Cambridge Objective Proficiency 2nd Edition

Objective Key offers students complete, official preparation for the Cambridge English: Key (KET) exam. A revised edition of Objective KET, short units offer a variety of lively topics while providing training in exam skills and solid language development. 'Key words' sections informed by English Profile, highlight the words and meanings A2-level students need to master. 'Spelling Spots' and 'Grammar Extra' boxes, informed by the Cambridge English Corpus, provide help with language points that Key students can find difficult. Regular Exam folders and Writing folders provide systematic exam preparation. The CD-ROM provides activities and games for practice of the target language. The Practice Test Booklet contains two tests for Cambridge English: Key for Schools.

Objective Proficiency Second edition provides official preparation for the revised 2013 Cambridge English: Proficiency exam, also known as Certificate of Proficiency in English (CPE). Objective Proficiency Second edition Presentation Plus allows you to present and interact directly with the Student's Book, Workbook and Class Audio at the front of the classroom. With Presentation Plus you can highlight, write and erase; hide and reveal text and images; zoom in and out; create notes and save annotations; attach your own web links; display answer keys; play all Class Audio and display the listening scripts; and connect to Cambridge Dictionaries Online via the internet. Presentation Plus can be used with all types of interactive whiteboards or with a computer and projector.

Objective Proficiency Second edition provides official preparation for the revised 2013 Cambridge English: Proficiency exam, also known as Certificate of Proficiency in English

(CPE). A variety of challenging, lively topics provide thorough training in exam skills and high-level language development. Each unit contains three double-page lessons ensuring flexibility, even pacing and progress. This motivating material is also suitable for high-level students keen to improve their general English. The Workbook with answers provides opportunities for further practice of new language and exam skills either at home or in the classroom. The CD contains the audio material for the Workbook listening tasks.

Corrective feedback is a vital pedagogical tool in language learning. This is the first volume to provide an in-depth analysis and discussion of the role of corrective feedback in second and foreign language learning and teaching. Written by leading scholars, it assembles cutting-edge research and state-of-the-art articles that address recent developments in core areas of corrective feedback including oral, written, computer-mediated, nonverbal, and peer feedback. The chapters are a combination of both theme-based and original empirical studies carried out in diverse second and foreign language contexts. Each chapter provides a concise review of its own topic, discusses theoretical and empirical issues not adequately addressed before, and identifies their implications for classroom instruction and future research. It will be an essential resource for all those interested in the role of corrective feedback in second and foreign language learning and how they can be used to enhance classroom teaching.

Objective Proficiency Second edition provides official preparation for the revised 2013 Cambridge English: Proficiency exam, also known as Certificate of Proficiency in English (CPE). A variety of challenging, lively topics provide thorough training in exam skills and high-level language development. Each unit contains three double-page lessons ensuring flexibility, even pacing and progress. This motivating material is also suitable for high-level students keen

to improve their general English. The Class Audio CDs contain all the audio material for the listening exercises in the Student's Book. Interactive software, downloadable from a URL contained in the Student's Book, provides activities for practice of exam skills, grammar and vocabulary.

This volume was conceived as a "best practices" resource for pronunciation and speaking teachers in the way that Vocabulary Myths by Keith S. Folse is one for reading and vocabulary teachers. Like others in the Myths series, this book combines research with good pedagogical practices. The book opens with a Prologue by Linda Grant (author of the Well Said textbook series), which reviews the last four decades of pronunciation teaching, the differences between accent and intelligibility, the rudiments of the English sound system, and other factors related to the ways that pronunciation is learned and taught. The myths challenged in this book are: § Once you've been speaking a second language for years, it's too late to change your pronunciation. (Derwing and Munro) § Pronunciation instruction is not appropriate for beginning-level learners. (Zielinski and Yates) § Pronunciation teaching has to establish in the minds of language learners a set of distinct consonant and vowel sounds. (Field) § Intonation is hard to teach. (Gilbert) § Students would make better progress if they just practiced more. (Grant) § Accent reduction and pronunciation instruction are the same thing. (Thomson) § Teacher training programs provide adequate preparation in how to teach pronunciation (Murphy). The book concludes with an Epilogue by Donna M. Brinton, who synthesizes some of the best practices explored in the volume.

