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Ace Aptis Elsa María Armario Beato,2019

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Aptis Speaking: Questions and Answers Juan FERNÁNDEZ, 2019-05 IN THIS BOOKLET YOU WILL FIND THE MOST USUAL QUESTIONS IN THE ORAL PART OF THE APTIS EXAM TOGETHER WITH MODEL ANSWERS. THESE ANSWERS ARE INTENDED TO HELP THE STUDENT CREATE A PERSONAL STRATEGY TO BE SUCCESSFUL IN THE SPEAKING TEST OF THE APTIS EXAMINATION.

Ace Aptis Elsa Maria BEATO, 2019-07-10 Este libro ha sido creado principalmente para hacer posible superar Aptis -el test multinivel de inglés de British Council- de manera rápida y sencilla. Proporciona, entre otras cosas, explicaciones muy claras de toda la gramática que necesitas junto con prácticas. Además, vocabulario por temas y frases muy útiles para el ejercicio de 'Speaking', una guía para escribir emails y muchos ejercicios prácticos con sus soluciones. Está enfocado a los niveles B1-B2-C. This book aims to help you pass Aptis - the innovative multilevel English language test from the British Council. It is easy to use with explanations of grammar, very useful phrases for the Speaking test, topic vocabulary, a writing guide and lots of practice. It is suitable for individuals who need to demonstrate a B1-B2-C level of English.

Kon-Tiki : ein Floß treibt über den Pazifik Thor Heyerdahl, 2013 Als Nachweis für seine Theorie einer Besiedelung der Südsee-Inseln vom amerikanischen Kontinent aus überquerte Heyerdahl 1947 auf seinem Floss äKon-Tikiä den Pazifischen Ozean.

Re-Vision and Re-Form in English for Academic Purposes Contexts after the Pandemic Hande Işıl Işık, Elif Kantarcioğlu, Ayça Üner, Carole Thomas, 2023-03-16 With the breakout of COVID-19, the current decade has brought a plethora of challenges and opportunities requiring a significant shift in our lives, most importantly, in the area of education. Throughout most of 2020, the pandemic presented many issues, requiring us to broaden our thinking and harness our

creativity to develop and adopt solutions. At that time, the sudden shift did not leave us much time to reflect on these changes. We are now in a time of 'great innovation' within English for Academic Purposes (EAP) contexts. To this end, the volume shares the experiences and reflections of different stakeholders (including EAP practitioners, teacher trainers, assessment specialists and educational leaders) and their response to the unexpected challenges and opportunities brought about by the pandemic. The chapters specifically focus on how the pandemic has influenced and shaped our lives and future plans in the creation of our 'new normal'.

Recent Developments in Technology-Enhanced and Computer-Assisted Language Learning Zou, Bin, Thomas, Michael, 2019-12-06 The pace at which technology changes has created unique challenges in the integration of such technologies into language teaching and learning. Innovative pedagogies and strategies must be developed that adapt to these changes and accommodate future technological changes. *Recent Developments in Technology-Enhanced and Computer-Assisted Language Learning* is an essential research publication that focuses on technological influences on language education and applications of technology in language learning courses including foreign and second language learning. Featuring an array of topics such as artificial intelligence, teacher preparation, and distance learning, this book is ideal for teachers, language instructors, IT specialists, instructional designers, curriculum developers, researchers, education professionals, academicians, administrators, practitioners, and students.

The Routledge Handbook of Second Language Acquisition and Language Testing Paula Winke, Tineke Brunfaut, 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.

Examining Young Learners: Research and Practice in Assessing the English of School-age Learners Szilvia Papp, Shelagh Rixon, 2018 The proposed book on child second language (L2) development and assessment will be a state-of-the-art account of what we currently know about how children learn L2s in formal contexts and how that knowledge impacts on the design, development, and evaluation of language assessment products for young learners. The uniqueness of child L2

development within the classroom is highlighted by considering children's L2 needs, typical patterns of development, and the role of instruction and assessment in how children learn. Common issues shared in child L2 acquisition studies, language testing and educational assessment are explored by linking research carried out within the educational, academic and testing communities. Several case studies are described from different educational contexts around the world where teaching and assessment of young language learners takes place. In particular, the book presents the Cambridge English approach to assessing young learners of English and presents a framework for the development, research and validation activities around the Cambridge English suite battery for children.

