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Bilingual Language Proficiency Questionnaire - English and Spanish Bilingual Language Proficiency Questionnaire Self-assessment of Foreign Language Skills Effect of Grouping on Language Development of English Learners Children's English and Services Study Children's English and Services Study Language Dominance in Bilinguals Interviewer's Reference Manual Assessing Culturally and Linguistically Diverse Students Learning Second Languages in Ireland The Role of Identity and Language. How do the two constructs play together? Bilingual and ESL Classrooms: Teaching in Multicultural Contexts Language Use and Proficiency in a Multilingual Setting Assessment Examining the Roles of Generational Status and Language Proficiency in Perceived Intragroup Marginalization and Its Effects of Mental Health of Hispanic College Students Divided by Language Medium of Instruction Policy Change in Sudan Origins and development of language attitudes towards the Irish language in the Republic of Ireland Validation in Language Assessment Measures of Language Proficiency in Censuses and Surveys The Development of a Common Framework Scale of Language Proficiency Effect of Grouping on the Language Development of English Learners Urban Multilingualism in Europe Approaches to Self-assessment in Foreign Language Learning Second Language Competence Reading Comprehension and Language Proficiency Among Eskimo Children Language in Hong Kong at Century's End Approaches to Self-assessment in Foreign Language Learning Questionnaires in Second Language Research FOREIGN STUDENTS' LANGUAGE PROFICIENCY, THEIR PERCEPTIONS OF LANGUAGE ADEQUACY AND THEIR PERFORMANCE AT THE GRADUATE LEVEL. Measuring L2 Proficiency EFL Learners' Perceptions of Grammatical Difficulty in Relation to Second Language Proficiency, Performance, and Knowledge Advances in Comparative Survey Methods Do

Bilingual Speakers Shift Fundamental Frequency Based on Language Acquisition Or Language Dominance? More Competence in Foreign Languages Needed by Federal Personnel Working Overseas Language, Ethnicity, and Education Adult ESOL Learners in Britain Adult and Second Language Learning Interaction, Feedback and Task Research in Second Language Learning Study skills. Their contributions to the English Language Proficiency

Questionnaires in Second Language Research Mar 24 2021 Questionnaires in Second Language Research: Construction, Administration, and Processing is the first guide in the second language field devoted to the question of how to produce and use questionnaires as reliable and valid research instruments. Even though questionnaires are widely used in second language research, there is insufficient awareness in the field of the theory of questionnaire design and processing. It is all too common to see studies involving exciting research questions become spoiled by the application of poorly designed questionnaires, or by unreliable results due to faulty processing. This volume aims to help researchers avoid those pitfalls. It offers a thorough overview of the theory of questionnaire design, administration, and processing, made accessible by concrete, real-life second language research applications. This Second Edition features a new chapter on how an actual scientific instrument was developed using the theoretical guidelines in the book, and new sections on translating questionnaires and collecting survey data on the Internet. Researchers and students in second language studies, applied linguistics, and TESOL programs will find this book invaluable, and it can also be used as a textbook for courses in quantitative research methodology and survey research in linguistics, psychology, and

education departments.

Medium of Instruction Policy Change in Sudan

Apr 05 2022 The decline of English language standards among Sudanese university students and graduates has become one of the issues, which has preoccupied public opinion in Sudan. Media, employers, parents, and school and university teachers are concerned about the falling standards of English language among Sudanese students and graduates. Therefore, the objective of this study is to investigate the impact of the medium of instruction on the English language proficiency of Sudanese medical students. Four instruments were used to collect data for this study. The first was a writing test, which aimed at assessing the English language proficiency of two groups of students; namely a group that studied through the medium of English, and a group that studied through the medium of Arabic. The English-medium students were second year medical students at Khartoum University, Sudan, while the Arabic-medium students were second year medical students at Gezera University, Sudan. A sample of 151 students was chosen from the former group, and a sample of 155 students was chosen from the latter group. The second instrument was a survey questionnaire to elicit students' perceptions on the effect of using Arabic as a medium of instruction on the English language proficiency of Sudanese medical students. The questionnaire was administered to 201 participants from both Khartoum University and Gezera University. The third instrument was a survey questionnaire for teachers, academicians, employers, and language policy makers to elicit their perceptions on the effect of using Arabic as a medium of instruction on the English language proficiency of Sudanese medical students and their perceptions on factors that have led to the deterioration of English language standards in Sudan. The questionnaire was administered to 30 academicians and 30 English language teachers working at Khartoum and Gezera Universities respectively, 10 employers working at University of Khartoum, Ministry of Health and Ministry of Education, and 6 language policy makers working at University of Khartoum and Ministry of Education. The fourth instrument was an interview to obtain detailed information and rich

