 2015-07-02

Utilizing both a critical thinking approach and a comparative perspective throughout the text, Sobel and Shiraev provide comprehensive coverage of public opinion while also teaching students the basic skills necessary for measurement, understanding, and interpreting. Written in an accessible and engaging manner, this text provides a unique and practical introduction to the field of public opinion. The book begins by "schooling" the reader in how to think critically and then helps students apply those techniques as they encounter the concepts of public opinion. The text also employs a comparative perspective, demonstrating the effect and nature of public opinion in other countries while also placing American public opinion in context.

Working Collaboratively in Second/Foreign Language Learning -

María del Pilar García Mayo 2021-01-18

Since the introduction of communicative language teaching, collaborative learning has played an important role in the second language (L2) classroom. Drawing from sociocultural theory, which states that human cognitive development is a socially situated activity mediated by language, studies in L2 pedagogy advocate the use of tasks that require learners to work together. Collaborative dialogue encourages language learning, and research shows that the solutions reached by students in this process are more often correct with a lasting influence on their language comprehension. This volume includes ten chapters that illustrate the benefits of collaborative dialogue in second foreign language classrooms. The volume considers key issues dealing with collaborative tasks and implications for language teaching.

British Social Attitudes - Alison Park 2009-01-18

Chapter One Chapter Seven 'The Rolls Royce of opinion surveys' - The Times '... an important barometer of opinion...' - The Telegraph '...invaluable surveys of the national mood...' - Guardian '...examines who we think we are, what we think, and how self-perceptions have changed over the past 25 years' - Financial Times '...shows what the British people really think, as opposed to what journalists and politicians like to pretend they think' - John Pilger The annual British Social Attitudes survey is carried out by Britain's largest independent social research organisation, the National Centre for Social Research. It provides an indispensable guide to political and social issues in contemporary Britain. This 25th Report summarises and interprets data from the most recent nationwide survey, as well as drawing invaluable comparisons with the findings of previous years to provide a richer picture and deeper understanding of changing British social values. The British Social Attitudes survey report is essential reading for anyone seeking a guide to the topical issues and debates of today or engaged in contemporary social and political research. Read two free sample chapters! This year's contents are below, and you can read free online samples of chapter one, Is there an English backlash? Reactions to devolution and chapter seven, Therapy Culture? Attitudes towards emotional support in Britain now. Contents: Is there an English backlash? Reactions to devolution - John Curtice The NHS: satisfied now? - John Appleby and Miranda Phillips Do people want choice and diversity of provision in public services? - John Curtice and Oliver Heath Has welfare made us lazy? Employment commitment in different welfare states - Ingrid Esser Exploring parents' views - Geoff Dench Pay more, fly less? Changing attitudes to air travel - Sarah Butt and Andrew Shaw Therapy culture? Attitudes towards emotional support in Britain - Simon Anderson, Julie Brownlie and Lisa Given Britain at play: should we 'do' more and view less? - Rossy Bailey and Alison Park Is Britain a respectful society? - Elizabeth Clery and Janet Stockdale For more information on the National Centre for Social Research visit www.natcen.co.uk

On Information Structure, Meaning and Form - Kerstin Schwabe 2007-03-08

This collection of articles offers a new and compelling perspective on the interface connecting syntax, phonology, semantics and pragmatics. At the core of this volume is the hypothesis that information structure represents the common interface of these grammatical components. Information structure is investigated here from different theoretical viewpoints yielding typologically relevant information and structural generalizations. In the volume's introductory chapter, the editors identify two central approaches to information structure: the formal and the

interpretive view. The remainder of the book is organized accordingly. The first part examines information structure and grammar, concentrating on generalizations across languages. The second part investigates information structure and pragmatics, concentrating on clause structure and context. Through concrete analyses of topic, focus, and related phenomena across different languages, the contributors add new and convincing evidence to the research on information structure.

College and University - 2001

Includes proceedings of the association's annual convention.

