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International Journal of Language Studies (IJLS) – volume 12(3)
Cross-linguistic Influences in Multilingual Language Acquisition
Translation in Language Teaching and Assessment
ECEL 2016 - Proceedings of the 15th European Conference on e-Learning

This volume explores the impact of language frameworks on learning, teaching and assessment, viewed from the perspective of policies, procedures and challenges. It brings together a selection of edited papers, based on presentations given at the 4th International Conference of the Association of Language Testers in Europe (ALTE) held in Kraków, Poland, in July 2011. The selected papers focus on the conference's core themes as follows: the effect of frameworks on teaching, learning and assessment; the value of frameworks for teachers, learners and language policymakers; the contribution of frameworks towards describing particular languages.

Communicative proficiency and linguistic development

An electronic placement test for learners of English, produced in collaboration with the University of Cambridge ESOL Examinations (formerly UCLES). Pen and paper version also available.

Measuring Second Language Vocabulary Acquisition

This book focuses on learning and teaching as the core business of higher education and explores reformative efforts in response to the influences of globalised processes in three advanced economies in the Asia-Pacific region: Japan, Hong Kong and Australia. This is a significant book as it adds to limited discussions on the globalisation of learning debates, and scholarly reflections on the links between globalised processes and changing educational practices, critical to understanding the current challenges and options available for charting future development for universities in the Asia-Pacific region and beyond. It rejects an essentialising perspective
that considers changes as inevitable and uniform. Instead it considers negotiations, arguments, and even resistance as competing forces and integral components of the process of reforming pedagogical practices in Asia-Pacific universities. This book discusses globalised processes as a new context for reforming learning and teaching and its focused discussions cover topics including meeting the needs of new student groups, new technological practices for change, use of English as an international language, and challenges in assessment and quality assurance.

**ECEL2013- Proceedings for the 12th European Conference on eLearning**

Examines cutting-edge research into the neglected metalinguistic dimension of second language acquisition.

**CEFR-informed Learning, Teaching and Assessment**

Measuring Second Language Vocabulary Acquisition describes the effect that word frequency and lexical coverage have on learning and communication in a foreign language. It examines the tools we have for assessing the various facets of vocabulary knowledge, the scores these produce, and the way these are tied to exam and communicative performance.

**Bi- and multilingual universities: European perspectives and beyond**

This volume gives an overview of the practical impact of and theoretical debate surrounding the CEFR.

**Placement Test for Occupational German Language Courses**
Virtual exchange is gaining popularity in formal and non-formal education, partly as a means to internationalise the curriculum, and also to offer more sustainable and inclusive international and intercultural experiences to young people around the world. This volume brings together 19 case studies (17 in higher education and two in youth work) of virtual exchange projects in Europe and the South Mediterranean region. They span across a range of disciplines, from STEM to business, tourism, and languages, and are presented as real-life pedagogical practices that can be of interest to educators looking for ideas and inspiration.

**Proceedings of IAC-EeL 2014**

This placement test - German language proficiency assessment - is specially designed for the language-based placement of scholars in occupational training courses of the German language, including Business German. It is based on the Common European Framework of Reference for Language (CEFR). Using this test, it is possible to reliably assess the proficiency in the German language in the CEFR levels A1 to C1. As all indications for handling the test are written in English, staff of an institution using this test do not require German language skills themselves. The test is designed to perform the grading of all members of even very large groups of students, simplifying the correct placement of participants to the appropriate classes. Furthermore, the test allows the easy review of the level of proficiency also during a language class. Reading and writing skills play a particularly important role on the labor market. Therefore, this test is focused on the optimum assessment of these skills by checking the vocabulary and the reading skills. The test is based on a scalable format, which means that the level of difficulty is stepped up with each single exercise. Immediately after the test, the user, for example a member of staff of a language training center, can calculate the result using the scoring sheet integrated into the brochure. Target group are language schools and other educational institutions of all sizes, which aim to perform an optimized placement of language course participants.
Pathways Through Assessing, Learning and Teaching in the CEFR

