

Stanag 6001 Language Proficiency Ets Home

This second edition of The Routledge Handbook of Language Testing provides an updated and comprehensive account of the area of language testing and assessment. The volume brings together 35 authoritative articles, divided into ten sections, written by 51 leading specialists from around the world. There are five entirely new chapters covering the four skills: reading, writing, listening, and speaking, as well as a new entry on corpus linguistics and language testing. The remaining 30 chapters have been revised, often extensively, or entirely rewritten with new authorship teams at the helm, reflecting new generations of expertise in the field. With a dedicated section on technology in language testing, reflecting current trends in the field, the Handbook also includes an extended epilogue written by Harding and Fulcher, contemplating what has changed between the first and second editions and charting a trajectory for the field of language testing and assessment. Providing a basis for discussion, project work, and the design of both language tests themselves and related validation research, this Handbook represents an invaluable resource for students, researchers, and practitioners working in language testing and assessment and the wider field of language education.

This updated and expanded second edition of Book provides a user-friendly introduction to the subject, Taking a clear structural framework, it guides the reader through the subject's core elements. A flowing writing style combines with the use of illustrations and diagrams throughout the text to ensure the reader understands even the most complex of concepts. This succinct and enlightening overview is a required reading for all those interested in the subject .

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We hope you find this book useful in shaping your future career & Business.

For more than seventy-five years, the airwaves of Texas have buzzed with broadcast signals, beginning with a play-by-play Morse code transmission of the football game played by the University of Texas and Texas AandM on Thanksgiving Day, 1921.

If you are a Python programmer or a security researcher who has basic knowledge of Python programming and want to learn about penetration testing with the help of Python, this book is ideal for you. Even if you are new to the field of ethical hacking, this book can help you find the vulnerabilities in your system so that you are ready to tackle any kind of attack or intrusion.

The Companion to Language Assessment provides the most complete and up-to-date coverage of the field today. This state-of-the-art reference work explores 140 crucial topics covering assessment in a broad range of contexts. Examines the key issues for practitioners and scholars of language teaching and assessment, their impact on language learners, and specific approaches to assessment employed around the world Organized thematically, chapters explore the contexts where assessment occurs, including learners and their abilities; developmental tools and approaches to assessment; case studies of international issues; and quantitative, qualitative, and interdisciplinary approaches to evaluation Brings together an international team of scholars under the editorship of Antony John Kunnan, one of the leading lights in this field Available as a four-volume print set or digitally via Wiley Online Library Combines the leading voices and cutting-edge research in a reference work spanning the fields of language teaching and learning, language policy and planning, testing and evaluation, and education Visit www.companiontolanguageassessment.com for sample articles, contributor lists, and more

Nothing previously published has offered such a close examination of Japanese strategy . . . an in-depth study of the Japanese planning, preparation and execution of the attack with particular focus on factors not thoroughly considered by other historians, if at all . . . detailed analyses that lead to a much better understanding of what the Japanese did, why they did it, and especially how the attack was very nearly an abject failure instead of a stunning success."ÑNaval Institute Proceedings "For seven decades, conventional wisdom has extolled the Japanese attack on Pearl Harbor as brilliant in its planning and execution . . . this masterful analysis topples that pillar of Pacific War history . . . with its amazing depth of meticulous research and analysis, this forceful book is essential reading for anyone with a serious interest in Pearl Harbor."ÑWorld War II "The first militarily professional description of the Pearl Harbor attack, and for those who are serious about military history and operations, it is a joy to read. . . a superb military analysis of the attack . . . not only renders all other histories of Pearl Harbor obsolete, it has set the bar high for other histories of the Pacific War."ÑWar In History This volume outlines the general principles of Learning Oriented Assessment (LOA), placing it in the context of European language learning policy. The authors pose three key questions central to LOA: 'What is learning?' , 'What is to be learned?' and 'What is to be assessed?'. It focuses on the use of evidence, and how it can be collected and used to feed back into learning, overviews large-scale assessment as practised by Cambridge English and learning-oriented classroom assessment practices, and concludes with a look at implementing LOA in practice. With fresh insights into the role of assessment in supporting learning, this volume will be of considerable interest to assessment practitioners, teachers and academics, educational policy-makers and examination board personnel.

