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The conference topics address different theoretical and practical aspects, and implementing solutions for intelligent systems and informatics disciplines including bioinformatics, computer science, medical informatics, biology, social studies, as well as robotics research. The conference also discuss and present solutions to the cloud computing and big data mining which are considered hot research topics. The conference papers discussed different topics – techniques, models, methods, architectures, as well as multi aspect, domain-specific, and new solutions for the above disciplines. The accepted papers have been grouped into five parts: Part I–Intelligent Systems and Informatics, addressing topics including, but not limited to, medical application, predicting student performance, action classification, and detection of dead stained microscopic cells, optical character recognition, plant identification, rehabilitation of disabled people. Part II–Hybrid Intelligent Systems, addressing topics including, but not limited to, EMG signals, text classification, geomagnetic inverse problem, email filtering. Part III–Multimedia Computing and Social Networks, addressing topics including, but not limited to, augmented reality, telepresence robot, video flash matting, community detection, quality images, face thermal image extraction, MRI tumor segmentation. Part IV–Cloud Computing and Big Data Mining, discussing topics including, but not limited to, mining on microblogs, query optimization, big data classification, access control, friendsourcing, and assistive technology. Part VI–Swarm Optimization and Its Applications, addressing topics including, but not limited to, solving set covering problem, adaptive PSO for CT liver segmentation, water quality assessment, attribute reduction, fish detection, solving manufacturing cell design problem.

This volume is dedicated to the concept and several applications of Dominant Language Constellations (DLC), by which it advances understanding of current multilingualism through addition of a novel perspective from which to view contemporary language use and acquisition. The term Dominant Language Constellation denotes the set of a person's or group's most expedient languages, functioning as an entire unit and enabling an individual or group to meet their needs in a multilingual environment. The volume presents pioneering contributions that employ DLC as the lens for analysing a wide array of issues. These include multilingual syntactic development, cross-linguistic interaction and multilingual production in formal and informal educational contexts, as well as linguistic profiles of multilingual groups used in elementary school and higher education. Other DLC issues include discussions of how identity, emotions and attitudes operate in various minority and majority contexts. Because the DLC concept does not assume any inherent hierarchy of languages it can serve as a framework public policy in multilingual countries/communities faced with challenging policy determinations regarding choice of languages for use in education settings and more widely in social institutions and the economy. Some chapters develop and extend the DLC concept, others adapt and apply it to a variety of contexts, both global and local. Many chapters feature educational and social settings across large parts of the world– Africa, Australia, Europe, North America (Canada and the USA) and Southeast Asia. The volume can serve as supplementary reading for courses on multilingualism, sociolinguistics, language policy and planning, educational linguistics, Second and Third Language Acquisition.

Recent educational reform initiatives such as the Common Core State Standards (CCSS) largely fail to address the needs--or tap into the unique resources--of students who are developing literacy skills in both English and a home language. This book discusses ways to meet the challenges that current standards pose for teaching emergent bilingual students in grades K-8. Leading experts describe effective, standards-aligned instructional approaches and programs expressly developed to promote bilingual learners' academic vocabulary, comprehension, speaking, writing, and content learning. Innovative policy recommendations and professional development approaches are also presented.

This volume draws together the viewpoints and research findings of leading scholars and informed local practitioner-researchers throughout Asia-Pacific about the issues and challenges of English as a medium of instruction (EMI) at higher education institutions in that region. Specifically, it addresses four key themes: Macro-level EMI policy and practice; institutional implications for pedagogy; stakeholder perceptions of EMI; and challenges of interpersonal interaction in EMI contexts. The book is among the first to critically examine the emerging global phenomenon of English as a medium of instruction, and the first title to exclusively explore Asia-Pacific tertiary contexts. It will be of particular interest to policy-makers in international education and tertiary educators seeking blueprints for practice, as well as scholars and postgraduate students of English as a lingua franca, English for academic purposes, academic language and learning, and language education in Asia-Pacific.

Multilingualism is a typical aspect of everyday life for most of the world's population; it has existed since the beginning of humanity and among individuals of all backgrounds. Nonetheless, it has often been treated as a variant of bilingualism or as a phenomenon unique to individual areas of study. The purpose of this book is to review current knowledge about the acquisition, use and loss of multiple languages using a multidisciplinary perspective, highlighting the common themes and stimulating insights that can emerge when multilingualism is viewed from different but related areas of investigation. The chapters focus on research evidence, showing that multilingualism is a complex phenomenon that involves a myriad of linguistic and extra-linguistic forces and that should be studied in its own right as evidence of human potential and capacity for language. The book is primarily addressed to students and scholars interested in deepening their understanding of the different facets of multilingualism, including the individual and societal circumstances that contribute to it, the cognitive and neural mechanisms that make it possible, and the dynamics involved in the acquisition, use and loss of multiple languages.