This is the third volume of a trilogy on English Language education in Asia within the Routledge Critical Studies in Asian Education. Put together by editors and contributors selected by Asia TEFL, this book provides a timely and critical review of the current trends in tertiary level English education in Asia. It foregrounds the developments and trends, policies and implementation, as well as research and practice. Written by ELT scholars and educational leaders, this book presents articles on China, Hong Kong, India, Japan, Korea, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. While the authors focus on their own local issues, providing an overview of the state of tertiary English teaching in their respective territories, they also provide insights from their successes and failures which can help inspire solutions to similar challenges faced internationally in the field. Chapters in the book include: • Heading toward the global standardization of English education in Korean universities • English in tertiary education in India: A Janus-faced perspective with special reference to University of Delhi • Developing English language skills in the Singapore higher education context • ELT at tertiary institutions in China: A developmental perspective This book will be valued by administrators, researchers and scholars interested in bilingualism, language policy and planning in higher education.

Advanced Research in Technologies, Information, Innovation and Sustainability

This volume focuses on multimodality in various communicative settings, with special attention to how non-verbal elements reinforce and add meaning to verbal expressions. The first part of the book explores issues related to the use of multimodal resources in educational interactions and English language classroom teaching, also involving learners with disabilities. The second part, on the other hand, investigates multimodality as a key component of communication that takes place in different specialized domains and genres. The book reflects a
variety of methodological approaches that are grounded in both quantitative and qualitative techniques. These include multimodal discourse analysis, multimodal transcription, and multimodal annotation software capable of representing the interplay of different semiotic modes, such as speech, intonation, direction of gaze, facial expressions, gestures and spatial positioning of interlocutors. The research collected here highlights the increasingly important role of multimodality in communication across different genres and communicative contexts, and offers new perspectives on how to exploit multimodal resources to enhance the learning of English for both general and specific purposes.

**Language in Focus**

The CEFR Companion volume broadens the scope of language education. It reflects academic and societal developments since the publication of the Common European Framework of Reference for Languages (CEFR) and updates the 2001 version. It owes much to the contributions of members of the language teaching profession across Europe and beyond. This volume contains: ? an explanation of the key aspects of the CEFR for teaching and learning; ? a complete set of updated CEFR descriptors that replaces the 2001 set with: - modality-inclusive and gender-neutral descriptors; - added detail on listening and reading; - a new Pre–A1 level, plus enriched description at A1 and C levels; - a replacement scale for phonological competence; - new scales for mediation, online interaction and plurilingual/pluricultural competence; - new scales for sign language competence; ? a short report on the four-year development, validation and consultation processes. The CEFR Companion volume represents another step in a process of engagement with language education that has been pursued by the Council of Europe since 1971 and which seeks to: ? promote and support the learning and teaching of modern languages; ? enhance intercultural dialogue, and thus mutual understanding, social cohesion and democracy; ? protect linguistic and cultural diversity in Europe; and ? promote the right to quality education for all.
The Metalinguistic Dimension in Instructed Second Language Learning

This volume depicts the phenomenon of cross-linguistic influences in the specific context of multilingual language acquisition. It consists of articles on various issues relating to the syntactic and lexical development of foreign language learners from different L1 backgrounds, in many cases involving languages which are typologically distant from English, such as Russian, Croatian, Greek and Portuguese. Individual chapters highlight different areas expected to be especially transfer-prone at the level of grammatical and lexical transfer in particular contexts of language contact.

Quality Assurance and Accreditation in Foreign Language Education

A comparative study of the impact of the Common European Framework of Reference for Languages produced by the Council of Europe in 2001, this book asks writers in European countries and countries in the Americas and Asia to explain the influence of the CEFR. For each country there is a policy-maker and an academic perspective.