Does anxiety about learning and using a foreign language decline as learners become more competent in the target language, or is anxiety also relevant at higher levels of proficiency?

This is the question Foreign Language Anxiety and the Advanced Language Learner sets out to explore. The aim of the book is to give readers an insight into what role anxiety plays in the language learning and communication processes of advanced language learners. Specifically, the study examines how advanced EFL learners' foreign language anxiety (FLA) can be characterized; how anxiety relates to other individual differences (cognitive, affective, personality); and explores the relationship between FLA and various aspects of learners' performance and communication experience in the target language. The research context is Hungary. The findings, however, are not confined to the Hungarian EFL setting. In addition to making a contribution to the clarification of some unresolved issues in language anxiety research—including the role of proficiency in the development of anxiety, the relationship between anxiety and other learner variables, and the much-debated question of whether or not anxiety accounts for differential success in L2 learning—this study has important implications for language teachers as well.

Advances in Learner Corpus Research (LCR) and Second Language Acquisition (SLA) have brought these two fast-moving fields significantly closer in recent years. This volume brings together contributions from internationally recognized experts in both LCR and SLA to provide an innovative, cross-collaborative examination of how both areas can provide rich insights for the other. Chapters present recent advances in LCR and illustrate in a clear and accessible style how these can be exploited for the study of a broad range of key topics in SLA, such as complexity, tense and aspect, cross-linguistic influence vs. universal processes, phraseology and variability. It concludes with two commentary chapters written by eminent scholars, one from the perspective of SLA, the other from the perspective of LCR, allowing researchers and

students alike to reflect upon the mutually beneficial harmony between the two fields and link up LCR and SLA research and theory.

"The Cambridge Guide to Second Language Assessment aims to present in one volume an up-to-date guide to the central areas of assessing the second language performance of English by speakers of other languages. This volume provides snapshots of significant issues and trends that have shaped language assessment in the past and highlights the current state of our understanding of these issues"--

Objective Proficiency second edition has been fully updated for the revised exam. Its twenty short units provide a wide range of challenging topics, and lively, stimulating exam preparation. Equally, the material presents interesting and motivating material for those studying English at C2-level for career or general purposes. The course covers all parts of the Proficiency exam in detail, providing information, advice and practice to ensure that students are fully prepared for every aspect of the exam. Informed by the Cambridge Learner Corpus, Objective Proficiency includes examples and exercises which tackle typical Proficiency problem areas, making it the most authoritative Proficiency preparation course available.

Objective Proficiency Second edition provides official preparation for the revised 2013 Cambridge English: Proficiency exam, also known as Certificate of Proficiency in English (CPE). A variety of challenging, lively topics provide thorough training in exam skills and high-level language development. Each unit contains three double-page lessons ensuring flexibility, even pacing and progress. This motivating material is also suitable for high-level students keen to improve their general English. The Workbook without answers provides opportunities for further practice of new language and exam skills either at home or in the classroom. The CD

contains the audio material for the Workbook listening tasks.

Second language assessment is ubiquitous. It has found its way from education into questions about access to professions and migration. This volume focuses on the main debates and research advances in second language assessment in the last fifty years or so, showing the influence of linguistics, politics, philosophy, psychology, sociology, and psychometrics. There are four parts which, when taken together, address the principles and practices of second language assessment while considering its impact on society. Read separately, each part addresses a different aspect of the field. Part I deals with the conceptual foundations of second language assessment with chapters on the purposes of assessment, and standards and frameworks, as well as matters of scoring, quality assurance, and test validation. Part II addresses the theory and practice of assessing different second language skills including aspects like intercultural competence and fluency. Part III examines the challenges and opportunities of second language assessment in a range of contexts. In addition to chapters on second language assessment on a national scale, there are chapters on learning-oriented assessment, as well as the uses of second language assessment in the workplace and for migration. Part IV examines a selection of important issues in the field that deserve attention. These include the alignment of language examinations to external frameworks, the increasing use of technology to both deliver and score second language tests, the responsibilities associated with assessing test takers with special needs, the concept of 'voice' in second language assessment, and assessment literacy for teachers and other test and score users. This books aims to open up new perspectives in the study of language proficiency by bringing together current research from different fields in psychology and linguistics. All contributions