data about the impact of using Arabic as a medium of instruction on the English language proficiency of Sudanese medical students. It was also used to obtain insights on factors contributing to the deterioration of English standards among these students. The results show that using Arabic as a medium of instruction has an adverse effect on the English language proficiency of Sudanese medical students. The results also indicate that low wages and salaries, lack of motivation on the part of students, syllabuses which do not meet the needs of students, lack of adequate training for teachers, poor English proficiency among university new entrants, and the problem of large classes were the other factors responsible for the deterioration of English standards among Sudanese medical students.

EFL Learners' Perceptions of Grammatical Difficulty in Relation to Second Language Proficiency, Performance, and Knowledge

Dec 21 2020 This study investigated grammatical difficulty from the perspective of second language (L2) learners in relation to their overall L2 proficiency and L2 performance and knowledge. The design included the administration of a student questionnaire, an interview, a proficiency test, and oral production and metalinguistic tasks. The proficiency test and questionnaire were administered to 277 university-level Chinese EFL learners in Taiwan. The questionnaire explored learners' perceptions of grammatical difficulty of 20 English grammar features. Thirty of the students who completed the questionnaire met with the researcher individually to complete a grammatical difficulty ranking activity, 2 grammar exercises and 2 stimulated recalls, all of which aimed to further explore why the learners considered the selected features to be more (or less) difficult for them to learn. The oral production tasks were administered to 27 of the students who completed the questionnaire. The metalinguistic task was administered to 185 of the students who participated in the questionnaire survey. The questionnaire results indicate that, overall, the participants did not perceive the 20 target features to be difficult to learn. Notwithstanding, the ranking results of the questionnaire suggest that learners' perceptions of grammatical difficulty are based on whether the rules to

describe the formation of language features are easy or difficult to articulate. The qualitative results show that the learners' perceptions of grammatical difficulty were influenced by several factors including their L2 knowledge, L2 grammar learning experience, and L1 knowledge, all of which were examined with reference to syntactic, semantic, and/or pragmatic levels. In terms of the relationship between learners' perceptions of grammatical difficulty and their overall L2 proficiency, results show that learners' perceptions of grammatical difficulty do not vary at the syntactic level, but that there is some variation at the pragmatic level. Regarding the relationship between learners' perceptions of grammatical difficulty and their L2 knowledge, results suggest that learners' perceptions of grammatical difficulty vary according to their implicit/explicit knowledge of the features in question; at the explicit knowledge level, the feature perceived to be less difficult to learn is used more accurately, while at the implicit knowledge level, this is not the case.

The Role of Identity and Language. How do the two constructs play together? Oct 11 2022 Studienarbeit aus dem Jahr 2016 im Fachbereich Anglistik - Kultur und Landeskunde, Note: 1,7, Universität Kassel (Fremdsprachenlehr- und -lernforschung), Veranstaltung: Language and Cultural Awareness, Sprache: Deutsch, Abstract: Considering the fact that, according to the Ethnologue catalogue, there exist 7097 known living languages, but only 196 countries in the world, it is intelligible to presume that people do generally speak more than one language (Lewis et.al., 2016, Chrystal, 2007). Literature often discusses the phenomenon of differences in individuals' behaviour in native and foreign tongues. It is believed that our childhood languages vibrate with greater emotional intensity than do those learned in more academic settings, which is reflected in our thoughts and actions (Sedivy, 2016). Do the languages we speak shape the way we see the world, the way we think, and the way we live our lives. This paper aims to answer this question and how and if language and identity correlate by investigating the relationship with the help of a theoretical approaches as well as the practical implementation through a survey.

FOREIGN STUDENTS' LANGUAGE PROFICIENCY, THEIR PERCEPTIONS OF LANGUAGE ADEQUACY AND THEIR PERFORMANCE AT THE GRADUATE LEVEL.

