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tests, or any other appropriate criteria which effectively evaluates such fluency." At Drexel, all non-native English-speaking teaching assistants within the university

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are screened for language ...

Programs for International Teaching Assistants

such as the oral proficiency interview (OPI), a proprietary instrument of the American Council on the Teaching of Foreign Languages (ACTFL). In the

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context of second language acquisition (SLA) studies ...

The Cambridge Handbook of Arabic Linguistics

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the Vietnamese Oral Proficiency Interview, a language proficiency test, jumped by 15 percent to about 800 ...

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proficiency ... writing, and oral language, comprehension processes, and instructional strategies. Description of the ...

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which annually tests proficiency of U.S. students in key areas, does not regularly assess writing, largely because ...

As the United States continues to be a nation of immigrants and their children,

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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

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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

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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

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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

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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

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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.

This study explores the field of EFL (English as a foreign language) classroom

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learning within a formal learning institution. Drawing on theories and methods from various disciplines, this book explores the question which has been frustrating language teachers: why do so many students remain reticent and anxious in language class? Based on a large-scale survey and a more focused case study, the

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book argues persuasively that reticence and anxiety in formal EFL classrooms are important factors in determining the outcome of language learning. By means of a triangulated research method, this book examines various aspects of reticence and anxiety in EFL classroom learning situations. The author analyses

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causes and consequences, differences in terms of gender and proficiency level, and coping strategies.

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The principal objective of this study was to develop a phonological analysis test for the oral English of native pre-literate, Spanish-speaking children, which could be administered by a classroom teacher with no linguistic background following brief training. This test would measure the progress of the child in the discrimination

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and reproduction of oral English, while also obtaining further information on the basic language problems of these children. The test developed during this study could be so used, but further research is warranted.

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The Journal of International Students (JIS), an academic, interdisciplinary, and peer-reviewed publication (Print ISSN 2162-3104 & Online ISSN 2166-3750), publishes scholarly peer reviewed articles on international students in tertiary education, secondary education, and other

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Through Socio-Academic Space Anthony Schmidt 929-932

This book focuses on strategies and procedures for assessing the academic language ability of students entering an English-medium university, so that those with significant needs can have access to

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opportunities to enhance their language skills.

English-medium universities around the world face real challenges in ensuring that incoming students have the language and

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literacy skills they need to cope with the demands of their degree programmes. One response has been a variety of institutional initiatives to assess students after admission, in order to identify those with significant needs and advise them on how to enhance their academic language ability. This volume brings together papers

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from Australia, Canada, Hong Kong, New Zealand, Oman, South Africa and the United States, written by language assessment specialists who discuss issues in the design and implementation of these post-admission assessments in their own institutions. A major theme running through the book is the need to evaluate

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the validity of such assessments not just on their technical quality but on their impact, in terms of giving students access to effective means of developing their language skills and ultimately enhancing their academic achievement.

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