Local Language Testing Xun Yan, Slobodanka Dimova, April Ginther, 2023-07-18 This book describes language testing practices that exist in the intermediate space between large-scale standardized testing and classroom assessment, an area that is rarely addressed in language testing literature. Drawing empirical research on a variety of languages, the volume discusses local language tests' ability to represent local contexts and values, explicitly and purposefully embed test results within instructional practice, and provide data for program evaluation and research. Although local testing practices have been grounded in the theoretical principles of language testing, the authors in this volume supplement the theoretical content with practical examples of how local tests can be designed to effectively function within and across different institutional contexts.

English Language Proficiency Testing in Asia Lily I-Wen Su, Cyril J. Weir, Jessica R. W. Wu, 2019-11-19 As the demand for English language education grows in Asia, there has been a parallel growth in the development and implementation of standardized tests at the local level. Offering much-needed context on locally produced tests in Asia, contributors examine emerging models for English language assessment and the impact these large-scale tests have on the teaching and learning of English. Chapters address the following well-known and developing high-stakes tests in different regions across Asia: the GEPT, the TEPS, the VSTEP, the CET, the EIKEN and TEAP, and the ELPA. Brought together by world-renowned testing assessment scholar Cyril Weir and the Language Training and Testing Center (LTTC), one of Asia's leading testing institutions based in Taiwan, this volume is a useful reference for evaluating, developing, and validating local tests of English and their societal impact. Comprehensive and research-based, chapters cover historic backgrounds, sociocultural contexts, test quality, international standing, and future considerations. Ideal for graduate students, researchers, and scholars in language assessment, TESOL/TEFL, and applied linguistics, this book will also be of interest to language teaching professionals, language test developers, and graduate students in Asian studies and international education, intercultural communication, and intercultural studies.

Ontologies of English Christopher J. Hall, Rachel Wicaksono, 2020-01-02 A critical examination of the ways in which English is conceptualised for learning, teaching, and assessment in a range of domains, from both social and cognitive

perspectives. Researchers and postgraduates working on English in L1 and L2 educational contexts will find it valuable for research and collaboration.

Building english language proficiency for the health sciences professional Aileen Camargo, Jorge Linero, Indira Niebles, Yuddy Pérez, Paige Poole, 2022-12-15 The objectives of this book are to help students develop their communicative skills in English as well as various job-related competencies. The book was designed based on the global simulation framework in which students take on a role in a simulated center for disease control. Each unit covers different aspects of working in the simulated center, including how to apply for a job, applying for a job in the center, designing medical campaigns about communicative diseases, non-communicative diseases and violence, and preparing for language proficiency exams. It is designed for use with B1 English language students from the Health Sciences division at the Universidad del Norte.

Second Language Speech Fluency Parvaneh Tavakoli, Clare Wright, 2020-12-17 A fresh, comprehensive perspective on L2 speech fluency, making cutting-edge research and methods approachable and useful in practice.

Authenticity across Languages and Cultures Leo Will, Wolfgang Stadler, Irma Eloff, 2022-11-10 This volume centres around concepts of personal and cultural authenticity as they play out in various contexts of foreign language teaching and learning worldwide. The chapters cover a wide range of contexts and disciplines, including both theoretical and empirical work; together they comprise both a rigorous analysis of authenticity in language teaching and a step away from notions of native-speakerism and cultural essentialism with which it is often associated. Written by a group of scholars working across several continents, the chapters offer diverse perspectives regarding the role language plays in processes of personal growth, learning, development, self-actualisation and power dynamics. The book addresses the theoretical and philosophical nature of authenticity while remaining grounded in the teaching and learning of languages, with authenticity viewed as a practical concern that guides our actions and beliefs. The book will be of interest to scholars, researchers and students of authenticity as well as foreign language teachers interested in the theoretical underpinnings of their practice.

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