

Secondary Level English Proficiency Test

Now in its third edition, the Handbook of Research on Teaching the English Language Arts—sponsored by the International Reading Association and the National Council of Teachers of English—offers an integrated perspective on the teaching of the English language arts and a comprehensive overview of research in the field. Prominent scholars, researchers, and professional leaders provide historical and theoretical perspectives about teaching the language arts focus on bodies of research that influence decision making within the teaching of the language arts explore the environments for language arts teaching reflect on methods and materials for instruction Reflecting important recent developments in the field, the Third Edition is restructured, updated, and includes many new contributors. More emphasis is given in this edition to the learner, multiple texts, learning, and sharing one's knowledge. A Companion Website, new for this edition, provides PowerPoint® slides highlighting the main points of each chapter.

Raise your ELL success quotient and watch student achievement soar! How the ELL Brain Learns combines current research on how the brain learns language with strategies for teaching English language learners. Award-winning author and brain research expert David A. Sousa describes the linguistic reorganization needed to acquire another language after the age of 5 years. He supplements this knowledge with immediately applicable tools, including: A self-assessment pretest for gauging your understanding of how the brain learns languages Brain-compatible strategies for teaching both English learners across content areas An entire chapter about how to detect English language learning problems

U.S. public schools are responsible for educating large numbers of English language learners and students with disabilities. This book considers policies for including students with disabilities and English language learners in assessment programs. It also examines the research findings on testing accommodations and their effect on test performance. Keeping Score for All discusses the comparability of states' policies with each other and with the National Assessment of Educational Progress (NAEP) policies and explores the impact of these differences on the interpretations of NAEP results. The book presents a critical review of the research literature and makes suggestions for future research to evaluate the validity of test scores obtained under accommodated conditions. The book concludes by proposing a new framework for conceptualizing accommodations. This framework would be useful both for policymakers, test designers, and practitioners in determining appropriate accommodations for specific assessments and for researchers in planning validity studies.

English Language : Assessment Test, Secondary Level

How the ELL Brain Learns

Interpretation Guide

Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching

Uses of the Secondary Level English Proficiency (SLEP) Test

English.

Lack of reading proficiency is a barrier to understanding the academic content of any discipline. Effective Practice for Adolescents with Reading and Literacy Challenges provides secondary teachers with the knowledge and the strategies they need to improve their students' reading skills. Editors Denti and Guerin present a comprehensive collection of articles by a selection of prominent literacy and education researchers that provide practical approaches to improving literacy and offer accounts of successful evidence-based programs and practices that can be tailored to the needs of teachers working with struggling readers. Each chapter includes questions for review, a list of web resources, and suggested small group activities to encourage implementation of chapter ideas and strategies, making Effective Practice for Adolescents with Reading and Literacy Challenges a valuable tool for all teachers, regardless of content area.

Focuses on adult learners of English as a second language. Will equip students with the language and cultural proficiency needed for full participation in American society. Describes general standards, defines language proficiency levels, and identifies possible tests for measuring language proficiency. Designed to assist administrators and teachers in providing programs that promote communication based instruction in which students are engaged in the purposeful use of language.

Education Code, Annotated

A New Paradigm Bridging Global and Local Contexts

The Effects of Inclusion and Accommodation Policies on Large-Scale Educational Assessments

Secondary School English Education in Asia

Contemporary Perspectives on Language Policy and Literacy Instruction in Early Childhood Education

Peterson's Private Secondary Schools: Traditional Day and Boarding Schools is everything parents need to find the right day or boarding private secondary school for their child. Readers will find hundreds of school profiles plus links to informative two-page in-depth descriptions written by some of the schools. Helpful information includes the school's area of specialization, setting, affiliation, accreditation, subjects offered, special academic programs, tuition, financial aid, student profile, faculty, academic programs, student life, admission information, contacts, and much more.