Feb 20 2021 The methodology devised for this study consisted of a self-administered questionnaire mailed out to 200 foreign students, and direct interviews with selected foreign students. The students' responses to the questionnaire were analyzed using correlation, regression, and analysis of variance procedures. Measures of Language Proficiency in Censuses and Surveys Jan 02 2022 This book offers a systematic analysis of a wide range of questions used in censuses, national surveys and international surveys to measure language proficiency. It addresses the urgent need in language related survey research for a comprehensive examination of the large existing body of survey data in order to provide a fuller understanding of the extent to which survey results are shaped by the way language proficiency questions are worded. While census and survey language proficiency data are extensively used in a wide range of research areas, as well as in forming, implementing and monitoring government policies, there are as yet no universally accepted survey measures of language proficiency. This book will therefore provide a valuable resource for students and scholars working in sociological areas that use census or survey language data, such as sociology of language, sociology of education, politics, racial and ethnic studies, and cultural studies; as well as for policy analysts.

Advances in Comparative Survey Methods

Nov 19 2020 Covers the latest methodologies and research on international comparative surveys with contributions from noted experts in the field *Advances in Comparative Survey Methodology* examines the most recent advances in methodology and operations as well as the technical developments in international survey research. With contributions from a panel of international experts, the text includes information on the use of Big Data in concert with survey data, collecting biomarkers, the human subject regulatory environment, innovations in data collection methodology and sampling techniques, use of paradata across the survey lifecycle, metadata standards for

dissemination, and new analytical techniques. This important resource: Contains contributions from key experts in their respective fields of study from around the globe Highlights innovative approaches in resource poor settings, and innovative approaches to combining survey and other data Includes material that is organized within the total survey error framework Presents extensive and up-to-date references throughout the book Written for students and academic survey researchers and market researchers engaged in comparative projects, this text represents a unique collaboration that features the latest methodologies and research on global comparative surveys.

The Development of a Common Framework Scale of Language Proficiency Dec 01 2021

Scales describing language proficiency in a series of levels can provide orientation for educational programmes, criteria for assessment, and reporting to stakeholders. However, in most cases such instruments are produced just by expert opinion. A scale of language proficiency actually implies a descriptive scheme related to theory but usable by practitioners. It also implies a methodology for scaling content to different levels. This book describes the use of both qualitative and quantitative techniques to develop scales for the «Common Reference Levels» in the Common European Framework of Reference for modern languages. Short stand-alone descriptors were (i) developed and classified, (ii) refined and elaborated in workshops, and then (iii) scaled by analyzing the judgments of one hundred teachers on the English language proficiency of the learners in their classes.

Divided by Language May 06 2022 Divided by language is an outcome of a project started in 1999. NIACE carried out a survey of language learning as part of evidence to be provided to the Nuffield Inquiry (2000) into modern languages, which reported that 'capability in other languages is crucially important for a flourishing UK'. Language learning is often seen as the backbone of traditional evening class provision, and NIACE was keen to see how far this penetrated the population as a whole. Research for The Learning Divide Revisited by Naomi Sargent (published by NIACE in 2000)

revealed that seven per cent of the UK population were studying foreign languages, with a further one per cent studying English as a foreign or second language. Divided by language demonstrates that there is real interest in language learning in England and Wales, contrary to popular belief. People are able to and do, in fact, use other languages in their daily lives. The report also shows the richness of the diversity of languages used, at all levels, in Britain today. The survey highlights the fact that language learners in Britain's minority ethnic groups have fluency and ability to learn languages. One of the questions which this finding prompts is, 'what can be learned from this, in terms of learning strategies and motivation?' This report is published at the beginning of the European Year of Language Learning. The Year aims to raise awareness of the richness of Europe's linguistic heritage; to make the widest possible public aware of the advantages of competence in another language; to encourage the lifelong learning of languages; and to publicise information about the teaching and learning of languages. It is hoped that this report makes a contribution to these aims.

Assessment Jul 08 2022

Approaches to Self-assessment in Foreign Language Learning Aug 29 2021

Self-assessment of Foreign Language Skills Jun 19 2023

A review of research in self-assessment techniques for foreign language skills is based on a survey of the literature and the results of a survey of teachers, researchers, and administrators in adult education centers in many areas of the world. Two late 1970s surveys of self-assessment research and pilot experiments concerning the general validity and usefulness of learners' estimates are described, and more recent research is reviewed. A growing body of research on the use of self-assessment procedures for continuous evaluation purposes is also examined, and the survey results are reported. The pattern emerging is of consistent overall agreement of self-estimates and external criteria, but the need for practice in autonomous learning and self-directed evaluation is emphasized in some of the sources, and it is suggested that teacher training in these areas is a further prerequisite for effective development of self-evaluation

techniques. A variety of self-assessment aids are described and illustrated, and it is noted that the kind of instrument seeming to yield the most accurate information consists of descriptions of concrete linguistic situations that the learner can interpret and evaluate in behavioral terms. Implications of the findings and areas needing further study are discussed. (Author/MSE)