start out from empirical studies, which are then related to applications in language assessment. The book also serves as a survey of recent developments in psycholinguistic research in the Netherlands. The book starts out with a thorough introduction of international literature on models of language proficiency, language development and its assessment. Section 1 deals with first language proficiency and addresses such problems as grammar in early child language, grammatical proficiency and its (in)variance across a range of ages, reading abilities, and writing skills. Section 2 focuses on multilingual proficiency and deals with test bias in relation to the background of the second language learner, bilingual proficiency in ethnic minority children, the development of the second language learner lexicon, communicative competence of school-age children in the context of second language learning, the assessment of foreign language attrition and the dimensionality in oral foreign language proficiency.

This collection provides an overview of current issues, debates, and approaches in Second Language Teacher Education (SLTE) presented by internationally prominent researchers, educators, and emerging scholars. Chapters address such issues as distance education, non-native English-speaking educators, technology, assessment, standards, and the changing contexts of contemporary language teaching and teacher education.

This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research

and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook's international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

To Advanced Proficiency and Beyond: Theory and Methods for Developing Superior Second Language Ability addresses an important issue in Second Language Acquisition—how to help learners progress from Intermediate and Advanced proficiency to Superior and beyond. Due to the pressures of globalization, American society encounters an ever-increasing demand for speakers with advanced language abilities. This volume makes available cutting edge research on working memory and cognition and empirical studies of effective teaching. In addition it can serve as a practical handbook for seasoned and pre-professional instructors alike. The bringing together of the latest in second language acquisition theory, decades of empirical research, and practical classroom application makes for an unprecedented volume examining the achievement of Superior-level foreign language proficiency.

Do you want to improve your teaching practice? Do you need to know more about getting the most out of student feedback? This textbook covers all topics in preparing TESOL teachers for the practical component of their programme.

Entrusted by the Board of Management of the Pacific Rim Objective Measurement Symposium (PROMS), PROMS2012 is held in Jiaxing, China from August 6-9, 2012. Over the past years, PROMS has been hosted in many parts of the Pacific Rim, in Singapore, Malaysia, Hong Kong, Taiwan and Tokyo, which has greatly promoted the research of and contributed to the development of Rasch Model in one way or another. As early as in 1980s, the ideas and concepts regarding IRT was first introduced into China by Prof. Gui Shichun, my Ph.D supervisor, and it is Prof. Gui who first conducted with great success the ten-year long (1990-1999) Equating Project for Matriculation English Test (MET) in China. MET is the most influential entrance examination for higher education administered annually to over 3.3 million candidates then. The Equating Project won recognition by Charles Alderson and other foreign counterparts during 1990s. Academically, those were Good Old Days for Chinese testing experts and psychometricians. Then for certain reasons, the equating practice abruptly discontinued. Therefore, in China nowadays, the application of IRT-based software like BILOG, Parscale, Iteman 4 and others to real testing problem solving is confined to an extremely small 'band' of people. In this sense, PROMS2012 meets an important need in that it provides an excellent introduction of IRT and its application. And anyone who is seriously interested in research and development in the field of psychometrics or language testing will find such a symposium and related workshops to be an excellent source of information about the application of Rasch Model. PROMS2012 focuses on

recent advances in objective measurement and provides an international forum on both the latest research in using Rasch measurement and non-Rasch practice.

