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CLEP for credit and then take 300 level courses.)

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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 Page 35/67

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 Page 36/67

their book, Brown and Thompson address these challenges and provide a vision of Spanish language education for the twentyfirst 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 postsecondary 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 Page 39/67

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.

This book provides a comprehensive Page 40/67

overview of Hispanic applied linguistics, allowing students to understand the field from a variety of perspectives and offering insight into the ever-growing number of professional opportunies afforded to Spanish language program graduates. The goal of this book is to re-contextualize the notion of applied linguistics as simply the

application of theoretical linguistic concepts to practical settings and to consider it as its own field that addresses language-based issues and problems in a real-world context. The book is organized into five parts: 1) perspectives on learning Spanish 2) issues and environments in Spanish teaching 3) Spanish in the professions 4) the discourses

of Spanish and 5) social and political contexts for Spanish. The book 's all-inclusive coverage gives students the theoretical and sociocultural context for study in Hispanic applied linguistics while offering practical information on its application in the professional sector.

This volume includes selected papers from the 20th Southeast Conference on Foreign Languages, Literatures and Film, held on March 2-3, 2012 at Stetson University in DeLand, Florida. It represents a cross section of current approaches to questions of violence and trauma; identity subjectivity and the national; race and gender; and

teaching in foreign languages, literatures and film.

In 1998 and 1999, three of the largest providers of educational tests introduced computer-based versions of proficiency tests for English as a foreign language. Around the same time, many institutions began to Page 45/67

offer Web-based tests for particular language courses and classes. These two phenomena have greatly added to the momentum of work in computer-assisted testing and mean that assessment through computer technology is becoming a fact for language learners in educational settings and therefore for teachers and researchers. This book is

the first to consider the theoretical. methodological and practical issues and their implications for language-teaching professionals wishing to engage with computer-assisted assessment. It overviews the work in the field, evaluates examples of assessment though computer technology. and provides language teachers and

researchers with practical guidelines for implementation.

The text is written for students who plan to pursue careers in a professional, Spanish-speaking setting within the United States or abroad. The exercises engage the learner in actual, substantive, and relevant content.

The consumer power dynamic has changed forever. Are you ready? Armed with computers, tablets, smartphones, and connected globally to each other, today 's consumers have revolted against the marketplace status quo. Demanding a voice, and sometimes a hand, in the products they Page 49/67

buy, these digitally empowered consumers—"Me's"—have changed the traditional market dynamics of retail into Metail. Through what Bines calls "The Quantum Consumer Revolution, " companies are no longer in charge, the consumer is. Your customers now create their own stories. Your very survival Page 50/67

depends on recognizing this and adapting to the new Metail economy. From Joel Bines, one of today 's top retail brand thought leaders. Metail provides innovative methods for connecting with the Me-centric consumer and shows organizations how to survive this consumer revolution. Bines provides examples of companies that have Page 51/67

failed to address the Metail paradigm, along with those that are on the right path, clearly illustrating how the traditional power dynamic has inverted and why it matters for business survival. Bines offers six proven models you can use to cultivate and serve highly informed and empowered customers in the Metail marketplace: Curation

Customization Category Expertise Cost Convenience Community Metail explains why companies shouldn 't pigeonhole themselves into one model, but rather develop a deep self-awareness about how they 're viewed and valued by their customers—and focus their investment. resources, and energies accordingly. An Page 53/67

Executive Action Plan is included. Whether you are the CEO of a global organization or starting your own clothing boutique in order to succeed from here out, you must become a Metailer—and this groundbreaking book will show you how.

Explains how to learn foreign languages, Page 54/67

offering practical advice for overcoming the obstacles.

This module introduces Teaching Proficiency through Reading and Storytelling (TPRS), an input-based language teaching method. TPRS provides a framework for teaching classes completely in Page 55/67

the target language—even those at the beginner level. Through the steps of establishing meaning, creating a story that is acted out live in class, and reading, students understand and use the target language to communicate right away. Research shows that over time TPRS creates fluent speakers who excel both on traditional tests

and—more importantly—in real-life situations. This is a valuable resource on TPRS for world language teachers, language teacher educators, and second language researchers.

Language students learn best when given the opportunity to communicate meaningful Page 57/67

content in realistic settings. Providing those realistic contexts hasn't always been easy, but as this book emphatically demonstrates technology can help. Current Internet- and software-based technologies offer authentic, individualized interactions with members of the target language community - precisely the kind of interaction that leads to the

biggest gains in proficiency. Months' worth of lesson plans and activities show you how to use the best of these technology tools to build content-based curricula for all ages and languages, and simultaneously address critical technology and content area standards. FEATURES Dozens of lesson plans on CD-ROM that can be used as

stand-alone activities or month-long curriculum plans Introductory essays on technology integration and foreign language standards, performance assessment, and distance learning Interdisciplinary links. teaching tips, lesson extenders, and assessment rubrics for each unit Also available: Teachers as Technology Leaders:

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A Guide to ISTE Technology Facilitation and Technology Leadership Accreditation -ISBN 1564842266 Transforming Classroom Practice: Professional Development Strategies in Educational Technology - ISBN 1564842460

Under pressure and support from the Page 61/67

federal government, states have increasingly turned to indicators based on student test scores to evaluate teachers and schools, as well as students themselves. The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests, such as in mathematics or English/language arts with a focus on grades

4-8. Teachers in these subject areas, however, constitute less than thirty percent of the teacher workforce in a district. Comparatively little has been written about the measurement of achievement in the other grades and subjects. This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a

broad range of grade levels and subject areas, with particular attention to their use in the evaluation of teachers and schools in all. It addresses traditional end-of-course tests, as well as alternative measures such as portfolios, exhibitions, and student learning objectives. In each case, issues related to design and development, psychometric

considerations, and validity challenges are covered from both a generic and a contentspecific perspective. The NCME Applications of Educational Measurement and Assessment series includes edited volumes designed to inform research-based applications of educational measurement and assessment. Edited by leading experts,

these books are comprehensive and practical resources on the latest developments in the field. The NCME series editorial board is comprised of Michael J. Kolen, Chair; Robert L. Brennan; Wayne Camara; Edward H. Haertel; Suzanne Lane; and Rebecca Zwick.

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