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English as a Global Language - David Crystal 2012-03-29
Written in a detailed and fascinating manner, this book is ideal for general readers interested in the English language.
Towards Multilingual Education - Jasone Cenoz 2009
This volume focuses on research in bilingual and multilingual education. It discusses the results of research conducted in different multilingual educational contexts and particularly in Basque schools and universities where Basque, Spanish and English are used as subjects and as languages of instruction.
The Foreign Language Learner - Mary Finocchiaro 1973
Discusses the nature of language, tells how to develop a curriculum, and covers, communication skills, cultural insight, sample schedules, materials, and testing
Linguistics and Language Behavior Abstracts - 1998

Second Language Instruction/acquisition Abstracts - 1997

Language Processing in Advanced Learners of English - Marco Schilk 2020-05-15
The production and processing of collocations and formulaic language is a field of growing interest in corpus linguistics and experimental psycholinguistics. In the past this fascinating field at the interface of grammar and the lexicon has been mainly studied based on English native speakers, while research focusing on second language speakers and language learners has been comparatively rare. This book proposes an integration of corpus-based and experimental methods by analysing language processing of collocation by advanced learners of English. In using corpus-derived collocational stimuli of native-like and learner-typical language use in an experimental setting, it shows how advanced German L1 learners of English process native-like collocations, L1-based interferences and non-collocating lexical combinations. This book is of interest to anyone interested in the psycholinguistic validity of collocation from a bilingual point of view, as it explores methods of tracking collocational processing of speakers working with different sets of 'collocational preferences'.
Out of Corpora - Hilde Hasselggård 1999
Main headings: Introduction. - I. Representing language use. - II. Grammar and lexis in English corpora. - III. Contrastive and translation studies. - IV. English abroad. - List of Stig Johansson's publications (selection).
Arts & Humanities Citation Index - 1992

Analyzing English in a Global Context - Anne Burns 2013-10-18

Devised in collaboration with the Open University and Macquarie University, Australia, Analysing English in a Global Context is specifically designed for the postgraduate student market, as well as for teachers of English as a second or foreign language throughout the world. This is a groundbreaking Reader which includes specially commissioned pieces as well as classic texts and provides a global perspective on the changing uses and forms of English and its impact on language teaching contexts. Students' skills in analysing these forms will be developed through an examination of the major functional models and their strengths and weaknesses.

Teaching and Learning English in the Arabic-Speaking World - Kathleen M. Bailey 2014-02-05
Co-published with The International Research Foundation for English Language Education (TIRF) An important contribution to the emerging body of research-based knowledge about teaching English to native speakers of Arabic, this volume presents empirical studies carried out in Egypt, Lebanon, Oman, Palestine, Saudi Arabia, and the United Arab Emirates (UAE)—a region which has gained notable attention in the past few decades. Each chapter addresses an issue of current concern, and each includes implications for policy, practice, and future research. Nine chapter authors are Sheikh Nahayan Fellows—recipients of doctoral fellowships from The International Research Foundation for English Language Education (TIRF). This volume is the first in the Global Research on Teaching and Learning English Series, co-published by Routledge and TIRF.

Assessment and ESL - Barbara Law 2007
ASSESSMENT AND ESL: An Alternative Approach - 2nd Edition - The revised and expanded edition of this bestseller is a comprehensive, easy-to-read resource that explores the theory and practice of ESL assessment. Written for anyone working with English-language learners (both elementary and secondary, mainstream and ESL), the new edition of Assessment and ESL presents ideas and tools for alternative assessment. The authors offer methods of documenting the learning and progress of second language learners—learning and progress that may not always be apparent at first glance. Like the previous edition, the new edition is filled with real success stories about students who begin with baby steps, progress in leaps and bounds toward proficiency, and, eventually, learn to fly on their own.