The origins of learner corpus research go back to the late 1980s when large electronic collections of written or spoken data started to be collected from foreign/second language learners, with a view to advancing our understanding of the mechanisms of second language acquisition and developing tailor-made pedagogical tools. Engaging with the interdisciplinary nature of this fast-growing field, The Cambridge Handbook of Learner Corpus Research explores the diverse and extensive applications of learner corpora, with 27 chapters written by internationally renowned experts. This comprehensive work is a vital resource for students, teachers and researchers, offering fresh perspectives and a unique overview of the field. With representative studies in each chapter which provide an essential guide on how to conduct learner corpus research in a wide range of areas, this work is a cutting-edge account of learner corpus collection, annotation, methodology, theory, analysis and applications.

This book explores the relationship between immersion in a foreign language and its culture, and perception and expression of emotions in both the first and a foreign language. It looks at the perception and expression of emotions from different angles, including personality traits and emotional intelligence as important variables that might have an influence not only on one's ability to perceive and express emotions in a foreign language, but also on self-perceived L2 proficiency in that language. It is the

first study, to the best of our knowledge, that investigates such notions as personality, sociocultural competence, and emotional intelligence, as well as perception and expression of emotions in the L1 (Polish) and L2 (English), in relation to the immigrant context by using both qualitative and quantitative research methods. The book will be of considerable interest to both students and scholars in the fields of second language acquisition, bilingualism, and applied linguistics.

Research into complexity, accuracy and fluency (CAF) as basic dimensions of second language performance, proficiency and development has received increased attention in SLA. However, the larger picture in this field of research is often obscured by the breadth of scope, multiple objectives and lack of clarity as to how complexity, accuracy and fluency should be defined, operationalized and measured. The present volume showcases current research on CAF by bringing together eleven contributions from renowned international researchers in the field. These contributions not only add to the body of empirical knowledge about L2 use and L2 development by bringing new research findings to light but they also address fundamental theoretical and methodological issues by responding to questions about the nature, manifestation, development and assessment of CAF as multifaceted constructs. Collectively, the chapters in this book illustrate the converging and sometimes diverging approaches that different disciplines bring to CAF research.

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.

The extensive use of the web by patients and laymen for health information, challenges us to build information services that are easily accessible and trustworthy. The evolution towards a semantic web is addressed and papers covering all the fields of biomedical informatics are also included. [Ed.].

There is a growing interest in second language acquisition (SLA) research in interdisciplinary approaches as that are by theoretical as much as practical need of understanding language learning and performance. Intellectually, second language acquisition research is now a recognised independent field of academic inquiry concerned with cognitive, psychological, social and pragmatic aspects of the phenomenon of second language development. SLA research tends to be both highly theoretical and experimental and as such lends itself well to the rigour of scientific research. It is in this context that the use of well articulated theories and concepts is increasingly seen as an essential research and 'thinking' tool for understanding and

conducting SLA research. Processability Theory (Pienemann 1998) is one of the more prominent theories that have been applied across a number of second languages. The logic underlying processability theory is that at any stage during the developmental process, the learner can produce and comprehend only those target language linguistic forms which the current state of the language processor (i.e. the learner lantguage) can handle. It is therefore crucial to understand the architecture of the language processor and the way in which it handles second language development. The chapters included in this book will report on the various technical and theoretical aspects of experimental SLA research across a number of typologically different languages. The book includes detailed chapters outlining the key theoretical claims and methodological requirements underpiniing this kind of SLA research. Many of the subsequent chapters report Procesability Theory-related studies to the wider field of SLA research. Though the emphasis is on cross-linguistic experimental research undertaken within the parameters of Processability Theory, the book nevertheless sheds the light on the nexus between bilingualism and theory-driven second language acquisition research.

This comprehensive account of performance-based assessment of L2 lexical proficiency analyzes and compares two of the primary methods of evaluation used in the field and unpacks the ways in which they tap into different dimensions of one model of lexical competence and proficiency. This book builds on the latest research on performance-based assessment, which has most recently pointed to the application of

more quantitative measures to L2 data, to systematically explore the qualitative method of using human raters in assessment exercises and the quantitative method of using automatic computation of statistical measures of lexis and phraseology. Supported by an up-to-date review of the existing literature, both approaches' unique features are highlighted but also compared to one another to provide a holistic overview of performance-based assessment as it stands today at both the theoretical and empirical level. These findings are exemplified in a concluding chapter, which summarizes results from an empirical study looking at a range of lexical and phraseological features and human raters' scores of over 150 essays written by both L2 learners of English and native speakers. Taken together, the volume challenges existing tendencies within the field which attempt to use one method to validate one another by demonstrating their capacity to indicate very different elements of lexical proficiency, thereby offering a means by which to better conceptualize performance-based assessment of L2 vocabulary in the future. This book will be of interest to students and researchers working in second language acquisition and applied linguistics research, particularly those interested in issues around assessment, vocabulary acquisition, and language proficiency.