The SAGE Guide to Educational Leadership and Management - Fenwick W. English 2015-01-29

The SAGE Guide to Educational Leadership and Management allows readers to gain knowledge of educational management in practice while providing insights into challenges facing educational leaders and the strategies, skills, and techniques needed to enhance administrative performance. This guide emphasizes the important skills that effective leaders must develop and refine, including communication, developing teams, coaching and motivating, and managing time and priorities. While being brief, simply written, and a highly practical overview for individuals who are new to this field, this reference guide will combine practice and research, indicate current issues and directions, and choices that need to be made. Features & Benefits: 30 brief, signed chapters are organized in 10 thematic parts in one volume available in a choice of electronic or print formats designed to enable quick access to basic information. Selective boxes enrich and support the narrative chapters with case examples of effective leadership in action. Chapters conclude with bibliographic endnotes and references to further readings to guide students to more in-depth presentations in other published sources. Back matter includes an annotated listing of organizations, associations, and journals focused on educational leadership and administration and a detailed index. This reference guide will serve as a vital source of knowledge to any students pursuing an education degree as well as for individuals interested in the subject matter that do not have a strong foundation of the topic.

Visual Tools for Transforming Information Into Knowledge - David Hyerle 2008-09-05

Featuring new research and examples, this practical resource focuses on brainstorming webs, graphic organizers, and concept maps to improve instruction and enhance students' cognitive development.

The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation - Bruce B. Frey 2018-01-29

In an era of curricular changes, experiments, and high-stakes testing, educational measurement and evaluation are more important than ever. In addition to expected entries covering the basics of traditional theories and methods, *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation* also covers important sociopolitical issues and trends influencing the future of that research and practice. Textbooks, handbooks, monographs, and other publications focus on various aspects of educational research, measurement, and evaluation, but to date, there exists no major reference guide for students new to the field. This comprehensive work fills that gap, covering traditional areas while pointing the way to future developments. Key Features: Nearly 700 signed entries are contained in an authoritative work spanning four volumes and available in electronic and/or print formats. Although organized A-to-Z, front matter includes a Reader's Guide grouping entries thematically to help students interested in a specific aspect of education research, measurement, and evaluation to more easily locate directly related entries. Back matter includes a Chronology of the development of the field; a Resource Guide to classic books, journals, and associations; and a detailed Index. Entries conclude with Further Readings and cross-references to related entries. The Index, Reader's Guide themes, and cross-references combine to provide a robust search-and-browse in the electronic version.

English Transitivity Alternation in Second Language Acquisition: an Attentional Approach - Yuxia Wang 2017-03-27

The correct use of English verb argument structure is crucial for foreign learners of the English language. Based on an experimental study recruiting 162 Chinese English learners at different proficiency levels, this book suggests that the acquisition of English transitivity alternation follows as a consequence of the cognitive processing of language input, which is induced by the nature of task requirements in different learning conditions and influenced by individual differences in language learning aptitude and proficiency level. Readers of this book will have a deeper understanding of all these variables involved and will learn that pedagogical issues should be considered in a more thorough,

comprehensive manner to explore better solutions for English learning and teaching.

Making Sense of Test-Based Accountability in Education - Laura S. Hamilton 2002-07-31

Test-based accountability systems that attach high stakes to standardized test results have raised a number of issues on educational assessment and accountability. Do these high-stakes tests measure student achievement accurately? How can policymakers and educators attach the right consequences to the results of these tests? And what kinds of tradeoffs do these testing policies introduce? This book responds to the growing emphasis on high-stakes testing and offers recommendations for more-effective test-based accountability systems.