CONTENTS Language Policy and Literacy Instruction, Olivia N. Saracho and Bernard Spodek. Historical

Perspectives in Language Policy and Literacy Reform, Olivia N. Saracho and Bernard Spodek. Second Language

Issues in Early Literacy and Instruction, Elizabeth S. Pang and Michael L. Kamil. The Acquisition of Literacy:

Reframing Definitions, Paradigms, Ideologies, and Practices, Mary Renck Jalongo, Beatrice S. Fennimore, and

Laurie Nicholson Stamp. The Teacher of Beginning Reading, Robert C. Calfee and Linda Scott Hendrick. Effective

Early Reading Programs for English Language Learners, Robert E. Slavin and Alan Cheung. Language Learners,

Early Literacy and Reading Policy Reform, Paula Wolfe and Betsy J. Cahill. Children's Literature and Children's

Literacy: Preparing Early Literacy Teachers to Understand the Aesthetic Values of Children's Literature, Barbara Z.

Kiefer. A Critical Examination of India's National Language Policy in Primary Education, Jyotsna Pattnaik. Issues in

Early Childhood Education for English Learners: Assessment, Professional Training, Preschool Interventions and

Performance in Elementary School, David Yaden, Robert Rueda, Tina Tsai, and Alberto Esquinca. Bilingualism is not

the Arithmetic Sum of Two Languages, Eugene E. García. Educating the Next Generation: Culture Centered

Teaching for School-Aged Children, Esther Elena López and Michael William Mulnix. Language Policy in the United

States: An Historical and Contemporary Perspective, Olivia N. Saracho and Bernard Spodek.

This text examines different perspectives on the role that interaction plays in second language acquisition. In

addition the effects of language aptitude on input processing are considered, and the contribution that interaction makes to the acquisition of grammatical knowledge is discussed.

The College Buzz Book

Validity of the Secondary Level English Proficiency Test at Temple University - Japan

From policy to practice

Secondary Level English Proficiency Test

Part II of V

This landmark volume provides a broad-based, state-of-the-art overview of current knowledge and research into second language teaching and learning. Fifty-seven chapters are organized in eight thematic sections: *social contexts of second language learning; *research methodologies in second-language learning, acquisition, and teaching; *contributions of applied linguistics to the teaching and learning of second language skills; *second language processes and development; *teaching methods and curricula; *issues in second or foreign language testing and assessment; *identity, culture, and critical pedagogy in second language teaching and learning; and *important considerations in language planning and policies. The Handbook of Research in Second Language Teaching and Learning is intended for researchers, practitioners, graduate students, and faculty in teacher education and applied linguistics programs; teachers; teacher trainers; teacher trainees; curriculum and material developers; and all other professionals in the field of second language teaching and learning.

This book is based on chapters in a series of four books from the first five years (2002-2006) of the Language of Instruction in Tanzania and South Africa (LOITASA) project. LOITASA is a NUFU-funded (Norwegian University Fund) project which began in January 2002 and will continue through to the end of 2011. The chapters reflect the state of the research at the end of the first five years of LOITASA in 2006 and were selected by reviewers independent of the project.

This helpful book addresses the issues of special educational needs within the context of international schools. It examines proven means of setting up effective learning support at international schools, providing an invaluable resource for school administrators as well as teachers and parents.

Federal Student Financial Aid Handbook

Resources in Education

RIE.. Annual cumulation

Effective Practice for Adolescents with Reading and Literacy Challenges

California English Language Development Test, Canadian English Language Proficiency Index Program, Certificate in Advanced Eng

A guide to the nation's colleges publishes extensive surveys from three hundred educational institutions, covering college essays, interviews, SAT's, academic workloads, housing, fraternities, campus facilities, and other details.

Implicit/ explicit knowledge constitutes a key distinction in the study of second language acquisition. This book reports a project that investigated ways of measuring implicit/explicit L2 knowledge, the relationship between the two types of knowledge and language proficiency, and the effect that different types of form-focused instruction had on their acquisition. Please note that the content of this book primarily consists of articles available from Wikipedia or other free sources online.

