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(Viewpoint Level 1 Workbook
A contains material for
Units 1 to 6 and is
available separately.)

The author examines who language teacher educators are in the field of language teaching and learning. This includes a description of the different types of language teacher educators working in a range of professional and institutional contexts, an analysis of the reflections of a group of experienced English teacher educators working in Colombia and enrolled in a doctoral program to continue their professional development,

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and an exposition of the work that language teacher educators do, particularly in the domains of pedagogy, research, and service and leadership (institutional and community). All of this is done with the aim of understanding the identities that language teacher educators negotiate and are ascribed in their working contexts. The author emphasizes the need for research to pay attention to the lives and work of language teacher educators, and offers forty research questions as an indication of possible future research directions.

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Edition breaking Touchstone series, Viewpoint 1A also draws on the Cambridge International Corpus which underpins a highly effective approach to teaching English language.

Corrective feedback is a vital pedagogical tool in language learning. This is the first volume to provide an in-depth analysis and discussion of the role of corrective feedback in second and foreign language learning and teaching. Written by leading scholars, it assembles cutting-edge research and state-of-the-art articles that address recent developments in core areas of corrective feedback

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Edition including oral, written, computer-mediated, nonverbal, and peer feedback. The chapters are a combination of both theme-based and original empirical studies carried out in diverse second and foreign language contexts. Each chapter provides a concise review of its own topic, discusses theoretical and empirical issues not adequately addressed before, and identifies their implications for classroom instruction and future research. It will be an essential resource for all those interested in the role of corrective feedback in second and foreign language

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learning and how they can be used to enhance classroom teaching.

Touchstone, together with Viewpoint, is a six-level English program based on research from the Cambridge English Corpus. Touchstone Second Edition Full Contact with DVD, Level 4 includes four key components of the Touchstone Second Edition series: Student's Book, Level 4; Workbook, Level 4; Level 4 Video Activity Pages; and Video on DVD.

A comprehensive introduction to machine learning that uses probabilistic models and inference as a unifying

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Edition. Today's Web-enabled deluge of electronic data calls for automated methods of data analysis. Machine learning provides these, developing methods that can automatically detect patterns in data and then use the uncovered patterns to predict future data. This textbook offers a comprehensive and self-contained introduction to the field of machine learning, based on a unified, probabilistic approach. The coverage combines breadth and depth, offering necessary background material on such topics as probability, optimization, and linear

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Edition as well as discussion of recent developments in the field, including conditional random fields, L1 regularization, and deep learning. The book is written in an informal, accessible style, complete with pseudo-code for the most important algorithms. All topics are copiously illustrated with color images and worked examples drawn from such application domains as biology, text processing, computer vision, and robotics. Rather than providing a cookbook of different heuristic methods, the book stresses a principled model-based approach, often using the

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Edition language of graphical models to specify models in a concise and intuitive way. Almost all the models described have been implemented in a MATLAB software package—PMTK (probabilistic modeling toolkit)—that is freely available online. The book is suitable for upper-level undergraduates with an introductory-level college math background and beginning graduate students.

Teaching English to speakers of other languages (TESOL) requires knowledge of content (grammar, vocabulary, pronunciation) and methods (lesson

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planning, classroom management). Many TESOL teacher training programs assume that trainees have sufficient content knowledge, and therefore focus on methodology. Unfortunately, the assumption of content knowledge is often a bad one. Many TESOL graduates enter the work force without a sufficient grounding in English fundamentals. You Can Teach Grammar is a self-contained TESOL grammar course book. It covers all the parts of speech and major sentence structures and provides self-practice quizzes to check comprehension. In addition,

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Edition the book directly addresses common classroom problems associated with each grammar topic. In the classroom, knowledge of the grammar alone is insufficient. Imparting English grammar skills in memorable and meaningful ways can be tricky, particularly for new teachers. For this reason, *You Can Teach Grammar* includes a variety of teaching ideas for each grammar topic. *You Can Teach Grammar* is designed as both a course book and a general reference. Its logical layout and detailed indexing make it a useful resource for teachers in the field as well as for teachers-in-

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As a field, education has largely failed to learn from experience. Time after time, promising education reforms fall short of their goals and are abandoned as other promising ideas take their place. In *Learning to Improve*, the authors argue for a new approach. Rather than “implementing fast and learning slow,” they believe educators should adopt a more rigorous approach to improvement that allows the field to “learn fast to implement well.” Using ideas borrowed from improvement science, the authors show how a process of disciplined

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Edition inquiry can be combined with the use of networks to identify, adapt, and successfully scale up promising interventions in education. Organized around six core principles, the book shows how “networked improvement communities” can bring together researchers and practitioners to accelerate learning in key areas of education. Examples include efforts to address the high rates of failure among students in community college remedial math courses and strategies for improving feedback to novice teachers. Learning to Improve offers a new paradigm for research and

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