This up-close look at Chinese ESL teachers documents undertakings at formal and informal levels to support and sustain their expertise in ways that balance collaborative and competitive efforts, situated and standards-based programs, ethnically responsive and government-based efforts, and traditional and 21st-century teaching visions. English is a mandated subject for approximately 400 million Chinese public school students. Making transparent the training and professional development received respectively by pre-service and in-service teachers, this book provides a rare window into how Chinese English Language teachers (ELTs) reconcile the two needs with the responsibility to teach large numbers of students while also navigating societal, cultural, and institutional cross currents. It also explores the range of ways China invests in the training and professional development of its English language teachers.

With increasing numbers of learners in secondary schools having English as an additional language, it is crucial for all teachers to understand the learning requirements of these students and plan distinctive teaching approaches to engage and support them. This book provides school leaders, trainee teachers and qualified teachers with the skills and practical knowledge they need to strengthen the learning outcomes of students for whom English is an additional language. Teaching English as an Additional Language in Secondary Schools sets out realistic ways in which EAL learners can be engaged and stretched in their learning, building on their prior literacy, cultural experiences and language learning. It clearly explains the theory and key research into how additional languages are acquired and offers practical classroom teaching and learning strategies to show teachers how they can help EAL learners to access the curriculum and reflect on their learning through assessments. Features include: tasks to help put the ideas into practice case studies illustrating the key challenges faced by EAL learners summaries of key research findings reflections to encourage deeper thinking. Drawing on the daily experiences of teachers and teaching assistants, this book will be essential reading for all trainee and practising teachers that want to ensure students with EAL fulfil their true learning potential.

This book examines immigrant student achievement and education policy across a range of Western nations. It is divided into 3 sections: Part 1 introduces the topic of immigrant student achievement and the performance disadvantage that is consistently reported across a range of international jurisdictions. Part 2 then presents national profiles from scholars in ten countries (England, Germany, Italy, Sweden, Finland, Netherlands, Republic of Ireland, Canada, Australia, and New Zealand). These educational jurisdictions were selected because they represent a range of Western nations engaged in large-scale reform efforts geared towards enhancing their immigrant students' achievement. Each of the national profiles provides a brief overview of the evolution of the cultural composition of their respective school-aged student population; explains the trajectory of achievement results in non-immigrant, and immigrant student groups in relation to both national and international large-scale assessment measures; and discusses the effectiveness of policy responses that have been adopted to close the achievement gap between non-immigrant and immigrant student populations. It also examines the relationships between education policies and immigrant student achievement and discusses how education policies have evolved across various cultural contexts. In conclusion, Part 3 analyzes cross-cultural approaches designed to address the performance disadvantage of immigrant students and proposes future areas of inquiry stemming from the national profiles. The book offers insights into a diverse cross-section of nations and policy approaches to addressing the performance disadvantage.

This book offers essential insights into the challenges and complexities surrounding the medium of instruction (MOI), its impact on all languages and stakeholders in multilingual contexts, educational processes, developments and outcomes. MOI has been a prominent topic in recent debates on the role of languages in education in multilingual contexts, partly because prioritizing one language over others as the medium of instruction has a profound impact on all languages and stakeholders in multilingual contexts. These include, to name but a few, (language) teachers, teacher educators, students, and policymakers, as well as industries and enterprises built around the needs and expectations of these stakeholders. This book presents high-quality empirical research on education in multilingual societies. It highlights research findings that, in addition to providing descriptions of language learning, development and use in language contact and multilingual contexts, will help shape future language education policy and practices in multilingual societies.

We live in a world that sees and also contesting ideas of Eurocentrism in the interpretation of various issues, including African literatures and cultures. This book seeks to engage readers into a critical examination of the meaning, history, ambiguity, status and perceptions surrounding African languages and literature. It presents current shifts in form and practice surrounding regional, national, and "e;postcolonial"e; models towards "e;world literature"e; by focusing on African literature as a focal point for understanding perceptions of the world towards African languages and literature. The book shows the importance of wrestling with issues of global aftermaths of slavery, audience, readership, diasporic and transnational connections, as well as digital and social media without undermining the conflicts that literature presents in and on its own merit.

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