Pages: 30. Chapters: California English Language Development Test, Canadian English Language Proficiency Index Program, Certificate in Advanced English, Certificate of Proficiency in English, City & Guilds English Language Qualifications, College English Test, English Language Proficiency Test, English Language Skills Assessment, First Certificate in English, General English Proficiency Test, Graduate Record Examinations, IELTS, International Legal English Certificate, KPDS, MELAB, Pearson Language Tests, Pearson Test of English Academic, Preliminary English Test, PTE General, PTE Young Learners, Secondary Level English Proficiency test, SPEAK (test), STEP Eiken, TEPS, Test of English for Aviation, TOEFA, TOEFL, TOEIC, TOLES, Trinity College London ESOL, TSE (examination), United Nations Associations Test of English, University of Cambridge ESOL Examinations, Versant.

Reliability and Validity of the Secondary Level English Proficiency Test

Research in Education

Handbook of Research in Second Language Teaching and Learning

Extension of Elementary and Secondary Education Programs

Hearings

Assesses English language proficiency in two primary areas: understanding spoken English and understanding written English. It is designed for use with students whose native language is other than English. It is used as an admission test by private secondary schools and as a placement test by both public and private secondary schools.

Continuing on from the previously published Primary School English-Language Education in Asia: From Policy to Practice (Moon & Spolsky, 2012), this book compiles the proceedings which took place at the 2011 annual conference of AsiaTEFL which took place in Seoul, Korea. It surveys the current status, practices, challenges, and future directions of Secondary English education in 11 diverse countries - in Israel, Japan, Korea, Singapore, Bangladesh, India, Indonesia, Malaysia, Pakistan, Vietnam and China. Given the importance of secondary English education as the central feature for continuing development of target language and culture in English language teaching in Asia, each contributed chapter includes key policies, theories, and practices related to the development and implementation of country-specific curricular and instructional programs in secondary English educational contexts in these countries. Secondary School English Education in Asia: From Policy to Practice critically analyses both sides of the English language debate – from advantages to complications – in its chapters including: Educating for the 21st Century: The Singapore Experience Miles to Go ...: Secondary Level English Language Education in India English Language Education Innovation for the Vietnamese Secondary School: The Project 2020 Exploring the Value of ELT as a Secondary School Subject in China: A Multi-goal Model for English Curriculum Secondary School English Education in Asia will appeal to English Language Teaching (ELT) researchers,

teacher educators, trainee teachers and teachers, primarily those teaching in Asia.

The Handbook of Research on the Education of Young Children, Second Edition is an essential reference on research in early childhood education not only in the United States but throughout the world. It provides a comprehensive overview of important contemporary issues and the information necessary to make judgments about these issues. The field has changed significantly since the publication of the first edition of this Handbook in 1993, creating a need for an update. The Handbook of Research on the Education of Young Children, Second Edition is thus focused on research conducted over the past decade or so. The volume is organized in four parts: *Early Childhood Education and Child Development. New in this edition: moral development; the development of creativity. *Early Childhood Educational Curriculum. New in this edition: movement or dance education; the education of linguistically and culturally diverse children. *Foundations of Early Childhood Educational Policy. New in this edition: childhood poverty; the education of bilingual children. *Research and Evaluation Strategies for Early Childhood Education. New in this edition: doing historical research in early childhood education; postmodern and feminist orientations. The Handbook of Research on the Education of Young Children, Second Edition makes the expanding knowledge base related to early childhood education readily available and accessible. It is a valuable tool for all who work and study in the field.

Handbook of Research on Teaching the English Language Arts

Teaching English as an Additional Language in Secondary Schools

English Language Proficiency Test

Theory and practice

The Best Test Preparation for the SAT II, Subject Test

This bibliography is a compilation of 15 short bibliographies published in an issue of the Journal of Second Language Writing from January 1993 to September 1997. The work focuses on theoretically grounded research reports and essays addressing issues in second and foreign language writing and writing instruction, containing 676 entries, each including a 50+ word summary intended to be non-evaluative in nature. The editors hope that this work will be a useful tool for developing theory, research, and instruction in second language writing.

