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This volume gathers contributions in the closely linked fields of English language assessment and language education. The contributors from China and Hong Kong represent a mixture of established and new scholars. Areas covered in the language education section range across major developments in the redefining of Hong Kong's secondary and tertiary curricula, as well as the huge field of China's vocational education curriculum. Regarding assessment, the contributions reflect major changes in the marking of examinations in Hong Kong, whereby all examinations from 2012 onwards are marked onscreen, to quality control issues in the administration of China's College English Test, which is taken by over 10 million candidates every year.

Focusing on a key area of debate within the world of secondary English, the 'knowledge-based curriculum', this book explores in detail the question of knowledge in the teaching of English in secondary schools, drawing on specific concrete cases and a range of academic theories. Knowledge in English also investigates how to teach both facts and skills through the required texts to produce a balanced educational experience. Elliott brings together classic texts with contemporary knowledge and viewpoints to critically examine teaching in the English literature classroom, and situates them within the broader cultural and political context. The book includes discussions on race and gender in texts, Shakespeare and his influence, facts and emotions in poetry, and reading experiences. Knowledge in English is a foundational and accessible guide for researchers, practitioners, teacher educators and teachers around the world. It is a valuable resource for those involved in the English curriculum to keep the subject relevant and useful to students in the contemporary classroom.

The spread and globalisation of English has proved to be of interest in the study of diverse linguistic phenomena. From a methodological perspective, the study of Englishes poses a number of challenges, and attempts have been made to address these in corpus linguistics, sociolinguistic fieldwork and variationist studies. As such, this volume contributes to this increasingly fashionable, but still somewhat under-explored field of research by drawing together ideas from different frameworks and approaches dealing with English today. The different chapters reflect current trends in English linguistics research, and can be characterized broadly in terms of the study of the different diatopic and diastratic varieties of English, and the adoption of various theoretical and methodological perspectives. The chapters deal with the globalisation of English in itself and with the origin, development and status of varieties of English, often seen as a testing ground for different

research traditions, including typological linguistics, second language acquisition, contact linguistics and sociolinguistics.

The student demographic of universities today has changed quite dramatically from even a decade ago. As universities seek to internationalise, widen participation and derive attendant reputational and financial benefits, along with greater opportunities for research collaborations and industry links, they also face a growing challenge associated with what Neil Murray terms 'the English language question'. In particular, as the proportion of students of non-English speaking backgrounds entering universities increases, there is growing concern over levels of language proficiency and what this can mean for educational standards, the student experience and, ultimately, institutional standing. *Standards of English in Higher Education* unpacks a number of key and interrelated issues - for example, the assessment of proficiency and the structure and nature of provision - that bear on the question of English language standards, and in doing so offers a frank and critical appraisal of English language in higher education today.

Using the concept of otherness as an entry point into a discussion of poetry, Jonathan Hart's study explores the role of history and theory in relation to literature and culture. Chapters range from trauma in Shakespeare to Bartolomé de Las Casas' representation of the Americas to the trench poets to voices from the Holocaust.

The globalized use of language calls into question conventional ways of thinking in linguistics, applied linguistics and language pedagogy. This book critically examines this thinking from an historical, at times satirical, perspective and proposes an alternative conceptualization. The first section defines a number of key concepts about communication which are taken up in subsequent sections and shown to be relevant to the different but related areas of language study. Issues about the relationship between linguistics and applied linguistics set the scene for a discussion of the nature of discourse, and then how this bears on the understanding of the globalised use of English as a lingua franca. The final section considers the implications of this perspective on communication for how the subject of English language teaching might be redefined. The book is relevant for anyone who sees the need for a critical consideration of established concepts in linguistics and language pedagogy.

This edited volume gives an insight into climate and energy protection in China and the European Union (EU). By taking a closer look at the EU and China separately, the book presents the current situation in terms of environmental policy and energy use/ consumption in EU as well as in China. The book broaches the collaboration of the EU and China regarding climate and energy protection. The target audience primarily comprises research experts in the field of climate research as well as public decision makers.

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.

Highlighting marginalized but significant perspectives about the sociopolitical essence of English language tests and testing processes worldwide, this book explores the social considerations of testing theories and practices from a critical perspective. Investigating concerns surrounding power inequalities, *The Sociopolitics of English Language Testing* takes a socially-situated view of language assessment, bringing sociopolitical understandings of language teaching, learning, and assessment to the forefront in the field. Within the broader discussion of the politics of test use, an international team of language and education experts address the issues of ideology, diversity, power, and dominance in English language testing. Through socially-sensitive theoretical as well as empirical discussion and investigation of English language testing, this book offers valuable insights, not only to applied linguists and the language education community who have focused on positivistic and cognitively-oriented conceptions of language testing, but to anyone who wishes to venture beyond the traditional bounds of the field.

The *Cambridge Handbook of English Corpus Linguistics (CHECL)* surveys the breadth of corpus-based linguistic research on English, including chapters on collocations, phraseology, grammatical variation, historical change, and the description of registers and dialects. The most innovative aspects of the CHECL are its emphasis on critical discussion, its explicit evaluation of the state of the art in each sub-discipline, and the inclusion of empirical case studies. While each chapter includes a broad survey of previous research, the primary focus is on a detailed description of the most important corpus-based studies in this area, with discussion of what those studies found, and why they are important. Each chapter also includes a critical discussion of the corpus-based methods employed for research in this area, as well as an explicit summary of new findings and discoveries.

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