

Portafolio Volume 2 Workbook

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Volume 2 contains Capítulos 8-15. Author Bio Robert L. Davis is Associate Professor and the Director of the Spanish Language Program at the University of Oregon.

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The Portafolio de actividades follows the organization of the textbook and provides additional review and practice of vocabulary and grammatical structures. In addition, each chapter of the Portafolio de actividades begins with Repaso y anticipación which recycles previously studied vocabulary and grammar items in preparation for the current chapter's work. The final section, Portafolil cultural, allows students to expand upon the material presented in the corresponding textbook chapter. Some tasks stress observation, analysis, and comparison of texts and realia; others focus on developing knowledge of content through web-based or library research; and still others provide students with free-writing tasks. Instructors may assign any number of these activities, which students may turn in with their workbook or assemble into a portfolio to be collected and assessed at the end of the term. Volume 1 of this combination workbook/laboratory manual contains Capítulos 1-8. Volume 2 contains Capítulos 8-15.

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This monograph mainly focuses on the idea that language teaching in higher education involves making use of new approaches and technology. It identifies the key determinants of the materials needed to improve language teaching on the basis of the actual experimental research included in the respective contributions. Thanks to its unique perspective, the book offers a distinctive approach to addressing empirical research on second language teaching, translator training and technology. As universities are some of the best arenas for analyzing teaching techniques for various subjects, higher education teachers can use this book to thoroughly prepare for the application of pilot studies and learn more about students' responses to new teaching and translation techniques. An enlightening guide for scholars and students with an academic interest in acquiring the basic principles of language teaching and translation, this book mainly provides actual cases in which the implementation of technology was useful to second language teachers and translation trainers. As the authors are experienced scholars, readers will not only come to understand how to use new teaching strategies, but also discover that the proposals described in each chapter can be useful to any level of second language training for teachers and translators.

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