Assessing Culturally and Linguistically Diverse Students Dec 13 2022 This is the first book to present a practical, problem-solving approach and hands-on tools and techniques for assessing English-language learners and culturally diverse students in K-12 settings. It meets a crucial need among practitioners and special educators working in today's schools. Provided are research-based, step-by-step procedures for conducting effective interviews with students, parents, and teachers; making the best use of interpreters; addressing special issues in the prereferral process; and conducting accurate, unbiased assessments of academic achievement, intellectual functioning, language proficiency, and acculturation. Among the book's special features are reproducible worksheets, questionnaires, and checklists--including several in both English and Spanish--in a ready-to-use, large-size format. This book is in The Guilford Practical Intervention in the Schools Series.

Adult and Second Language Learning Jun 14 2020 The Psychology of Learning and Motivation, Volume 72 in this preeminent series, features empirical and theoretical contributions in cognitive and experimental psychology, ranging from classical and instrumental conditioning, to complex learning and problem-solving. Chapters in this new release cover Statistical learning predicts literacy acquisition of a foreign alphabetic and logographic language, An Investigation into Virtual Immersion Mandarin Chinese Writing Instruction with Students with Autism, Child and adult classroom L2 learners: uniqueness and similarities, and implications for cognitive models, Current Trends in Second Sign Language Research: Acquisition, Teaching and Assessment, Language Experiences and Cognitive Control: A Dynamic Perspective, and much more. Presents the latest information in the highly regarded Psychology of Learning and Motivation series Provides an essential

reference for researchers and academics in cognitive science Contains information relevant to both applied concerns and basic research *Urban Multilingualism in Europe* Sep 29 2021 This book is the final outcome of the crossnational Multilingual Cities Project, carried out under the auspices of the European Cultural Foundation, established in Amsterdam, and coordinated by Babylon, Centre for Studies of the Multicultural Society, at Tilburg University. The book offers multidisciplinary, crossnational, and crosslinguistic perspectives on the status of immigrant minority languages at home and school in a dominant Germanic or Romance environment in six major multicultural cities across Europe. From North to South these cities are Goteborg, Hamburg, The Hague, Brussels, Lyon, and Madrid.

Language in Hong Kong at Century's End May 26 2021 This volume offers a view of the linguistic situation in Hong Kong in the final years of the twentieth century, as it enters the post-colonial era. In the chapters of this book, scholars from Hong Kong and around the world present a contemporary profile of Chinese, English, and other languages in dynamic interaction in this major international economic centre. Authors survey usage of different languages and attitudes towards them among students, teachers, and the general population based on census data, newspapers, language diaries, interviews, and questionnaires. They address issues of code-mixing, the shift from English-medium to Chinese-medium education, the place of Putonghua in the local language mix, and the language of minority groups such as Hong Kong Indians. This wide-ranging group of original studies provides a social and historical perspective from which to consider developments in language among the past, present, and future populations of Hong Kong. [Bilingual and ESL Classrooms: Teaching in Multicultural Contexts](#) Sep 10 2022

Demographic predictions are that students with close connections to their bilingual/bicultural heritages (now labeled "language minority students" by the federal government) will be very large in number in the near future, becoming the majority in many states over the next three decades. The authors feel it is the responsibility of all educators, not just

specialists, to prepare themselves to work with language minority students. This time-tested classic text (not an edited volume) integrates theory and practice and provides comprehensive coverage of bilingual and ESL issues. The text integrates the fields of ESL, bilingual, and multicultural education and provides rich examples of effective practices and their underlying research knowledge base and provides an extremely clear and balanced overview of research on teaching in multilingual and multicultural contexts

Validation in Language Assessment Feb 03 2022
Validation in Language Assessment contributes to the variety of validation approaches and analytical and interpretive techniques only recently adopted by language assessment researchers. Featuring selected papers from the 17th Language Testing Research Colloquium, the volume presents diverse approaches with an international perspective on validation in language assessment.