Examines listening as both a means of achieving understanding and as a teachable skill. The underlying theme of the volume is that an integration of cognitive, social, and educational perspectives is necessary in order to characterise effectively what listening ability is and how it may develop. It introduces listening from a cognitive perspective, and presents a detailed investigation of listening in social and educational contexts. The study concludes with an analysis of how listening development can be incorporated effectively into curriculum design.

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

English Language Proficiency Testing in Asia

English as a Second Language

Allocating Federal Funds for State Programs for English Language Learners

An Annotated Bibliography of Scholarship in Second Language Writing, 1993-1997

Learning a Second Language Through Interaction

As the demand for English language education grows in Asia, there has been a parallel growth in the development and implementation of standardized tests at the local level. Offering much-needed context on locally produced tests in Asia, contributors examine emerging models for English language assessment and the impact these large-scale tests have on the teaching and learning of English. Chapters address the following well-known and developing high-stakes tests in different regions across Asia: the GEPT, the TEPS, the VSTEP, the CET, the EIKEN and TEAP, and the ELPA. Brought together by world-renowned testing assessment scholar Cyril Weir and the Language Training and Testing Center (LTTTC), one of Asia's leading testing institutions based in Taiwan, this volume is a useful reference for evaluating, developing, and validating local tests of English and their societal impact. Comprehensive and research-based, chapters cover historic backgrounds, sociocultural contexts, test quality, international standing, and future considerations. Ideal for graduate students, researchers, and scholars in language assessment, TESOL/TEFL, and applied linguistics, this book will also be of interest to language teaching professionals, language test developers, and graduate students in Asian studies and international education, intercultural communication, and intercultural studies.

Master the SAT II English Language Proficiency Subject Test and score higher... Our test experts show you the right way to prepare for this important college exam. REA's SAT II English Language Proficiency Subject test prep covers all English language areas that appear on the actual exam including in-depth coverage of comprehending and listening to verbal statements, dialogues, and short talks. The book features 4 full-length practice exams. Each practice exam question is fully explained to help you better understand the subject material. The accompanying 2 audio cassettes help you improve your listening skills and prepare you for the critical listening comprehension portions of the actual exam. Follow up your study with REA's proven test-taking