Volume III of the Handbook of Research in Second Language Teaching and Learning, like Volumes I and II, is a comprehensive, state-of-the-art overview of current research into social contexts of second language (L2)/foreign language (FL) teaching and learning; language policy; curriculum; types of instruction; incremental language skills such as listening, speaking, reading, writing, vocabulary, and grammar; international communication; pragmatics; assessment and testing. It differs from earlier volumes in its main purpose—to provide a more in-depth discussion and detailed focus on the development of the essential language skills required for any type of communication: speaking, listening, reading, vocabulary, grammar, and writing. Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2/FL teaching and learning and applied linguistics, but rather than offering a historical review of disciplinary traditions, it explores innovations and new directions of research, acknowledges the enormous complexity of teaching and learning the essential language abilities, and offers a diversity of perspectives. Chapter authors are all leading authorities in their disciplinary areas. What's new in Volume III? Updates the prominent areas of research, including the sub-disciplines addressed in Volumes I and II, and represents the disciplinary mainstays. Considers and discusses perspectives held by different schools of thought on the what, the how, and the why of teaching foundational language skills, including theories, pedagogical principles, and their implementation in practice. Captures new and ongoing developments and trends in the key areas of L2/FL

teaching and learning, and innovative research topics that have gained substantial recognition in current publications, including the role of corpora, technology, and digital literacy in L2/FL teaching and learning Examines new trends in language pedagogy and research, such as an increased societal emphasis on teaching academic language for schooling, somewhat contradictory definitions of literacy, and the growing needs for instruction in intercultural communication.

This comprehensive, interdisciplinary handbook reviews the latest methods and technologies used in automated essay evaluation (AEE) methods and technologies. Highlights include the latest in the evaluation of performance-based writing assessments and recent advances in the teaching of writing, language testing, cognitive psychology, and computational linguistics. This greatly expanded follow-up to Automated Essay Scoring reflects the numerous advances that have taken place in the field since 2003 including automated essay scoring and diagnostic feedback. Each chapter features a common structure including an introduction and a conclusion. Ideas for diagnostic and evaluative feedback are sprinkled throughout the book. Highlights of the book's coverage include: The latest research on automated essay evaluation. Descriptions of the major scoring engines including the E-rater®, the Intelligent Essay Assessor, the Intellimetric™ Engine, c-rater™, and LightSIDE. Applications of the uses of the technology including a large scale system used in West Virginia. A systematic framework for evaluating research and technological results. Descriptions of

AEE methods that can be replicated for languages other than English as seen in the example from China. Chapters from key researchers in the field. The book opens with an introduction to AEEs and a review of the "best practices" of teaching writing along with tips on the use of automated analysis in the classroom. Next the book highlights the capabilities and applications of several scoring engines including the E-rater®, the Intelligent Essay Assessor, the Intellimetric™ engine, c-rater™, and LightSIDE. Here readers will find an actual application of the use of an AEE in West Virginia, psychometric issues related to AEEs such as validity, reliability, and scaling, and the use of automated scoring to detect reader drift, grammatical errors, discourse coherence quality, and the impact of human rating on AEEs. A review of the cognitive foundations underlying methods used in AEE is also provided. The book concludes with a comparison of the various AEE systems and speculation about the future of the field in light of current educational policy. Ideal for educators, professionals, curriculum specialists, and administrators responsible for developing writing programs or distance learning curricula, those who teach using AEE technologies, policy makers, and researchers in education, writing, psychometrics, cognitive psychology, and computational linguistics, this book also serves as a reference for graduate courses on automated essay evaluation taught in education, computer science, language, linguistics, and cognitive psychology.

Offers a wide-ranging overview of the issues and research approaches in the diverse

field of applied linguistics Applied linguistics is an interdisciplinary field that identifies, examines, and seeks solutions to real-life language-related issues. Such issues often occur in situations of language contact and technological innovation, where language problems can range from explaining misunderstandings in face-to-face oral conversation to designing automated speech recognition systems for business. The Concise Encyclopedia of Applied Linguistics includes entries on the fundamentals of the discipline, introducing readers to the concepts, research, and methods used by applied linguists working in the field. This succinct, reader-friendly volume offers a collection of entries on a range of language problems and the analytic approaches used to address them. This abridged reference work has been compiled from the most-accessed entries from The Encyclopedia of Applied Linguistics (www.encyclopediaofappliedlinguistics.com), the more extensive volume which is available in print and digital format in 1000 libraries spanning 50 countries worldwide. Alphabetically-organized and updated entries help readers gain an understanding of the essentials of the field with entries on topics such as multilingualism, language policy and planning, language assessment and testing, translation and interpreting, and many others. Accessible for readers who are new to applied linguistics, The Concise Encyclopedia of Applied Linguistics: Includes entries written by experts in a broad range of areas within applied linguistics Explains the theory and research approaches used in the field for analysis of language, language use, and contexts of language use