Quantitative corpus research on written language development has expanded rapidly in recent years, assisted by the ever-increasing power and accessibility of software capable of reliably analysing huge collections of learner writing. For this work to reach

its full potential, it is important that researchers have a strong understanding of its methodological foundations and of the existing empirical evidence base on which it can build. This book provides the most comprehensive discussion to date of research in this area. Covering both first and second language learning contexts, it sets out a coherent theoretical framework and systematically reviews studies published over the last seventy years in order to establish what such research has taught us about written language development, what it hasn't taught us, and what we should do next. Timely and original, this is an essential reference work for academic researchers and students of first and second language writing.

Approaching collocations from a usage-based perspective, this study investigates how the development of collocational proficiency in first and second language attainment could be explained. Against the background of recent approaches in cognitive linguistics such as construction grammar and Complex Adaptive Systems it argues that collocations should not be regarded as idiosyncratic phraseological items, which, depending on their degree of fixedness and semantic opaqueness, can be classified along a gradient of idiomaticity. Thus, this study regards collocations as dynamic linguistic phenomena, which could be seen as subject to constant change rather than more or less static combinations with an additional level of syntagmatic and paradigmatic restrictions. Furthermore it explores how creative changes and alternations of collocations can be used to learn more about a speakers cognitive

processing of these phraseological phenomena and how this process might be influenced by language external factors such as age, education or context. Objective Proficiency Second edition provides official preparation for the revised 2013 Cambridge English: Proficiency exam, also known as Certificate of Proficiency in English (CPE). The Teacher's Book contains teaching notes, extra teaching ideas to extend or shorten the length of the activities, listening transcripts and clear, comprehensive answer keys. An exclusive bank of further resources is available online including a complete practice test with audio, answer keys and sample answers and C2-level wordlists, informed by English Profile.

The diagnostic assessment of writing is an important aspect of language testing which has often been neclected in the literature. However, it is an area which poses special challenges to practioners both in the classroom and in large-scale testing situations. This book presents a study which set out to develop and validate a rating scale specifically designed for the diagnostic assessment of writing in an academic English setting. The scale was developed by analysing a large number of writing performances produced by both native speakers of English and learners of English as an additional language. The rating scale was then validated using both quantitative and qualitative methods. The study showed that a detailed data-based rating scale is more valid and more useful for diagnostic purposes than the more commonly used impressionistic rating scale.

This book brings together research that makes use of tasks to examine oral interaction, written production, vocabulary and reading, lexical innovation and pragmatics in different formal language learning contexts and in different languages (English, French, German, Italian and Spanish). It will be of interest to professionals and students working in SLA research and language pedagogy.

This comprehensive, interdisciplinary handbook reviews the latest methods and technologies used in automated essay evaluation (AEE) methods and technologies. Highlights include the latest in the evaluation of performance-based writing assessments and recent advances in the teaching of writing, language testing, cognitive psychology, and computational linguistics. This greatly expanded follow-up to Automated Essay Scoring reflects the numerous advances that have taken place in the field since 2003 including automated essay scoring and diagnostic feedback. Each chapter features a common structure including an introduction and a conclusion. Ideas for diagnostic and evaluative feedback are sprinkled throughout the book. Highlights of the book's coverage include: The latest research on automated essay evaluation. Descriptions of the major scoring engines including the E-rater®, the Intelligent Essay Assessor, the IntellimetricTM Engine, c-raterTM, and LightSIDE. Applications of the uses of the technology including a large scale system used in West Virginia. A systematic framework for evaluating research and technological results. Descriptions of AEE methods that can be replicated for languages other than English as seen in the