strategies and powerhouse drills that get you ready for test day. DETAILS - Comprehensive review of every English language topic to appear on the SAT II subject test - Packed with proven test tips, strategies and advice to help you master the test - 4 full-length practice SAT II English Language Proficiency Subject exams. Each exam question is answered in complete detail with easy-to-follow, easy-to-grasp explanations. - Includes 2 audio cassettes that contain the listening comprehension sections from the four sample tests. TABLE OF CONTENTS Chapter 1 - About the SAT II: ELPT About This Book About The Test How To Use This Book Format of the ELPT About The Review Sections Scoring the Exam Studying for the ELPT ELPT Test-Taking Tips Chapter 2 - Listening Comprehension Review Hints for Preparations Test-Taking Hints Test Content Statements Dialogues Short Talks Chapter 3 - Reading Comprehension Review Reading Comprehension Effective Reading Tips Basic Questions Additional Tips Vocabulary Problem Situations Context Clues Vocabulary Word List FOUR PRACTICE TESTS Practice Test 1 Answer Key Detailed Explanations of Answers Practice Test 2 Answer Key Detailed Explanations of Answers Practice Test 3 Answer Key Detailed Explanations of Answers Practice Test 4 Answer Key Detailed Explanations of Answers Transcript Proficiency Level Keys Answer Sheets EXCERPT About Research & Education Association Research & Education Association (REA) is an organization of educators, scientists, and engineers specializing in various academic fields. Founded in 1959 with the purpose of disseminating the most recently developed scientific information to groups in industry, government, high schools, and universities, REA has since become a successful and highly respected publisher of study aids, test preps, handbooks, and reference works. REA's Test Preparation series includes study guides for all academic levels in almost all disciplines. Research & Education Association publishes test preps for students who have not yet completed high school, as well as high school students preparing to enter college. Students from countries around the world seeking to attend college in the United States will find the assistance they need in REA's publications. For college students seeking advanced degrees, REA publishes test preps for many major graduate school admission examinations in a wide variety of disciplines, including engineering, law, and medicine. Students at every level, in every field, with every ambition can find what they are looking for among REA's publications. While most test preparation books present practice tests that bear little resemblance to the actual exams, REA's series presents tests that accurately depict the official exams in both degree of difficulty and types of questions. REA's practice tests are always based upon the most recently administered exams, and include every type of question that can be expected on the actual exams. REA's publications and educational materials are highly regarded and continually receive an unprecedented amount of praise from professionals, instructors, librarians, parents, and students. Our authors are as diverse as the fields represented in the books we publish. They are well-known in their respective disciplines and serve on the faculties of prestigious high schools, colleges, and universities throughout the United States and Canada. ABOUT THE BOOK This book provides you with an accurate and complete representation of the SAT II: English Language Proficiency Test (ELPT). The four sample tests are based on the most recently administered ELPT examination. Our reviews are designed to prepare you for the types of questions you can expect to see when taking the actual test. You will be given one hour to complete each sample test. The sample tests contain every type of question that you may expect to appear on the actual exam. Following each test you will find an answer key and detailed explanations which are designed to help you understand the test material. Copies of this book include audio cassettes, containing the listening comprehension sections from the four sample tests. These tapes will help you improved your listening skills and prepare you for the listening comprehension portions of the ELPT. ABOUT THE TEST Who Takes the Test and What is it Used for? Any American secondary school student with English as a second language or limited English proficiency who has had at least two years of high school study in the United States can take this exam. The English Language Proficiency Test is used to measure your reading and listening skills in English. Unlike English test that focus on grammar and language structure, the ELPT uses everyday-life examples to test a student's ability to function in an English-speaking environment. The test is used by colleges and universities as an indicator of a student's ability to use English in life situations. It can also be used as a measure for academic placement. Students entering the workforce can use the ELPT to demonstrate their ability to understand written and spoken English. Who Administers the Test? The ELPT is developed and administered by the Educational Testing Service (ETS). The questions for the ELPT are developed by language specialists who follow standardized procedures which ensure a high quality of work. All questions are reviewed by many people, revised as necessary, and then are administered in trial test situations, before being compiled into a test format. According to ETS, the tests are then reviewed, using specific procedures, to ensure that they are free from cultural bias and that they will properly measure student's knowledge. When Should the ELPT Be Taken? The ELPT should be taken by American high school students who have completed two to four ears of training in an English as a Second Language program or an English enrichment course. The examination should be taken prior to graduation from high school. When and Where is the Test Given? The ELPT is administered twice a year, once at SAT test centers and once at participating high schools. The first test administration date is in November at SAT test centers. The second administration date is in April at participating high schools. To receive information on upcoming administrations of the exam, consult the publication Taking the SAT II: Subject Tests,

which can be obtained from your guidance counselor or by contacting: College Board SAT Program P.O. Box 6200 Princeton, NJ 08541-6200 Phone: (609) 771-7600 Website: <http://www.collegeboard.com> You must pay a registration fee to take the SAT II: English Language Proficiency Subject Test. Consult the publication Taking the SAT II: Subject Tests for information on the fee structure. Financial assistance may be granted in certain situations. To find out if you qualify and to register for assistance, contact your academic advisor.