Demonstrates the connections among theory, research, and practice in the study of language issues Provides a perfect starting point for pursuing essential topics in applied linguistics Designed to offer readers an introduction to the range of topics and approaches within the field, The Concise Encyclopedia of Applied Linguistics is ideal for new students of applied linguistics and for researchers in the field.

Foreign language teaching in America today falls into three distinct fields of influence and interest: public and private schools, college and other post-secondary programs, and courses for adult learners. At a time when academics and instructors in each of these fields seek to answer similar questions, too few published resources recognize and address the parallels among them. In response, Foreign Language Education in America is an edited book with contributions that represent the diversity in foreign language education today, including perspectives from elementary, middle schools, high schools, university-level courses, summer programs, federal government, and international learning. This is a practical guide to the state of the field that fills a much-needed gap for scholars, researchers, administrators, and practitioners who are looking for a resource that describes effective practices across the field.

For every complex and expensive system, there emerges a need for training devices and scenarios that will assist new learners in mastering the use of the device and understanding how to apply it with value. This has proven to be true in aviation, nuclear power control, and medicine among other fields. Laparoscopic surgery simulators have

played a valuable role in improving the practice of surgery over the last 20 years and the same trends and values will likely apply in robotic surgery. The complexity, criticality, and cost associated with the effective application of the da Vinci surgical robot have stimulated the commercial creation of simulators which replicate the operations of this robot. Each of these simulators provides a slightly different perspective and solution to the problem. This book explores the characteristics and differences between all of the currently available devices. The details provided here are structured to equip readers with sufficient knowledge about the simulators to make their own decisions about which best meets their needs. Each of them possesses unique traits which make them valuable solutions for different types of users. It is not our intent to make a universal recommendation of one device over the others. Readers should draw their own conclusions based on their unique needs for a device. The three current simulation devices for the da Vinci robot are the: da Vinci Skills Simulator (Intuitive Surgical Inc.), dV-Trainer (Mimic Technologies Inc.) and Robotic Surgery Simulator (Simulated Surgical Systems LLC). The three simulators which are described in this book offer a different value proposition to potential purchasers and to novice learners. The da Vinci Skills Simulator, dV-Trainer, an RoSS are complex systems which are significantly less costly than the actual da Vinci robotic surgical system and can be operated at a fraction of the cost of the instruments required for this robot. The intent of this book is to present the characteristics of each system to enable intelligent and

informed purchasing and usage decisions.

In this third, fully revised edition, the 10 volume Encyclopedia of Language and Education offers the newest developments, including an entirely new volume of research and scholarly content, essential to the field of language teaching and learning in the age of globalization. In the selection of topics and contributors, the Encyclopedia reflects the depth of disciplinary knowledge, breadth of interdisciplinary perspective, and diversity of sociogeographic experience in the language and education field. Throughout, there is an inclusion of contributions from non-English speaking and non-western parts of the world, providing truly global coverage. Furthermore, the authors have sought to integrate these voices fully into the whole, rather than as special cases or international perspectives in separate sections. The Encyclopedia is a necessary reference set for every university and college library in the world that serves a faculty or school of education, as well as being highly relevant to the fields of applied and socio-linguistics. The publication of this work charts the further deepening and broadening of the field of language and education since the publication of the first edition of the Encyclopedia in 1997 and the second edition in 2008.

If you are an expert Perl programmer interested in penetration testing or information security, this guide is designed for you. However, it will also be helpful for you even if you have little or no Linux shell experience.

This is a how-to-it manual aimed at people who have to plan and run a cutscore study for

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educational or occupational tests. The focus is on practical advice rather than on theory or reviews of research.

