



**Drawing on the collective expertise of language scholars and educators in a variety of subdisciplines, the Handbook for Arabic Language Teaching Professionals in the 21st Century, Volume II, provides a comprehensive treatment of teaching and research in Arabic as a second and foreign language worldwide. Keeping a balance among theory, research and practice, the content is organized around 12 themes: Trends and Recent Issues in Teaching and Learning Arabic Social, Political and Educational Contexts of Arabic Language Teaching and Learning Identifying Core Issues in Practice Language Variation, Communicative Competence and Using Frames in Arabic Language Teaching and Learning Arabic Programs: Goals, Design and Curriculum Teaching and Learning Approaches: Content-Based Instruction and Curriculum Arabic Teaching and Learning: Classroom Language Materials and Language Corpora Assessment, Testing and Evaluation Methodology of Teaching Arabic: Skills and Components Teacher Education and Professional Development Technology-Mediated Teaching and Learning Future Directions** The field faces new challenges since the publication of Volume I, including increasing and diverse demands, motives and needs for learning Arabic across various contexts of use; a need for accountability and academic research given the growing recognition of the complexity and diverse contexts of teaching Arabic; and an increasing shortage of and need for quality of instruction. Volume II addresses these challenges. It is designed to generate a dialogue—continued from Volume I—among professionals in the field leading to improved practice, and to facilitate interactions, not only among individuals but also among educational institutions within a single country and across different countries.

**Language Proficiency, Intercultural Competence, and Diversity**  
**An Analysis of Rehearsed Speech Characteristics on the Oral Proficiency Interview—computer (OPIC)**

**OPIC New OPIC Intermediate**

**Addressing Foreign Language Demand Among U. S. Employers**

**Measuring Heritage Language Learners' Proficiency for Research Purposes: An Argument-based Validity Study of the Korean C-test Interaction and Interpretation**

Abstract: This study investigates the nature of multimedia-enhanced English oral proficiency interview with an emphasis on the relationship between students' electronic literacy and their multimedia-based oral proficiency interview (OPI) scores in an EFL (English as a Foreign Language) context. A sample of 144 Korean college students participated in this study by completing The Electronic Literacy Questionnaire (ELQ) and taking both the face-to-face English interview and the multimedia-enhanced English oral proficiency interview during the 2001 and 2002 sessions of the Summer Intensive English Course. Information about subjects' electronic literacy and their attitudes towards the computer-enhanced OPI was gathered in the ELQ; validity and reliability were established by a panel of experts and a number of statistical analyses. The multimedia-enhanced English Oral proficiency interview program (d-VOCI: digital-Video Oral Communication Instrument) was a collaboration of the Language Acquisition Resource Center at the San Diego State University with the English faculty of the Korea Military Academy. Following the ACTFL (American Council on the Teaching of Foreign Languages) oral proficiency guidelines, the d-VOCI assessed students' language proficiency in terms of their ability to use the language effectively and appropriately in real-life situations (ACTFL, 1999). The findings of the research support the argument for the multimedia-enhanced English oral proficiency test (e.g., d-VOCI) as a promising instrument for teachers and students in the EFL context to meaningfully incorporate the English speaking tests into their classrooms. In addition, the results of the study indicated a positive moderate relationship between the electronic literacy and the English oral proficiency of the students in the study. Further research across a wider range of EFL contexts could determine the extent to which these two constructs may be related in different EFL settings.

This volume comprises of chapters that deal with language proficiency relating to a wide range of language program issues including curriculum, assessment, learners and instructors, and skill development. The chapters cover various aspects of a broad-based proficiency initiative, focusing on numerous aspects of foreign language learning, including how skills develop, how assessments can inform curriculum, how learners and instructors view proficiency and proficiency assessment, and how individual use of technology furthers language learning. The concluding chapter points the way forward for issues and questions that need to be addressed.

Heritage language learners (HLLs) have increasingly become a focus of interest in applied linguistics research (Kagan & Dillon, 2012), but the lack of consistent conceptualization of HL proficiency has hindered the systematic accumulation of research knowledge about HLLs (Son, 2017). Shortcut proficiency measures may be a way to address these shortcomings (Norris, 2018). C-tests have been found to be particularly promising in providing a quick measurement of language learners' global proficiency (Eckes & Grotjahn, 2006), yet validation studies on this shortcut measure have focused on Foreign Language Learners (FLLs).

The Handbook of Technology and Second Language Teaching and Learning presents a comprehensive exploration of the impact of technology on the field of second language learning. The rapidly evolving language-technology interface has propelled dramatic changes in, and increased opportunities for, second language teaching and learning. Its influence has been felt no less keenly in the approaches and methods of assessing learners' language and researching language teaching and learning. Contributions from a team of international scholars make up the Handbook consisting of four parts: language teaching and learning through technology; the technology-pedagogy interface; technology for L2 assessment; and research and development of technology for language learning. It considers how technology assists in all areas of language development, the emergence of pedagogy at the intersection of language and technology, technology in language assessment, and major research issues in research and development of technologies for language learning. It covers all aspects of language including grammar, vocabulary, reading, writing, listening, speaking, pragmatics, and intercultural learning, as well as new pedagogical and assessment approaches, and new ways of conceiving and conducting research and development. The Handbook of Technology and Second Language Teaching and Learning demonstrates the extensive, multifaceted implications of technology for language teachers, learners, materials-developers, and researchers.