Multimodality across Communicative Settings, Discourse Domains and Genres

This book responds to the call for praxis in L2 education by documenting recent and ongoing projects around the world that see partnership with classroom teachers as the essential driver for continuing to develop both classroom assessment practice and conceptual frameworks of assessment in support of teaching and learning. Taken together, these partnerships shape the language assessment literacy, the knowledge and skills required for theorizing and conducting assessment activities, of both practitioners and researchers. While united by their orientation to praxis, the chapters offer considerable diversity with regard to languages taught, learner populations
included (varying in age and proficiency level), specific innovations covered, research methods employed, and countries in which the work was conducted. As a whole, the book presents a way of engaging in research with practitioners that is likely to stimulate interest among not only language assessment scholars but also those studying second language education and language teacher education as well as language teaching professionals themselves.

**Quick Placement Test**

Corpus linguistics on the move: Exploring and understanding English through corpora comprises fourteen contributions covering key issues in English corpus linguistics, including corpus compilation and annotation, original perspectives from specialized corpora, and insightful discussions of various grammatical and pragmatic features.

**English Education at the Tertiary Level in Asia**

English language teaching (ELT) in higher education serves mainly to enhance the professional language competences of students. It can take several forms, including English for Specific Purposes (ESP) and Academic English (AE). The objectives of ESP courses in higher education are to prepare students for their professional lives by developing communicative language skills. Content and Language Integrated Learning (CLIL) methodology offers the potential to combine the learning of a foreign language with the content of professional subjects. Moreover, it also offers a new dimension in thinking and deepening foreign language competences within non-linguistic subjects. These aspects contribute towards ELT modernization with the aim of developing a learner’s autonomy and building bridges between educational institutions and the professional world. This book
focuses on applying CLIL methodology within the context of ESP classes, highlighting the possible benefits that might be applicable in any higher educational institution.

**Corpus linguistics on the move**

This book is a practical guide to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (Council of Europe 2001) and the CEFR Companion Volume (CEFR/ CV; COE 2018), which have increasingly been used to inform the language policies and teaching practices of countries within and outside of Europe. It helps practitioners to (i) grasp essential and core concepts of the Common European Framework of Reference, (ii) identify parts of the CEFR and the CEFR/CV as well as other CEFR-related resources and documents that are relevant for readers’ different purposes, and (iii) utilise and adapt these resources for their own needs. Written by practitioners for practitioners, this hands-on guide covers the philosophy of the CEFR, curricula, assessment, learner autonomy, the task-based approach, and teacher development. Logically explaining all aspects of the framework and its application, this manual helps readers deal with many of the difficulties encountered when using CEFR and the CEFR CV. The book will appeal to a wide audience, including teacher educators; curriculum and materials developers; examination boards unfamiliar with the CEFR; university language departments and language centres responsible for developing their own curricula, teaching/learning approaches and assessment instruments; and policy-makers wanting to learn more about the implications of adopting the CEFR. It is a guidebook, a reference book and a workbook all in your hand.

**English for Specific Purposes in Higher Education through Content and Language Integrated Learning**
Reforming Learning and Teaching in Asia-Pacific Universities

Greater student mobility, increasing demand for access to tertiary education, as well as policy changes have spurred rapid expansion of the global higher education sector. However, with increased demand comes considerable variation in the quality of the supply. As higher education is an expensive endeavor for all stakeholders – governments, funders, employers, and families – there are also increasing expectations for accountability and demonstrations of quality. English as a foreign language (EFL) programs, in particular, are under considerable pressure to substantiate their value, resulting in a significant rise in interest around their quality. This volume is the outcome of a May 2018 international conference on quality and specialized accreditation, held in Turkey. The book’s three sections take the reader from the global to the program level, examining trends and best practices in quality assurance and accreditation in EFL programs. The book’s geographic focus is primarily the Middle East and Turkey, yet the issues discussed herein a quite global in nature. This volume will be of interest to educational administrators at the institutional or program level, educational leadership programs focusing on higher education, language teacher preparation programs, and administrators in centralized education systems or accrediting organizations.