Roadmap to 3rd Grade Reading, Virginia Edition - Greg Faherty 2002

If Students Need to Know It, It's in This Book This book develops the English and reading comprehension skills of third-graders. It builds skills that will help them succeed in school and on the Virginia Standards of Learning Assessments. Why The Princeton Review? We have more than twenty years of experience helping students master the skills needed to excel on standardized tests. Each year we help more than 2 million students score higher and earn better grades. We Know the Virginia Standards of Learning (SOL) Assessments Our experts at The Princeton Review have analyzed the Virginia SOL English: Reading Assessment, and this book provides the most up-to-date, thoroughly researched practice possible. We break down the test into individual skills to familiarize students with the test's structure, while increasing their overall skill level. We Get Results We know what it takes to succeed in the classroom and on tests. This book includes strategies that are proven to improve student performance. We provide content review based on Virginia standards and objectives detailed lessons, complete with skill-specific activities two practice Virginia SOL English: Reading Assessments For more information about our other test-preparation products for school and home, call 1-800-REVIEW-2 or visit k12.princetonreview.com.

Roadmap to the Regents - Elizabeth Silas 2003

Provides study strategies and test-taking tips for the Regents exam in English, including five full-length practice tests with answers and explanations.

Text Complexity and Reading Comprehension Tests - Erik Castello 2008

Based on the analysis of a specially compiled corpus of internationally recognized English as a foreign language (EFL) reading tests at different levels of proficiency, this volume explores the relation between the complexity of written texts and the difficulty of reading comprehension tests. It brings together linguistic investigations into the text-inherent complexity of the tests and a study of the data derived from their administration to groups of Italian university students. The study of text complexity draws on corpus linguistics, text linguistics and systemic functional linguistics. Both quantitative and qualitative analyses are carried out on the language used in the reading texts and in the related tasks that make up the corpus of tests. The assessment of test difficulty, on the other hand, is informed by research on language testing, and, in particular, by findings and methodologies of Classical Test Theory and Item Response Theory. Relevant aspects of these theories are used to analyze and interpret both the data obtained from the administration of the tests and the data collected by means of feedback questionnaires completed by test takers. The application of such diverse methodologies and the subsequent comparison of the results of the analyses has brought out interesting correlations between text-inherent complexity, perceived test difficulty and actual test difficulty.

Influencing Within Organizations - Andrzej Huczynski 2004-05-27

This book tells readers what they must do (and avoid doing) to beat off the competition when applying for jobs, when competing for coveted projects, and to see off the competition at promotion time.

Poverty and Schooling in the U.S. - Sue Books 2004-07-19

Poverty is an educational issue because it affects children's physical, emotional, and cognitive development. Especially in current times, taken-for-granted ideas about poverty and poor children must be scrutinized and reconsidered. That is the goal of this book. *Poverty and Schooling in the U.S.: Contexts and Consequences* is in part a plea for educators and future educators to undertake the intellectual and emotional work of learning more about the social causes, as well as the sometimes life-altering consequences of poverty. Although such efforts will not eradicate poverty, they can help form more insightful educators, administrators, policymakers, and researchers. The book is also an effort to bring to the table a larger conversation about the educational

significance of the social and legal policy contexts of poverty and about typical school experiences of poor children. Poverty and Schooling in the U.S.: Contexts and Consequences: *describes what teachers need to know or to understand about the contexts and consequences of poverty; *provides information and analysis of the social context of poverty; *examines the experience of many children and families living in poverty; *documents the demographics of poverty and offers a critique of the official U.S. poverty metric; *reports on continuing and significant disparities in school funding; *presents historical context through a broad-brush review of some of the landmark legal decisions in the struggle for educational opportunity; *looks at some typical school experiences of poor children; *considers the consequences of the federal No Child Left Behind Act; and *offers suggestions about the kind of educational reform that could make a difference in the lives of poor children. This book is fundamental for faculty, researchers, school practitioners, and students across the field of education. It is accessible to all readers. An extensive background in social theory, educational theory, or statistics is not required.