Designing Higher Education Programs for Diverse Students

Chinese as a Second Language Assessment

A Principled Approach to Language Assessment

Teaching Advanced Language Skills through Global Debate

The Acquisition of Spanish as a Second Language

Proceedings of the ALTE Barcelona Conference July 2001

Test developers need to provide a clear explication of the language ability constructs that underpin the tests they offer in the public domain; such an explication is essential for supporting claims about the validity --- or usefulness --- of tests and test scores. This edited volume develops a theoretical framework for validating tests of second language speaking ability. The framework is then applied through an examination of the tasks in Cambridge ESOL speaking tests from a number of different validity perspectives that reflect the socio-cognitive nature of any assessment event. The chapter authors show how an understanding and analysis of the framework and its components can assist test developers to operationalise their tests more effectively, especially in relation to the key criteria that differentiate one proficiency level from another. The volume is a rich source of information on all aspects of examining speaking ability. As such, it will be of considerable interest to examination boards who wish to validate their own speaking tests in a systematic and coherent manner, as well as to academic researchers and graduate students in the field of language assessment more generally. This is a companion volume to the previously published titles Examining Writing and Examining Reading.

The theme of the conference this year was Critical CALL, drawing inspiration from the work carried out in the broader field of Critical Applied Linguistics. The term 'critical' has many possible interpretations, and as Pennycook (2001) outlines, has many concerns. It was from these that we decided on the conference theme, in particular the notion that we should question the assumptions that lie at the basis of our praxis, ideas that have become 'naturalized' and are not called into question. Over 200 presentations were delivered in 68 different sessions, both in English and Italian, on topics related specifically to the theme and also more general CALL topics. 94 of these were submitted as extended papers and appear in this volume of proceedings.

This book analyzes the construct of advanced proficiency in second language learning by bringing together empirical research from numerous linguistic domains and methodological traditions. Focusing on the dynamic nature of language use, the volume explores diverse manifestations of high-level second language Spanish, including performance on standardized proficiency assessments, acquisition of late-acquired linguistic structures, sophisticated language use in context, and individual differences. Chapters relate empirical findings to current definitions of advancedness, challenging scholars and practitioners to re-consider existing conceptualizations, and propose possible directions for future research and teaching with second language speakers of Spanish. By addressing larger issues in the field of second language learning, the volume is a valuable reference for language teachers, scholars, professionals and students with an interest in second language acquisition generally, and second language Spanish, more specifically. Spanish remains a large and constant fixture in the foreign language learning landscape in the United States. As Spanish language study has grown, so too has the diversity of students and contexts of use, placing the field in the midst of a curricular identity crisis. Spanish has become a second, rather than a foreign, language in the US, which leads to unique opportunities and challenges for curriculum and syllabus design, materials development, individual and program assessment, and classroom pedagogy. In their book, Brown and Thompson address these challenges and provide a vision of Spanish language education for the twenty-first century. Using data from the College Board, ETS, and the authors' own institutions, as well as responses to their national survey of almost seven hundred Spanish language educators, the authors argue that the field needs to evolve to reflect changes in the sociocultural, socioeducational, and sociopolitical landscape of the US. The authors provide coherent and compelling discussion of the most pressing issues facing Spanish post-secondary education and strategies for converting these challenges into opportunities. Topics that are addressed in the book include: Heritage learners, service learning in Spanish-speaking communities, Spanish for specific purposes, assessment, unique needs for Spanish teacher training, online and hybrid teaching, and the relevance of ACTFL's national standards for Spanish post-secondary education. An essential read for Spanish language scholars, especially those interested in curriculum design and pedagogy, that includes supporting reflection questions and pedagogical activities for use in upper-level undergraduate and graduate-level courses.

Resources in Education

The Handbook of Technology and Second Language Teaching and Learning

Assessing and Interpreting Students' English Oral Proficiency Using D-VOCI in an EFL Context

Interviewing for Language Proficiency

The Changing Landscape of Spanish Language Curricula

Assessing Foreign Language Students' Spoken Proficiency

Brings together articles that examine theoretical and practical facets of foreign language articulation. Discussion of past, present, and future efforts at both the local and national level offer concrete and theoretical insight into the elusive notion of efficient

This book consists the fundamentals of computer application for beginners as well experts.

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 proficiency 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. 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 book 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 research.

Making Languages Our Business

Current Practice and Future Prospects

Considerations for the U.S. Foreign Service Institute

Definitions, challenges, and possibilities

Recent Tools for Computer- and Mobile-Assisted Foreign Language Learning

The Concise Encyclopedia of Applied Linguistics