Children's English and Services Study Mar 16 2023
Two methodological reviews of the Children's English and Services Study (CESS), a congressionally mandated estimate of the number and needs of limited English proficient children, are presented. Such reviews are needed because the CESS is the only national study of its kind which administered a language proficiency test to determine the language proficiency of language minority groups. The reviews were conducted by the National Center for Education Statistics and the National Institute of Education. They include discussions of design and methodological issues and statistical tables. The major methodological issues reviewed include selection of items for the Language Measurement and Assessment Inventory, establishment of test cut-off scores for classifying children as limited English proficient, and the effects of non-response bias on estimates of the number of limited English proficient children. (RW)

Reading Comprehension and Language Proficiency Among Eskimo Children Jun 26 2021

Adult ESOL Learners in Britain Jul 16 2020
Presents key statistics relating to structure and energy use of the UK's non-domestic buildings. This title includes historical information on the

way energy is used and how this relates to carbon dioxide emissions.

Interaction, Feedback and Task Research in Second Language Learning May 14 2020
With clear guides and specific examples, this book makes methodology accessible to those working within L2 interaction and task research.

Bilingual Language Proficiency Questionnaire Jul 20 2023

Second Language Competence Jul 28 2021
This volume looks at the development of linguistic competence and convergence in second language acquisition by analysing the acquisition of complex syntax by non-native learners of Spanish. It looks at the knowledge that is transferred from the native language and the changes that occur as learners become more proficient. It focuses on a particular class of grammatical constructions that are central to understanding the transition from simple to complex syntax in language development: Control, Raising and Exceptional Case Marking structures. The formal properties of these constructions have been described extensively in theoretical syntax. This volume presents an empirical study, as well as a comprehensive review of seminal and current theories, that ultimately seeks to bridge the gap between linguistic theory and its applications.

Interviewer's Reference Manual Jan 14 2023

Effect of Grouping on the Language Development of English Learners Oct 31 2021
The purpose of the study was to examine if there was a significant difference between first-grade English Learners (EL) who constitute a majority (greater than 50%) of the English language mainstream classroom (homogeneous grouping) and first-grade EL who constitute a minority (less than 50%) of the English language mainstream classrooms (heterogeneous grouping) in the area of English language acquisition as measured by the California English Language Development Test (CELDT). To accomplish this, the researcher gathered CELDT scores of entire English language mainstream EL who were enrolled in first grade for the 2006-2007 school year and who maintained enrollment in the same district for second grade in the fall of 2007-2008 school year at a Unified School District (USD). In this study, the researcher also determined

perceptions of the teachers of the entire English language mainstream EL, who were enrolled in first grade for the 2006-2007 school year and who maintained enrollment in the same district for second grade in the fall of 2007-2008 school year at the USD, on the advantages and disadvantages of homogeneous and heterogeneous grouping in EL A questionnaire, developed by the researcher, was given to all the English language mainstream first-grade teachers at the USD. A study of teachers' perceptions helped substantiate that the non significant difference in differently grouped EL test scores was not due to the difference in teacher perceptions of EL groupings. Seven appendices are included: (1) Protection of Human Subjects (2) Unified School District's Board Policy; (3) Institutional Permission Letter; (4) Questionnaire Consent Form; (5) Questionnaire; (6) Matrix for Aligning the Questionnaire with Research Questions; and (7) Checklist for Evaluating the Questionnaire. (Contains 23 tables and 3 footnotes.).

Language, Ethnicity, and Education Aug 17 2020

The book presents case studies of immigrant minority groups and immigrant minority languages in Europe and abroad, analysed from demographic, sociolinguistic, and educational perspectives. The demographic perspective focuses on the role of language and ethnicity in multicultural population statistics, the sociolinguistic perspective on the vitality of immigrant minority languages, and the educational perspective on the status of immigrant minority languages in education.

Do Bilingual Speakers Shift Fundamental Frequency Based on Language Acquisition Or Language Dominance? Oct 19 2020 As Spanish-English bilingual speakers continue becoming a growing part of the population in the United States it is essential to investigate their acoustic measures. The purpose of this study was to investigate a possible shift in fundamental frequency (F0) measures in bilingual speakers, and it sought to determine whether that shift was based on language acquisition or language dominance. Eleven Spanish-English bilinguals were asked to complete the following tasks 1) answer the Language Experience and Proficiency Questionnaire (LEAP-Q) 2) complete 3 Spanish and 3 English category fluency trials

by naming words belonging to a category (e.g. animals), each one minute in length 3) reading Spanish and English sentences. The speech samples were analyzed for F0, category fluency tasks were scored for number of correct answers provided, and all measurements were compared to self-reports on the LEAP-Q. The results of this study suggested there may be a shift in F0 in bilingual speakers. In at least one speech sample, 7 out of 11 participants had an increased F0 when speaking in their non-dominant language. Due to the trend in the data and the small sample size it was concluded that further investigation must be conducted to determine if there is a true shift in F0 in bilingual speakers, and if factors such as language acquisition, language proficiency, language exposure, language status and language preference.