HOW TO USE THIS BOOK What Do I Study First? Before you do anything else, you should take the first practice test which appears after the two review sections. After you complete this test, you will be able to determine what areas are causing you difficulty and should be studied first, so that you can strengthen your weaknesses. After you have thoroughly studied the areas with which you are having problems, you may want to retake Test 1 to gauge your improvement in these areas. When you feel comfortable with the areas which have previously caused you difficulty, you should then begin reviewing and preparing for each section of the ELPT. When should I start studying? It is never too early to start studying for the ELPT, the earlier the better. You should start studying as soon as possible so that you will be able to learn more. Make sure you take the first practice test before you start studying can help you strengthen your problem areas before you run out of time to study. Last minute studying and cramming is not an efficient way to study and does not allow you to learn the material which you will need to know for the exam. How else can I improve my English speaking and writing skills while preparing for the test? In addition to using Test 1 to determine your problem areas, make sure you study all of the reviews. The reviews will cover the information you will need to know for the exam. You should also test yourself by completing as many of the practice tests as you possibly can. Besides using this book, there is one way you can familiarize yourself with written English - READ! Reading will help you improve your writing skills because you will have become acquainted with correct structure and phrasing in written English. You should read newspaper and magazine articles and advertisements. Read the college admissions material and college catalogs of the schools to which you are applying. You should also read books of interest to you. Just make sure you read, read, READ! There are many ways you can familiarize yourself with spoken English. If you are in your car, turn on the radio. Listening to radio newscasts and weather reports can also help prepare you for the test. You should watch television documentaries, go to lectures, and even go to the movies. Doing all of these things will help your perception of spoken English and will help prepare you for the listening comprehension sections, and may even aid in building your vocabulary.

FORMAT FOR THE ELPT Section / Time Allotted / Questions Part A: Listening Comprehension - Rejoinders / 10 minutes / 14 questions Part B: Reading Comprehension - Realia / 30 minutes / 42 questions Part C: Listening Comprehension - Narratives and Dialogues / 20 minutes / 28 questions The ELPT will take about one hour to complete, plus about 20 minutes of administration time. All of the questions in the ELPT will be multiple choice. Each question is rated as either superior, advanced, or intermediate. These ratings distinguish the difficulty level of a question and aids in scoring the student's proficiency rating. Each question will have four answer choices from which to choose. You should be aware of the amount of time you have to complete each section of the test, so that you do not waste too much time working on difficult questions, while neglecting to answer easy questions. Speed is very important. Using the practice tests will help you prepare for this. Taking as many of the practice tests as possible, and making sure to time yourself, will help you become accustomed to the time constraints. Repeating this process will help you develop speed in answering the questions because you will become more familiar with the format. First, make sure you know how much time you have to complete each section. Second, read the directions to each section so that you understand it completely. Third, you should become familiar with the three parts of the ELPT. These sections are: PART A: Listening Comprehension - Rejoinders In this section, which makes up 17 percent of the test, your ability to respond to and understand spoken English will be tested. A tape recording of conversations will be played for you. You will then have seven seconds to choose the answer that would best continue the conversation. The questions, the conversations, and the answer choices will not appear in your test booklet. When you take the sample tests, take Part A for Tests 1-4 by using the provided tapes. Students will be given 10 minutes to complete the 14 questions in Part A. To study for this section, turn to the Listening Comprehension Review - Rejoinders. PART B: Reading Comprehension - Realia This section, which makes up 50 percent of the test, will test your ability to understand written English through published material such as signs, advertisements, directions, menus, labels, tickets, and street signs. The items in this section will include a piece of "realia" and test the students' ability to understand its content. Students will be given 30 minutes to complete the 42 questions in Part B. To study for this section, turn to the Reading Comprehension Review - Realia. PART C: Listening Comprehension - Narratives and Dialogues This part, which makes up 33 percent of the test, will have several spoken announcements or conversations which the students listen to and then answer questions about the content or main points of what was said on the tape. The students will be given 12 seconds to complete each question. Part C has 28 questions that must be completed in 20 minutes. To study for this section, turn to the Listening Comprehension Review - Narratives and Dialogues.