example from China. Chapters from key researchers in the field. The book opens with an introduction to AEEs and a review of the "best practices" of teaching writing along with tips on the use of automated analysis in the classroom. Next the book highlights the capabilities and applications of several scoring engines including the E-rater®, the Intelligent Essay Assessor, the IntellimetricTM engine, c-raterTM, and LightSIDE. Here readers will find an actual application of the use of an AEE in West Virginia, psychometric issues related to AEEs such as validity, reliability, and scaling, and the use of automated scoring to detect reader drift, grammatical errors, discourse coherence quality, and the impact of human rating on AEEs. A review of the cognitive foundations underlying methods used in AEE is also provided. The book concludes with a comparison of the various AEE systems and speculation about the future of the field in light of current educational policy. Ideal for educators, professionals, curriculum specialists, and administrators responsible for developing writing programs or distance learning curricula, those who teach using AEE technologies, policy makers, and researchers in education, writing, psychometrics, cognitive psychology, and computational linguistics, this book also serves as a reference for graduate courses on automated essay evaluation taught in education, computer science, language, linguistics, and cognitive psychology.
In ten chapters, Beyond Methods introduces language teachers, teacher educators, and curriculum developers to the latest research findings in linguistics and second

language acquisition, while offering a theoretical basis for making decisions about such things as methods, syllabus design, and assessment. Written for novice and experienced teachers alike, Beyond Methods is intended for courses on the teaching of any language as well as for courses in applied linguistics. Thought-provoking questions and suggested readings guide readers in their exploration of the topics.

Dit vuistdikke boek is een compleet gereviseerde herdruk van Handboek meditatief ontspannen. Mindfulness is voor iedereen die zijn beperkingen wil overstijgen en naar een hoger niveau van gezondheid en welbevinden wil groeien. Dit boek laat zien hoe je op meditatie en yoga gebaseerde oefeningen kunt gebruiken om met meer aandacht in het nu te leven. Hierdoor kun je beter omgaan met de stress van alledag. Ontspanning, wijsheid en beheersing worden het uitgangspunt van je leven. `Gezond leven met mindfulness is een lezenswaardig en praktisch boek dat overtuigend laat zien hoe belangrijk meditatie is in ons dagelijks leven. Thich Nhat Hanh

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 opportunities to enhance their language skills.

Objective Proficiency Student's Book with Answers with Downloadable SoftwareCambridge University Press

For use in courses on language teaching methodology and teacher preparation, this book also serves as an invaluable source for courses in language curriculum

development, materials development, and teaching practice. The author views effective language teaching as a network of interactions involving the curriculum, methodology, the teacher, the learner, and instructional materials (hence the metaphor of a matrix). Each chapter discusses and examines the theoretical and practical dimensions of a central issue in language teaching. Among the topics covered are curriculum development, designing instructional materials, teaching listening, speaking, reading and writing, the nature of effective teaching, self-monitoring in teacher development, and language and content. Richards presents key issues in an accessible and highly readable style, and shows how teachers and teachers-in-training can be involved in the investigation of classroom teaching and learning. The emphasis is not on prescriptions but rather on developing effective teaching through understanding the various factors that interact in second language learning and in the second language classroom. This book collects and organizes the original studies presented at PROMS 2015 conference on theories and applications of Rasch model. It provides useful examples of the Rasch model used to address practical measurement problems across a range of different disciplines including Item Response Theory (IRT), philosophy of measurement, dimensionality, the role of fit statistics and residuals, application, educational application, language testing, health-related research, business and industrial application and Rasch-based computer software. PROMS 2015 (Pacific Rim Objective Measurement Symposium) was held from August 20-24th 2015, in Fukuoka, Japan.

The goal of this conference is to bring together the researchers from academia, universities, hospitals, industry, management sector as well as practitioners to share ideas, problems and solutions relating to the multifaceted aspects of Rasch Model.
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