Internationales Jahrbuch Erwachsenenbildung 2019 - Michael Schemmann 2019-09-18

Schwerpunkt des Jahrbuchs ist die Grundbildung Erwachsener. Die Autorinnen und Autoren betrachten das Thema aus verschiedenen Perspektiven. Dabei geht es beispielsweise um spezielle Anforderungen an Teilnehmende aus Alphabetisierungskursen oder in arbeitsplatznahen Bildungsangeboten unterschiedlicher Branchen. Weitere Themen sind die Professionalisierung der Lehrkräfte sowie die besonderen Anforderungen an deren Unterrichtskompetenzen. Eine Literaturschau zur Digitalisierung in der Erwachsenenbildung sowie ein Bericht zur Idee des lebenslangen Lernens in Laos ergänzen die Ausgabe.

Studying Speaking to Inform Second Language Learning - Diana Boxer 2004-05-11

In a series of studies specially written for this volume, *Studying Speaking to Inform Second Language Learning* offers the applied linguist research on spoken interaction in second and foreign languages and provides insights as to how findings from each of these studies may inform language pedagogy. The volume offers an interweaving of discourse perspectives: speech acts, speech events, interactional analysis, pragmatics, and conversational analysis.

The Routledge Handbook of Second Language Acquisition and Language Testing - Paula Winke 2020-12-28

This Handbook, with 45 chapters written by the world's leading scholars in second language acquisition (SLA) and language testing, dives into the important interface between SLA and language testing: shared ground where researchers seek to measure second language performance to better understand how people learn their second languages. The Handbook also reviews how to best measure and evaluate the second language (L2) learners' personal characteristics, backgrounds, and learning contexts to better understand their L2 learning trajectories. Taking a transdisciplinary approach to research, the book builds upon recent theorizing and measurement principles from the fields of applied linguistics, cognitive science, psychology, psycholinguistics, psychometrics, educational measurement, and social psychology. The Handbook is divided into six key sections: (1) Assessment concepts for SLA researchers, (2) Building instruments for SLA research, (3) Measuring individual differences, (4) Measuring language development, (5) Testing specific populations, and (6) Measurement principles for SLA researchers.

Roadmap to the Regents - Princeton Review (Firm) 2003

Offers test-taking tips and strategies to improve performance on New York State's Regents Examination in United States History and Government and includes three full-length practice exams with answers and explanations.

High-Stakes Testing - David Coniam 2018-10-24

This book provides a detailed account of the origin, development, administration, revision and subsequent research findings on the benchmarking initiative from 1996-2016. It presents an overall assessment of the initiative's impact on major stakeholders, predictions regarding the way forward, and implications for other countries, especially in South East Asia. In addition, the book discusses what the larger global community can learn from Hong Kong's two-decade experience of conceptualizing and implementing minimum standard language requirements for teachers.

English Studies in Indian Universities - Ravindra Baburao Tasildar 2019-01-22

Right from its formal introduction in India in 1835, through Thomas B.

Macaulay's Minute, English has been intrinsically linked with the employment prospects of Indians. During their regime, the British promoted English education to fulfil the requirement of English-knowing Indians for administrative purposes. Owing to globalization, the last few years have witnessed the opening up of thousands of lucrative job opportunities for graduates proficient in English. English has gained importance in India as the language of opportunities. In colonial India, English education was a passport to government jobs, while in the twenty-first century, proficiency in English is essential for private sector jobs. This book examines the development of curricula in English in Indian universities vis-a-vis the needs of second language learners studying in Special English programmes of Bachelor of Arts (BA). It also reflects on how globalization has strengthened the connection between English and employment.