Toward a Reconceptualization of Second Language Classroom Assessment

The Common European Framework of Reference for Languages (CEFR) has become the yardstick for teaching and testing language skills in Europe and elsewhere. Yet little is known about the relationships between the communicative levels established using the can-do statements of the CEFR and the developmental stages of grammatical and lexical development described by Second Language Acquisition (SLA) research. This book presents empirical research by members of the SLATE network (Second Language Acquisition and Testing in
Europe), aimed at bridging this gap. The studies deal with several target languages, including Dutch, English, Finnish, French, Italian, Norwegian and Spanish, with adult, adolescent and child learners in both formal and informal contexts.

WESTECH 2018

'This volume addresses a very timely and important topic, and provides both broad and in-depth coverage of a number of large-scale English tests in China, including Hong Kong and Taiwan, and about the Chinese learner.' – Lyle F. Bachman, From the Foreword Building on current theoretical and practical frameworks for English language assessment and testing, this book presents a comprehensive, up-to-date, relevant picture of English language assessment for students in China (Mainland China, Hong Kong and Taiwan) and for Chinese learners of English around the world. Written by well-recognized international scholars in language testing, it covers: the history of tests and testing systems, issues and challenges, and current research in China both test-designers’ and test-users’ points of view on test development and test validation within a range of political, economical, social, and financial contexts in China theoretical/conceptual perspectives on the use of the English language assessment at different levels, including societal, university, and schools empirical research related specifically to test development, curricular innovation, and test validation Given the long history of objective testing and its extensive use in Chinese society, and considering the sheer number of students taking various tests in English in China and elsewhere, an understanding of the impact of English language testing is essential for anyone involved in testing and assessment issues in China and elsewhere in the world. This is a must-read volume for testing and assessment policy makers, curriculum designers, researchers, ESL/EFL materials writers, graduate students, and English language teachers/researchers at all levels.
Diagnosing Foreign Language Proficiency

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.

Cross-Linguistic Influence: From Empirical Evidence to Classroom Practice

This edited book examines the use of English as a Medium of Instruction (EMI) in a variety of international higher education contexts. The internationalization of education – indicated by increasing mobility of students, staff and ideas, as well as by policies and programmes put in place to facilitate educational exchange - has led to increasing adoption of English as a Lingua Franca (ELF) for educational purposes. In this book, the authors present the results of empirical research into the implementation, assessment, development and use of EMI programmes in different settings, presenting the case for more structured training of teachers and staff. It will be of interest to second/foreign language teaching and administrative staff, as well as anyone else involved in teaching in English at higher education level.

Internationalising Learning in Higher Education
We are delighted to introduce the proceedings of the first edition of Workshop Environmental Science, Society, and Technology. This Workshop has brought researchers, developers and practitioners around the world who are leveraging and developing of Environmental for Society and Technology for life. We strongly believe that Workshop Environmental Science, Society, and Technology provides a good forum for all researcher, developers and practitioners to discuss all science and technology aspects that are relevant to Digital Society. We also expect that the future Workshop will be as successful and stimulating, as indicated by the contributions presented in this volume.

The Common European Framework of Reference

Language Testing Reconsidered

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

Common European Framework of Reference for Languages: Learning, Teaching,
Reflexive Ethnography is a unique guide to ethnographic research for students of anthropology and related disciplines. It provides practical and comprehensive guidance to ethnographic research methods, but also encourages students to develop a critical understanding of the philosophical basis of ethnographic authority. Davies examines why reflexivity, at both personal and broader cultural levels, should be integrated into ethnographic research and discusses how this can be accomplished for a variety of research methods. This revised and updated second edition includes: a new chapter on internet-based research and ‘interethnography’ chapters on selection of topics and methods, data collection and analysis, and ethics and politics of research practical advice on writing up ethnographic study new and updated research examples. Postmodernist relativism can lead to an over-emphasis on reflexivity that denies the possibility of social research. Reflexive Ethnography utilises postmodernist insights – incorporation of different standpoints, exposure of the intellectual tyranny of meta-narratives – but proposes that reflexive ethnographic research be undertaken from a realist perspective. Reflexive Ethnography will help students to use and understand ethnographic research practices that fully incorporate reflexivity without abandoning claims to develop valid knowledge of social reality.