Bilingual Language Proficiency Questionnaire - English and Spanish Aug 21 2023

Learning Second Languages in Ireland Nov 12 2022 Results of a survey of students of the University of Dublin concerning their language learning experiences and attitudes are reported. The study was undertaken within a larger study of self-directed language learning. The questionnaire had seven sections. The first and largest covered these topics related to students' language background: (1) the languages they knew, (2) their reading and writing habits in those languages, (3) the languages they had learned in educational institutions, (4) the instructional methods and materials they had experienced, (5) their success in language examinations, (6) visits made to second or foreign language communities, (7) their assessment of their competence in the four language skills (listening, speaking, reading, and writing), (8) the productive difficulties experienced, and (9) information about the languages they knew but would like to know better and those they did not know but would like to know. The six other sections covered the students' general attitudes toward foreign languages and cultures, foreign language needs, approaches to learning a foreign language they needed, opportunities to learn languages, individual characteristics (age, sex, parents' occupation, and so on), and responses to the

questionnaire's design. Tables of survey data and analyses are presented within the narrative of results. The survey instrument is appended. (MSE)

Measuring L2 Proficiency Jan 22 2021 This volume brings together concrete ideas on identifying and measuring second language (L2) proficiency from different branches of SLA. The chapters introduce a range of tools for the evaluation of learners' language level with respect to both productive and receptive skills and provide a variety of answers to the question of how to assess L2 proficiency in a valid, reliable and practical manner.

Examining the Roles of Generational Status and Language Proficiency in Perceived Intragroup Marginalization and Its Effects of Mental Health of Hispanic College Students Jun 07 2022

Statistics show that the Hispanic population of 58 million is changing over time from typical characteristics and prototypes. As a result, individuals may be more vulnerable to experiencing discrimination by members of their own cultural group – a term known as intragroup marginalization – if they challenge the “typical” traits of Hispanics within their culture. Exposure to acts of discrimination can often serve as a catalyst for an immigrant to begin exploring one's racial and ethnic identity, as that person begins to experience feelings of confusion as a result of not knowing which group they identify with and therefore may begin to challenge their ethnic identity. Intragroup marginalization has proven to have negative consequences in other cultures, such as young African American males who have been marginalized by their peers for “acting White.” The current study will set out to explore how variables such as generational status or Spanish proficiency impact the amount of perceived intragroup marginalization, and the effects intragroup marginalization may have on the mental health status of Hispanic college students – specifically depressive symptoms and emotional regulation. Students at SCSU who fit the inclusion criteria (18-25 years old, of Hispanic heritage, undergrad or graduate students) were recruited via email to participate in the study which involved completing a variety of questionnaires in an online survey format, including: demographic information which asked for the participant's generational status; the

Intragroup Marginalization Inventory (Castillo et al 2007), which consists of three self-report scales that measure perceived intragroup marginalization from an individual's heritage culture from various groups, including one's family (IMI-Family), friends (IMI-Friends), and ethnic group (IMI-Ethnic Group); a self-reported Spanish language proficiency questionnaire to assess for one's proficiency in reading, hearing, speaking, and writing in the Spanish language; the Center for Epidemiologic Studies Depression Scale – Revised (CESD-R; 2004) to evaluate one's depressive symptoms; and the Emotion Regulation Questionnaire (ERQ; Gross & John, 2003) to assess for an individual's ability to regulate emotions. The findings were largely inconclusive, however offered insight into questions for future research and implications for practitioners in the field.