Mathematical Reviews - 2004

Beyond Native-Speakerism - Stephanie Ann Houghton 2018-06-14
Despite unsubstantiated claims of best practice, the division of language-teaching professionals on the basis of their categorization as 'native-speakers' or 'non-native speakers' continues to cascade throughout the academic literature. It has become normative, under the rhetorical guise of acting to correct prejudice and/or discrimination, to see native-speakerism as having a single beneficiary - the 'native-speaker' - and a single victim - the 'non-native' speaker. However, this unidirectional perspective fails to deal with the more veiled systems through which those labeled as native-speakers and non-native speakers are both cast as casualties of this questionable bifurcation. This volume documents such complexities and aims to fill the void currently observable within mainstream academic literature in the teaching of both English, and Japanese, foreign language education. By identifying how the construct of Japanese native-speaker mirrors that of the 'native-speaker' of English, the volume presents a revealing insight into language teaching in Japan. Further, taking a problem-solving approach, this volume explores possible grounds on which language teachers could be employed if native-speakerism is rejected according to experts in the fields of intercultural communicative competence, English as a Lingua Franca and World Englishes, all of which aim to replace the 'native-speaker' model with something new.

Allocating Federal Funds for State Programs for English Language Learners - National Research Council 2011-06-20

As the United States continues to be a nation of immigrants and their children, the nation's school systems face increased enrollments of students whose primary language is not English. With the 2001 reauthorization of the Elementary and Secondary Education Act (ESEA) in the No Child Left Behind Act (NCLB), the allocation of federal funds for programs to assist these students to be proficient in English became formula-based: 80 percent on the basis of the population of children with limited English proficiency¹ and 20 percent on the basis of the population of recently immigrated children and youth. Title III of NCLB directs the U.S. Department of Education to allocate funds on the basis of the more accurate of two allowable data sources: the number of students reported to the federal government by each state education agency or data from the American Community Survey (ACS). The department determined that the ACS estimates are more accurate, and since 2005, those data have been basis for the federal distribution of Title III funds. Subsequently, analyses of the two data sources have raised concerns about that decision, especially because the two allowable data sources would allocate quite different amounts to the states. In addition, while shortcomings were noted in the data provided by the states, the ACS estimates were shown to fluctuate between years, causing concern among the states about the unpredictability and unevenness of program funding. In this context, the U.S. Department of Education commissioned the National Research Council to address the accuracy of the estimates from the two data sources and the factors that influence the estimates. The resulting book also considers means of increasing the accuracy of the data sources or alternative data sources that could be used for allocation purposes.

Strategic Attention in Language Testing - Dieter Thoma 2011
Thesis (Ph.D.) -- Univ. of Mannheim, 2009.

Developmental Dyslexia and Anaphora Resolution in English L1/L2 - Nicoletta Simi 2021-06-15

This book presents the results of three experimental studies focusing on the ability of people with dyslexia to resolve ambiguous anaphoric sentences where concrete and abstract referents are present. Each study represents a step in the ongoing investigation of this issue, and stems

from questions left unanswered by previous research. This work is primarily inspired by the desire to gain a better understanding of the role of syntactic and lexical knowledge in text comprehension, and, more specifically, of the effects of word concreteness and abstractness in anaphora resolution contexts for readers with dyslexia. The book also investigates the resources necessary to process ambiguous anaphoric sentences. The innovative methodology implemented here comprises both experimental techniques (such as eye-tracking) and the use of questionnaires and standardised tests to answer specific research questions. It also puts forward a hypothesis that explains the different deficits manifesting in people with dyslexia, and suggests that, in reading comprehension tasks, the known impairment in people with dyslexia's working memory may hinder their ability to efficiently and accurately perform tasks involving procedural memory resources. As a

consequence, this impairment would emerge as disruptions of people with dyslexia's semantic and syntactic competence, as well as their functioning in complex tasks which are particularly demanding in terms of working memory resources.

Advances in Open Domain Question Answering - Tomek Strzalkowski
2006-10-07

This new Springer volume provides a comprehensive and detailed look at current approaches to automated question answering. The level of presentation is suitable for newcomers to the field as well as for professionals wishing to study this area and/or to build practical QA systems. The book can serve as a "how-to" handbook for IT practitioners and system developers. It can also be used to teach graduate courses in Computer Science, Information Science and related disciplines.