ABOUT THE REVIEW SECTIONS Our reviews are written to help you understand the concepts behind the questions which will be asked in the ELPT. They will help you

to prepare for the actual test. They contain study tips on how to choose the best answer quickly and accurately. Also, there will be many drills which will help you in studying for the ELPT. You should use the reviews in conjunction with the diagnostic test and its cross-referencing table, which can show you what areas you need to study the most. The three review sections in this book correspond to the test sections of the official ELPT. Listening Comprehension Reviews Both Listening Comprehension parts of the ELPT (Rejoinders and Narratives and Dialogues) will be discussed in great detail in this review. It will illustrate for you the different forms of questions that may appear in those parts of the ELPT. Through using this review, you will learn how to listen for key words and phrases. A number of study tips have been included to help you concentrate more effectively and choose the correct answer quickly. Reading Comprehension Review This review will describe for you the "realia" that will be presented in Part B of the ELPT. The review will help you learn how to understand the content of various signs, menus, directions, etc. STUDYING FOR THE ELPT At first glance, the ELPT may appear to be primarily a test of written English. However, the ELPT not only tests your written English ability., but it also tests your ability to understand spoken English. By using the tests contained in this book, you will be able to develop your abilities in both of these areas. It is important for you to discover the time and place that works best for you. Some students may set aside a certain number of hours every morning to study, while others may choose to study at night before going to sleep. Other students may study during the day, while waiting on line, or they may even listen to English tapes while doing chores. Only you can determine when and where your study time will be most effective. The most important factor to keep in mind is consistency. Work out a study routine and stick to it! You may want to follow a schedule similar to the one presented at the beginning of this book. Depending on how long before the exam you begin to study, you may want to add to this schedule or condense it. Be sure to take the first practice test before you begin studying the reviews in this book. By taking the practice test before studying you will determine your strengths and weaknesses, enabling your studying to be more concise and effective. When you take the practice tests, you should sit down at a quiet table and time yourself. Try to make the conditions as much like a test center as possible by removing all distractions. Afterwards, you should check each answer and thoroughly review the reasoning behind each question that you missed. You should not review too much at one time. Concentrate on each of your problem areas individually, until you feel comfortable with your ability in each of those areas. Write in the margins and spaces of this book when practicing, and write in the test booklet when taking the test. You should use this space to make notes to yourself, especially notes to go back to a certain question. You should also cross out answers that you know are incorrect. Although you can write in your test booklet, make sure you do not write anything on your answer sheet, except to mark the answer you chose. Keep track of your scores! You will be able to gauge your progress and discover general weaknesses in particular sections. You may find it very helpful to work with someone else. If possible, you should find a friend or classmate who is also taking the test. You may even find it convenient to ask a native speaker of English to help you practice. ELPT TEST-TAKING TIPS You may be unfamiliar with standardized tests such as the ELPT. There are many ways to acquaint yourself with this type of examination. Listed below are points to help you become familiar with the ELPT, some of which may be applied to other standardized tests. How to Beat the Clock Become comfortable with the format of the exam. When you are practicing to take the ELPT, pretend that you are under the same time constraints as you would during the test. Stay calm, pace yourself, and pay attention to the clock. Practice these techniques thoroughly. After simulating the test only a few times, you will be better able to sit down for the actual ELPT much more confidently and boost your chances of doing well. Become familiar with the directions. Make sure you understand them before you take the exam, so that you do not waste valuable time on the exam. Know the format for each section before you actually take the test. This will not only save you valuable time, but also ensure that you are familiar enough with the exam to avoid nervousness (and the mistakes that come from being nervous). Work on the easier questions first. Mark the very difficult questions (in the test booklet, not on the answer sheet) and continue. Remember, only correct answers will be counted in your score. You will not be penalized for guessing, so when you have either answered or marked all of the questions, go back and answer any of the difficult questions that you may have skipped. If you find yourself working too long on one question, mark it and go on. Be sure that you are marking your answer in the space that corresponds to the number of the question in the test booklet. Know how much time is allowed for each section. Remember that you are racing against the clock. This is why you should not spend too much time on a single question. Budget your time. Every question has the same value, whether it is difficult or easy, so it is important to move on if a question becomes too time consuming. Pace yourself and make sure to check your time periodically to make sure that you are moving at a good rate. Should I Guess? If you don't know the answer to a question, guess! Cross out and eliminate answers (in the test booklet) that you know are wrong, and then pick the best answer from the ones that are left. Even if you can't eliminate any answers, guess anyway! Remember that there is no penalty for guessing, and only correct answers are counted. If you guess, you may increase your number of correct answers. The Day of the Test On the day of the test, you should wake up early (hopefully after a decent night 's rest) and have a good breakfast. Make sure you dress comfortably, so