**Blended Learning. Enhancing Learning Success**

Place your young learners at the right level quickly and reliably. By offering the right mix of challenge and fun, your students enjoy a positive testing experience.

**The CEFR in Practice**
The Council of Europe released a preliminary version of the Manual for Relating Language Examinations to the Common European Framework of Reference for Languages (CEFR) in 2003. Over the next 5 years a wide range of institutions and individuals undertook case studies to pilot this draft version. Towards the close of the piloting phase, a two-day colloquium was held in Cambridge, UK enabling practitioners and academics to reflect on and share their experiences of applying the Manual procedures. Insights from this colloquium informed the Manual revision project during 2008/2009. This volume features selected case studies presented at the Cambridge Colloquium in December 2007. They include the linking of a single test to the CEFR, the CEFR-linking of suites of examinations at different levels and large scale national projects undertaken by examination boards and specialist research institutes. Some studies focus on part of an examination, while others involve all test components. Some apply one or two of the procedures - familiarisation, specification, standardisation, and empirical validation. As well as describing their studies and reporting their findings, contributors reflect and comment on their experience of using the draft Manual. A clear and comprehensive introductory chapter explains the development of the CEFR and the draft Manual for linking tests, and discusses its relevance for the future. The volume will be of interest to examination boards, language test developers and educational policy-makers, as well as academic lecturers, researchers and graduate students interested in the principles and practice of aligning tests to the CEFR.

Exploring Language Frameworks

Language Testing Reconsidered provides a critical update on major issues that have engaged the field of language testing since its inception. Anyone who is working in, studying or teaching language testing should have a copy of this book. The information, discussions, and reflections offered within the volume address major developments within the field over the past decades, enlivened by current "takes" on these issues. The real value of this collection, however, lies in its consideration of the past as a means of defining the future agenda of language
testing.

**Current Issues in Language Evaluation, Assessment and Testing**

This book constitutes the refereed proceedings of the 11th International Conference on Blended Learning, ICBL 2018, held in Osaka, Japan, in July/August 2018. The 35 papers presented were carefully reviewed and selected from 94 submissions. The papers are organized in topical sections named: Experiences in Blended Learning, Content Development for Blended Learning, Assessment for Blended Learning, Computer-Support Collaborative Learning, Improved Flexibility of Learning Processes, Open Educational Resources, and Pedagogical and Psychological Issues.

**Aligning Tests with the CEFR**

Pathways presents an innovative way of reflecting on the multidimensionality of assessment, learning and teaching in line with the CEFR. It has been designed to support professionals at all levels. The two main components of Pathways - guide and kit - integrated by various indexes, mind maps and examples of scenarios, encourage users to work in a non linear way and to select and customize. The guide addresses those fundamental concepts in the CEFR that may not be readily transparent and that especially warrant "unpacking" for educational practices in a way that is clear and accessible for professionals, both in their pre- and in-service teacher education. The kit offers 107 worksheets, which serve as a bridge for teacher educators and teachers, to reflect on these concepts and to relate them appropriately to pedagogical practices.

**Designing and implementing virtual exchange – a collection of case studies**
Proceedings of the 15th European Conference on e-Learning (ECEL 2016)

**Oxford English Dictionary**

This collection of the proceedings of the 3rd conference on bi- and multilingual universities, held at the Free University of Bozen-Bolzano from 20 to 22 September 2007, tries to give a state-of-the-art insight into theoretical and practical approaches towards implementing bi- and multilingual models and policies in higher education institutions in various parts of the world.