This book is a translation of Romeo and Juliet by William Shakespeare, given differing cultural assumptions, and changes in the English language. It also includes passages from Hamlet, Macbeth, Titus Andronicus and Antony and Cleopatra.

The assessment of language learners is having a growing impact in English language teaching and applied linguistics. A formal evaluation of students writing abilities is important for language teachers in order to assess the pedagogical needs of their students. While there has been a considerable body of work undertaken on assessing the writing abilities of native speakers, the issues surrounding the assessment of second language learners writing abilities are still emerging. At present, no one volume has explored these issues and their implications for language teaching practitioners wishing to evaluate their students writing. This book outlines in an accessible manner the major tenets of research in the field and provide language teachers with guidelines to design and develop suitable writing assessment tasks for their students.

Bir dili bilmenin anlamı nedir? Dili kullanabilme becerisinin altında ne gibi etkenler vardır? Dili kullanmaya ilgili sorunları durumları nasıl anlayabiliriz? Dil öğrencilerinin üzerine yolumuzla bu ve benzeri sorulara farklı yaklaşımlarla cevaplar aranması; sonuç olarak, dünyada dil yeterliliğini tespit etmek için pek çok model ortaya konmuştur. el-Kefaetu'l-Lugaviyye (Dil Yeterliliği) adlı bu çalışmada alanında önemli bir bölümü doldurma iddiasında. Çünkü ana bölümden oluşan kitabın birinci bölümünde dil yeterliliği örnekleri ele alınarak; Lado, Hymes, Canale, Bachman, Palmer gibi isimlerin çalışmaları incelenirken, ikinci bölümde ise ILR/FSI,

CEFR, ACTFL, CLB gibi dil yeterliliği çerçeveleri ele alınarak tanıtılmakta ve değerlendirilmeye tabi tutulmaktadır. Yazar konuyla ilgili olarak Arap dünyasındaki çalışmalar da tanıtılmakta Arap dili için yapılan çalışmaların da bir tasvirini yapmaktadır.

It is widely believed that one of the most effective ways of creating change in an education system is by introducing or by re-designing high-stakes examinations. This method is not foolproof, however, as there are many factors which can affect the impact of such an innovation. This study analyses the effects of an examination which was meant to serve as a 'lever for change'. It illustrates how the intended outcome was altered by factors in the exam itself, as well as characteristics of the educational setting, the teachers and the learners. Included are reviews of the literature of examination impact and innovation in education, and guidelines for the consideration of educators who continue to believe in the potential of examinations to effect curriculum change.

NATO Glossary of terms and definitions (English and French). Listing terms of military significance and their definitions for use in NATO.

The Council of Europe released a preliminary version of the Manual for Relating Language Examinations to the Common European Framework of Reference for Languages (CEFR) in 2003. Over the next 5 years a wide range of institutions and individuals undertook case studies to pilot this draft version. Towards the close of the piloting phase, a two-day colloquium was held in Cambridge, UK enabling practitioners and academics to reflect on and share their experiences of applying the Manual procedures. Insights from this colloquium informed the Manual revision project during 2008/2009. This volume features selected case studies presented at the Cambridge Colloquium in December 2007. They include the linking of a single

test to the CEFR, the CEFR-linking of suites of examinations at different levels and large scale national projects undertaken by examination boards and specialist research institutes. Some studies focus on part of an examination, while others involve all test components. Some apply one or two of the procedures - familiarisation, specification, standardisation, and empirical validation. As well as describing their studies and reporting their findings. contributors reflect and comment on their experience of using the draft Manual. A clear and comprehensive introductory chapter explains the development of the CEFR and the draft Manual for linking tests, and discusses its relevance for the future. The volume will be of interest to examination boards, language test developers and educational policy-makers, as well as academic lecturers, researchers and graduate students interested in the principles and practice of aligning tests to the CEFR.

