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The Sri Lankan Advanced Level (A-level), is a General Certificate of Education (GCE) qualification exam in Sri Lanka, similar to the British Advanced Level, conducted annually by the Department of Examinations of the Ministry of Education. It is usually taken by students during the optional final two years of collegiate level (grade 12 and 13 or external (non-school) candidates), after they ...

The only endorsed resources for the Cambridge International AS Level English General Paper syllabus. Through exploration of a wide array of topics, from celebrity culture to poetry in the modern world, this book focuses on strengthening communication, evaluation, analysis, application and understanding skills. Helping students improve their written responses, use of English and comprehension, this coursebook looks at discussion points relevant to the globally-minded classroom. With frequent practice questions and sample answers, students have plenty of opportunities to build their confidence answering questions. Answers to coursebook questions are in the teacher's resource.

This volume offers comprehensive 'state-of-the-art' overviews of educational policies concerning the teaching of English in a large number of Asian countries. Each contribution is written by a leading expert and gives a clear assessment of current policies and future trends. Starting with a description of the English education policies in the respective countries, the contributors then delve into the 'nuts and bolts' of the English education policies and how they play out in practice in the education system, in schools, in the curriculum, and in teaching. Topics covered include the balance between the acquisition

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of English and the national language, political, cultural, economic and technical factors that strengthen or weaken the learning of English.

The book looks into the South Asian experience of English language education in the first decade of the 21st century by examining its policies, practices and perspectives in Sri Lanka. It discusses the evolution of English from the language of administration of the former South Asian colony up to its present and intended, although poorly implemented, status as a “link-language” in Sri Lanka. The official removal of English as the language of administration after independence, the twists and turns of its practice in various domains over six decades, and the views of today’s students and teachers reveal that there is more to English language education in a post-colonial context than current theories address. This book concentrates on what educationalists in English Language Teaching do, the goals that curriculum designers must capture, and how post-colonial attitudes towards English hinder the teaching of English as a second language. This book emphasizes that the general principles of teaching English as a second language need specific modifications at the delivery stage in South Asian societies.

This book richly documents the battles fought by the Anglophone community in Cameroon to safeguard the General Certificate of Education (GCE), a symbol of their cherished colonial heritage from Britain, from attempts by agents of the Ministry of National Education to subvert it. These battles opposed a

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mobilised and determined Anglophone civil society against numerous machinations by successive Francophone-dominated governments to destroy their much prided educational system in the name of 'national integration'. When Southern Cameroonians re-united with La R?publique du Cameroun in 1961, they claimed that they were bringing into the union 'a fine education system' from which their Francophone compatriots could borrow. Instead, they found themselves battling for decades to save their way of life. Central to their concerns and survival as a community is an urgent need for cultural recognition and representation, of which an educational system free of corruption and trivialisation through politicisation is a key component.

'This volume addresses a very timely and important topic, and provides both broad and in-depth coverage of a number of large-scale English tests in China, including Hong Kong and Taiwan, and about the Chinese learner.' – Lyle F. Bachman, From the Foreword Building on current theoretical and practical frameworks for English language assessment and testing, this book presents a comprehensive, up-to-date, relevant picture of English language assessment for students in China (Mainland China, Hong Kong and Taiwan) and for Chinese learners of English around the world. Written by well-recognized international scholars in language testing, it covers: the history of tests and testing systems, issues and challenges, and current research in China both test-designers' and test-users' points of view on test development and test validation within a range of political, economical, social, and financial contexts in China theoretical/conceptual perspectives on the use of the English language assessment at different levels, including societal, university, and schools empirical research related specifically to test development, curricular innovation, and test validation Given the long history of objective testing and its extensive use in Chinese society, and considering the sheer number of students taking various tests in

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English in China and elsewhere, an understanding of the impact of English language testing is essential for anyone involved in testing and assessment issues in China and elsewhere in the world. This is a must-read volume for testing and assessment policy makers, curriculum designers, researchers, ESL/EFL materials writers, graduate students, and English language teachers/researchers at all levels.

This volume contains the invited lectures, invited symposia, symposia, papers and posters presented at the 2nd European Cognitive Science Conference held in Greece in May 2007. The papers presented in this volume range from empirical psychological studies and computational models to philosophical arguments, meta-analyses and even to neuroscientific experimentation. The quality of the work shows that the Cognitive Science Society in Europe is an exciting and vibrant one. There are 210 contributions by cognitive scientists from 27 different countries, including USA, France, UK, Germany, Greece, Italy, Belgium, Japan, Spain, the Netherlands, and Australia. This book will be of interest to anyone concerned with current research in Cognitive Science.

Now in its second edition, *How to Read Texts* introduces students to key critical approaches to literary texts and offers a practical introduction for students developing their own critical and close-reading skills. Written in a lively, jargon-free style, it explains critical concepts, approaches and ideas including:

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addition to new practical examples, readings, exercises and 'checkpoints' that help students to build confidence in their own critical readings of both primary and secondary texts, the book now also offers guidance on writing fully-formed critical essays and tips for independent research. Comprehensively updated and revised throughout, *How to Read Texts* is an indispensable guide for students making the transition to university study.

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