Effect of Grouping on Language

Development of English Learners May 18

2023 The purpose of the study was to examine if there was a significant difference between first-grade English Learners (EL) who constitute a majority (>50%) of the English language mainstream classroom (homogeneous grouping) and first-grade EL who constitute a minority (

Children's English and Services Study Apr 17

2023 This study examines the background, rationale, procedures, and results of a study by the National Institute of Education (NIE) and the National Center for Education Statistics (NCES) to determine the number of limited English proficient children living in the United States and the types of services these children receive in school. The procedure used by the study for defining limited English proficiency is examined in terms of conceptual framework, field test procedures and results, and selection of the criterion score. A critique is offered of the conceptual framework and survey procedures that includes alternative sample plans, the role of the advisory group and contractor, sample selection, questionnaire design, data collection, response rates and weight adjustments, and sources of and interpretation of errors. The results of the survey are summarized. Comments from the advisory group for the study are set forth. In general, it is concluded that various flaws in the design of the study give cause for calling the results into question. Instruments

used in the study are appended. (JB)

More Competence in Foreign Languages Needed by Federal Personnel Working Overseas Sep 17 2020

Approaches to Self-assessment in Foreign Language Learning Apr 24 2021

Study skills. Their contributions to the English Language Proficiency Apr 12 2020

Wissenschaftliche Studie aus dem Jahr 2020 im Fachbereich Didaktik - Englisch - Pädagogik, Sprachwissenschaft, , Sprache: Deutsch, Abstract: The purpose of this research is to highlight the contribution of study skills to academic competence. It investigates the actual denominators resulting in student's academic failure and addresses the issue of students' non-strategic ways of dealing with academic content. It also identifies scientific evidence-based strategies that are effective in helping students improve their study skills. Over 100 students completed a questionnaire to determine how study skills affect the students' academic achievements. In this respect, effective evidence-based strategies were grouped into taking notes, planning and organization, focus and concentration, and memory hacks. The research is composed of four chapters, whose general aim is to investigate the contribution of study skills to academic competence. The first chapter reviews the existing literature on study skills research and experiments, as well as the major findings in the field of study skills. The second chapter introduces the methodological procedures and research designs that were utilized to elicit data. The third chapter demonstrates the results of the study along with a critical analysis of the variables involved. As for the fourth chapter, a discussion takes place elucidating different perceptions of the study's findings and implications. Finally, a conclusion of the study is drawn, and references are cited in the end. Academic competence is associated with the knowledge and application of effective study skills. Capable students at all grade levels may experience difficulty in school, not because they lack ability, but because they lack good study skills. Although some students develop study skills independently, even normally achieving students may go through school without having acquired effective approaches for studying. Implementing study-skills instruction

relies on an understanding of the theoretical foundation for teaching and using study skills, as well as knowledge of current research on the effectiveness of study strategies. The purpose of this article is to articulate a theoretical perspective on the contribution of study skills to academic competence, and to identify evidence-based strategies that are effective in helping students study.

Language Use and Proficiency in a Multilingual Setting Aug 09 2022

Origins and development of language attitudes towards the Irish language in the Republic of Ireland Mar 04 2022

Master's Thesis from the year 2005 in the subject English Language and Literature Studies - Linguistics, grade: 1,3, Birkbeck, University of London, language: English, abstract: Abstract Given the existing relations between language attitudes and linguistic competence, and places in the bilingual context of the Republic of Ireland (Irish/English) the goal of the present study is twofold: first, attitudes towards the Irish language are described, and second, variables that can explain such attitudes are studied. These include: family language, linguistic proficiency in Irish, residence (Gaeltacht vs. Galltacht), cultural identity, socio-educational background and gender. In addition, attitudes towards Irish and English will be compared. A questionnaire that had been successfully used in other areas was adapted and used in a sample of 62 adult speakers of Irish, about half of them (N=27) coming from traditionally Irish-speaking areas, or Gaeltacht, and the other half (N=35) coming from English-speaking areas, or Galltacht. 33 females and 29 males took part in the study. The mean age was $M=35.5$, $SD=10.35$. All participants had undergone secondary education in the Republic of Ireland. Globally, results show neutral attitudes towards Irish and somewhat unfavourable attitudes towards English. The information of the participants' attitudes to the Irish language proved not to be correlated with any of the independent variables. Possible intervening variables, unaccounted for in the questionnaire design, were suspected to be responsible for shaping the respondents' Irish language attitudes. An open-ended question in the survey revealed great dissatisfaction over the way Irish

is taught in schools as well as lament over the lack of opportunities to use the language in an everyday context.

Language Dominance in Bilinguals Feb 15 2023
With contributions from an international team of leading experts, this volume offers new ways to explore and measure language dominance.