**Oxford Young Learners Placement Test**

**Reflexive Ethnography**

Applied Linguistics is a field of academic enquiry that deals with the theoretical and empirical investigation of real issues which focus on language. These issues include aspects of linguistics, first or second language acquisition, literacy, language disorders, foreign language learning and teaching, bilingual education, linguistic discrimination, and language policy, among others. New approaches, new theoretical concepts and new methods are a prerequisite for dealing with particular educational issues, and, as such, this book focuses on the challenges and opportunities that emerge from this. It brings together selected presentations given at the LIF2014 conference, which took place in Antalya, Turkey. The main focus of this event was to reflect the internationality of the English language by drawing academicians, researchers, teachers and educational authorities from all over the world and providing them with the opportunity to exchange an interdisciplinary dialogue on the theoretical as well
as purely practical implications of Applied Linguistics and ELT.

**English Language Assessment and the Chinese Learner**

**International Journal of Language Studies (IJLS) – volume 12(3)**

This book addresses the need for tests that can diagnose the strengths and weaknesses in learners' developing foreign language proficiency. It presents the rationale for, and research surrounding, the development of DIALANG, a suite of internet-delivered diagnostic foreign language tests funded by the European Commission. The word 'diagnosis' is common in discussions in language education and applied linguistics, but very few truly diagnostic tests exist. However, the diagnosis of foreign language proficiency is central to helping learners make progress. This volume explores the nature of diagnostic testing, emphasizing the need for a better understanding of the nature of appropriate diagnosis. The book starts with a debate about how diagnostic testing might most appropriately be developed. Charles Alderson argues that the field has neglected to construct diagnostic tests, partly because other forms of testing have dominated the field. Alderson examines how proficiency has been diagnosed in the key areas of language: reading, listening, writing, grammar and vocabulary. The value of self-assessment is discussed and exemplified as a key component in developing learners', and teachers', awareness of the complexity of language learning. The book ends with a consideration of and recommendations for future developments in the diagnosis of foreign language proficiency.

**Cross-linguistic Influences in Multilingual Language Acquisition**
This book constitutes the refereed proceedings of the First International Conference on Advanced Research in Technologies, Information, Innovation and Sustainability, ARTIIS 2021, held in La Libertad, Ecuador, in November 2021. The 53 full papers and 2 short contributions were carefully reviewed and selected from 155 submissions. The volume covers a variety of topics, such as computer systems organization, software engineering, information storage and retrieval, computing methodologies, artificial intelligence, and others. The papers are logically organized in the following thematic blocks: Computing Solutions; Data Intelligence; Ethics, Security, and Privacy; Sustainability.

**Translation in Language Teaching and Assessment**

The aim of this volume is to record the resurgent influence of Language Learning in Translation Studies and the various contemporary ways in which translation is used in the fields of Language Teaching and Assessment. It examines the possibilities and limitations of the interplay between the two disciplines in attempting to investigate the degree to which recent calls for reinstating translation in language learning have borne fruit. The volume accommodates high-quality original submissions that address a variety of issues from a theoretical as well as an empirical point of view. The chapters of the volume raise important questions and demonstrate the beginning of a new era of conscious epistemological traffic between the two aforementioned disciplines. The contributors to the volume are academics, researchers and professionals in the fields of Translation Studies and Language Teaching and Assessment from various countries and educational contexts, including the USA, Canada, Taiwan R.O.C., and European countries such as Belgium, Germany, Greece, Slovenia and Sweden, and various professional and instructional settings, such as school sector and graduate, undergraduate and certificate programs. The contributions approach the interplay between the two disciplines from various angles, including functional approaches to translation, contemporary types of translation, and the discursive interaction between teachers and students.