that you are not distracted by being too hot or too cold while taking the exam. You should plan to arrive at the test site early. By being early, you will spare yourself the anxiety of being late for the test. It will also allow you to collect your thoughts and to relax before taking the exam. Before you leave your home, make sure you have all the necessary information to be admitted into the test site. You should consult your ELPT handbook for exact requirements. Make sure you bring at least two sharpened #2 (or HB) pencils, with erasers, to the exam. The pencils should be medium-soft with black lead. You may want to wear a watch to the test site; however, only ordinary watches will be permitted. Watches with alarms, calculator functions, flashing lights, beeping sounds, etc., will not be allowed in the test site. No food will be allowed into the examination room. During the Test When you arrive at the test center, you will be assigned a seat in the examination room by a member of the test site staff. You will not receive a break during the examination. If you need to use the rest room, or if you become ill, you may leave the examination room, but you must first give the test supervisor your identification documents before you leave the room. If you do leave the room, you will not be allowed to make up any lost time. Once you enter the test site, follow all the instructions given by the test supervisor. If you do not, you risk being dismissed from the examination or having your ELPT scores voided (they will not be scored). Your answer sheet will not be scored and your test payment will not be refunded if you try to remove a test booklet, an answer sheet, or any tape from the test center. All the test materials are the property of Educational Testing Service and legal action may be taken against you if you try to take home test materials or copy them in any way. There are also regulations that, if not followed, will void your answer sheet and then your test payment will not be refunded for any reason. Check your ELPT handbook for a list of these regulations. When all of the test materials have been passed out, the test instructor will give you directions for filling out one side of your answer sheet. You must fill out this sheet carefully since this information will be printed on your score report. Fill out your name exactly as it appears on your identification documents, unless otherwise instructed. Remember to write in the margins and spaces of your test booklet, leaving notes for yourself to return to a question, or just to cross out incorrect answers. Make sure you do not write on your answer sheet, except to fill in the oval corresponding to the answer you chose. You will be marking your answers on the side two of your answer sheet. Each numbered row will contain four ovals corresponding to each answer choice for that question. Fill in the oval which corresponds to your answer darkly, completely, and in a neat manner. You can change your answer, but remember to completely erase your old answer. Only one answer should be marked. This is very important, as your answer sheet will be scored by machine and stray lines or unnecessary marks may cause the machine to score your answers incorrectly. Only work on the section of the test which the test instructor has instructed you to work on. You should begin only when instructed to do so, and stop, immediately, when instructed to end. Do not turn to the next section of the test until you are told to do so. When all of the sections have been completed, you should remain seated until all of the test materials have been collected. You will have to wait for your test results to arrive in the mail, which usually takes about one month.

With increasing numbers of learners in secondary schools having English as an additional language, it is crucial for all teachers to understand the learning requirements of these students and plan distinctive teaching approaches to engage and support them. This book provides school leaders, trainee teachers and qualified teachers with the skills and practical knowledge they need to strengthen the learning outcomes of students for whom English is an additional language. Teaching English as an Additional Language in Secondary Schools sets out realistic ways in which EAL learners can be engaged and stretched in their learning, building on their prior literacy, cultural experiences and language learning. It clearly explains the theory and key research into how additional languages are acquired and offers practical classroom teaching and learning strategies to show teachers how they can help EAL learners to access the curriculum and reflect on their learning through assessments. Features include: tasks to help put the ideas into practice case studies illustrating the key challenges faced by EAL learners summaries of key research findings reflections to encourage deeper thinking. Drawing on the daily experiences of teachers and teaching assistants, this book will be essential reading for all trainee and practising teachers that want to ensure students with EAL fulfil their true learning potential.

English Language Tests

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