Publisher description

Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics, primarily designed for those beginning postgraduate studies, or taking an introductory MA course as well as advanced undergraduates. Titles in the series are also ideal for language professionals returning to academic study. The books take an innovative 'practice to theory' approach, with a 'back-to-front' structure. This leads the reader from real-world problems and issues, through a discussion of intervention and how to engage with these concerns, before finally relating these practical issues to theoretical foundations. Additional features include tasks with commentaries, a glossary of key terms, and an annotated further

reading section. Exploring Language Assessment and Testing is a straightforward introduction to the field that provides an inclusive and impartial survey of both classroom based assessment by teachers and larger scale testing, using concrete examples to guide students to the relevant literature. Ranging from theory to classroom based scenarios, the author provides practical guidance on designing, developing and using assessments, with flexible, step by step processes for improving the quality of tests and assessment systems to make them fairer and more accurate. This book is an indispensable introduction to the areas of language assessment and testing, and will be of interest to language teachers as well as postgraduate and advanced undergraduate students studying Language Education, Applied Linguistics and Language Assessment. This 70,000-word work is a translation of the mid-2016 History of the 33rd North Vietnamese Army Regiment. During the Vietnam War, over 3,000 cadre and soldiers of the 33rd Regiment were recorded as killed or missing ? with the Regiment's average strength being only about 1,300. As comments on the text ? and to add context, a considerable number of ?Translator's Notes? have been added as footnotes to the translation, creating an ?exegesis'. The large number of ?Translator's Notes? include detailed references to enable interested readers to readily access primary source material ? much of it now available via the Internet. Many of the comments are based on an examination of captured NVA and VC documents and the debriefs of prisoners and ralliers (ie defectors). Several Vietnamese-language histories ? other than 33rd

Regiment monographs, have somewhat different accounts of events - including engagements with the Australian forces, and several of these have also been noted. This book offers a comprehensive introduction to the latest developments in the theory and practice of CAT. It can be used both as a basic reference and a valuable resource on test theory. It covers such topics as item selection and ability estimation, item pool development and maintenance, item calibration and model fit, and testlet-based adaptive testing, as well as the operational aspects of existing large-scale CAT programs.

Language Functions Revisited
Theoretical and Empirical Bases for Language Construct
Definition Across the Ability Range
Cambridge University Press

Second language assessment is ubiquitous. It has found its way from education into questions about access to professions and migration. This volume focuses on the main debates and research advances in second language assessment in the last fifty years or so, showing the influence of linguistics, politics, philosophy, psychology, sociology, and psychometrics. There are four parts which, when taken together, address the principles and practices of second language assessment while considering its impact on society. Read separately, each part addresses a different aspect of the field. Part I deals with the conceptual foundations of second language assessment with chapters on the purposes of assessment, and standards and frameworks, as well as matters of scoring, quality assurance, and test validation. Part II addresses the theory and practice

of assessing different second language skills including aspects like intercultural competence and fluency. Part III examines the challenges and opportunities of second language assessment in a range of contexts. In addition to chapters on second language assessment on a national scale, there are chapters on learning-oriented assessment, as well as the uses of second language assessment in the workplace and for migration. Part IV examines a selection of important issues in the field that deserve attention. These include the alignment of language examinations to external frameworks, the increasing use of technology to both deliver and score second language tests, the responsibilities associated with assessing test takers with special needs, the concept of 'voice' in second language assessment, and assessment literacy for teachers and other test and score users.

This book introduces the theoretical and empirical bases for the definition of language learning level in functional 'Can Do' terms for the English Profile Programme, setting out the ambitions of the Programme and presenting emerging findings. The English Profile Programme is an elaboration of the performance level descriptions of the Common European Framework of Reference for Languages (CEFR) that is concerned specifically with the English language. The CEFR has become influential in building a shared understanding of performance levels for foreign language learners. However, there is a considerable gap between the broad descriptions of levels provided, which covers a range of languages and learning contexts, and the level of detail required for

applications such as syllabus or test design, which this volume addresses. With its combination of theoretical insights and practical advice, this is a useful work for academics, policy-makers, curriculum designers, textbook writers, postgraduate students and examination board staff.

Winner of the SAGE/ILTA Book Award 2016 *Re-examining Language Testing* explores ideas that form the foundations of language testing and assessment. The discussion is framed within the philosophical and social beliefs that have forged the practices endemic in language education and policy today. From historical and cultural perspectives, Glenn Fulcher considers the evolution of language assessment, and contrasting claims made about the nature of language and human communication, how we acquire knowledge of language abilities, and the ethics of test use. The book investigates why societies use tests, and the values that have driven changes in practice over time. The discussion is presented within an argument that an Enlightenment inspired view of human nature and advancement is most suited to a progressive, tolerant, and principled theory of language testing and validation. Covering key topics such as measurement, validity, accountability and values, *Re-examining Language Testing* provides a unique and innovative analysis of the ideas and social forces that shape the practice of language testing. It is an essential read for advanced undergraduate and postgraduate students of Applied Linguistics and Education. Professionals working in language testing and language teachers will also find this book invaluable.

Language Testing Reconsidered provides a critical update on major issues that have engaged the field of language testing since its inception. Anyone who is working in, studying or teaching

language testing should have a copy of this book. The information, discussions, and reflections offered within the volume address major developments within the field over the past decades, enlivened by current "takes" on these issues. The real value of this collection, however, lies in its consideration of the past as a means of defining the future agenda of language testing.

The field of language testing and assessment has recognized the importance and underlying theoretical and practical underpinnings of language assessment literacy (LAL), an area that is gradually coming to prominence. This book addresses issues that promote the concept of LAL for language research, teaching, and learning, covering a range of topics. It brings together 14 chapters based on high-stakes and classroom-based studies authored by academics, professionals and researchers in the field. The text examines diverse issues through a multifaceted approach, presenting high-quality contributions that fill a gap in a research area that has long been in need of theoretical and empirical attention.

Assessment in Second Language Pronunciation highlights the importance of pronunciation in the assessment of second language speaking proficiency. Leading researchers from around the world cover practical issues as well as theoretical principles, enabling the understanding and application of the theory involved in assessment in pronunciation. Key features of this book include: Examination of key criteria in pronunciation assessment, including intelligibility, comprehensibility and accentedness; Exploration of the impact of World Englishes and English as a Lingua Franca on pronunciation assessment; Evaluation of the validity and reliability of testing, including analysis of scoring methodologies; Discussion of current and future practice in assessing pronunciation via speech recognition technology. Assessment in Second Language Pronunciation is vital reading for students studying modules on pronunciation and

language testing and assessment.

This volume offers new insights into the assessment of the language of Young Learners (YLS). YLS are defined here as being from 5 to 17 years, and are treated as three distinct subgroups: younger children (5/6 to 8/9 years), older children (8/9 to 12/13 years) and teenagers (12/13 to 17 years). The first half addresses fundamental issues, beginning with the characteristics of YLS and how these are manifested in first language development. The authors consider the potential ability of each age group to perform in a second or foreign language, proposing a rough age-related correspondence with CEFR levels. Finally, principles of assessment, specifically formative assessment and testing, are presented in the light of linguistic, cognitive and social development. The second half focuses on testing a range of 'skills'. Theoretical models of performance are introduced, followed by a practical analysis of approaches to the testing of each skill for the three age groups, illustrated with examples. The authors conclude by summing up developmental characteristics of each age group, and their implications for language testing. The book is intended for a wide readership within the field of teaching and assessing the language of young learners. Researchers are offered scope for further investigation of what emerges from the discussion, while practitioners will hopefully find support in their day-to-day work with YLS.

"The validation of language tests is widely discussed and expected, but only in recent years have researchers adopted a variety of innovative techniques for developing, assessing and validating specific tests of second or foreign language proficiency and their impact on education and society. Indeed, as the present volume clearly demonstrates, many different techniques for empirical analysis and types of evidence may be used to assess and interpret

the validity of diverse aspects of language tests as well as the consequences they may have for language students, educators and society."--BOOK JACKET.Title Summary field provided by Blackwell North America, Inc. All Rights Reserved

Computerized assessment offers many opportunities for innovations in measurement. In contrast to static paper-and-pencil instruments, computerized assessment can capitalize on the dynamic capabilities of the computer. For example, the difficulty of administered items can be adopted to the ability of the examinee, thus eliminating items that are too hard or too easy. Multimedia computers provide the opportunity to revolutionize assessment. Stereo sound, animation, and full-motion video can be incorporated into assessment tools and aid in the measurement of individual differences ranging from musical skills to interpersonal abilities. Innovations in Computerized Assessment presents the experiences of leading researchers in computerized assessment. The book places particular emphasis on the dilemmas that were faced by the researchers. Questions addressed include: * What problems did they confront? * What were the pros and cons of various options? * How were dilemmas resolved? * Were the solutions good ones?

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