A Synthesis of Research on Second Language Writing in English - Ilona Leki 2010-04-15
'I applaud the authors for this sizeable undertaking, as well as the care exercised in selecting and sequencing topics and subtopics. A major strength and salient feature of this volume is its range: It will serve as a key reference tool for researchers working in L2 composition and in allied fields.' – John Hedgcock, Monterey Institute for International Studies Synthesizing twenty-five years of the most significant and influential findings of published research on second language writing in English, this volume promotes understanding and provides access to research developments in the field. Overall, it distinguishes the major contexts of English L2 learning in North America, synthesizes the research themes, issues, and findings that span these contexts, and interprets the methodological progression and substantive findings of this body of knowledge. Of particular interest is the extensive bibliography, which makes this volume an essential reference tool for libraries and serious writing professionals, both researchers and practitioners, both L1 and L2. This book is designed to allow researchers to become familiar with the most important research on this topic, to promote understanding of pedagogical needs of L2 writing students, and to introduce graduate students to L2 writing research findings.

CCCC Bibliography of Composition and Rhetoric 1992 - Gail E. Hawisher 1994-04
The CCCC Bibliography of Composition and Rhetoric, published for the Conference on College Composition and Communication, offers teachers and researchers an annual classified listing of scholarship on written English and its teaching at the college level. The 1992 volume lists and annotates 1,656 articles, books, dissertations, and papers that, with few exceptions, were published during the 1992 calendar year. A group of 149 contributing bibliographers prepared the citations and annotations for the entries appearing in this

volume. The CCCC Bibliography includes an index of authors and editors, a subject index, and entries cross-referenced according to subject matter. Considerably more comprehensive than other bibliographies in composition studies, the CCCC Bibliography of Composition and Rhetoric draws upon a large group of experts in the field to aid teachers and researchers in sorting through a vast body of interdisciplinary material, making their work easier and more effective. Further, the range of texts represented in the CCCC Bibliography has been expanded to include a greater number of entries dealing with feminism, critical theory, technology, and cultural studies as they relate to composition and rhetoric. Each document is cited and annotated only once under one of the five major sections of the CCCC Bibliography. Each entry, however, receives an "entry number" so that cross-references to other sections are possible. This feature is especially useful because much scholarship in composition and rhetoric is interdisciplinary in nature. Cross-references appear as a listing of entry numbers, preceded by "See also," found at the ends of subsections. Entries appear under five major categories: bibliographies and checklists; theory and research; teacher education, administration, and social roles; curriculum; and testing, measurement, and evaluation. Although the CCCC Bibliography excludes master's theses, textbooks, computer software, and book reviews from its coverage, it furnishes citations to review essays, articles appearing in some 228 journals, scholarly monographs and essay collections, dissertations abstracted in Dissertation Abstracts International, and selected documents and conference materials available through ERIC.

Teaching Grammar in Context - Constance Weaver 1996
Weaver extends her philosophy by offering teachers a rationale and practical ideas for teaching grammar not in isolation but in the context of writing.

Resources in Education - 1998

Indian Books in Print - 2003

Principles and Practice in Second Language Acquisition - Stephen D. Krashen 1982

The present volume examines the relationship between second language practice and what is known about the process of second language acquisition, summarising the current state of second language acquisition theory, drawing general conclusions about its application to methods and materials and describing what characteristics effective materials should have. The author concludes that a solution to language teaching lies not so much in expensive equipment, exotic new methods, or sophisticated language analysis, but rather in the full utilisation of the most important resources - native speakers of the language - in real communication.

Forum - 1982

Contextualising English as a Lingua Franca - Xavier Martin-Rubió 2018-09-30
English as a Lingua Franca (ELF) research has become central in current debates in linguistics and is commonly referred to in conferences dealing with other sub-fields of sociolinguistics. This volume collects ten papers that testify to the great scope of ELF research currently being carried out through the analysis of different kinds of data in a variety of contexts and domains. The three chapters in the first part of the volume tackle computer-mediated communication, a medium that currently accounts for a great proportion of human communication. The four contributions in the second section differ with regards to the domains under investigation, and all touch upon social issues that have an impact on how language is used: from Vietnamese university students negotiating their identities in the UK to a Pakistani migrant making efforts to be understood by Italian officials. Finally, the three papers in the final part are an example of the many ELF-oriented pedagogical initiatives that have emerged in recent years across educational levels and all over the world. The introduction to the volume also situates ELF research in its current transition to a third phase in which more attention will be paid to the multilingual nature of ELF users. The proposal put forward in the introductory chapter holds that ELF has two well established fronts where more quality work will surely be carried out, and that ELF could benefit from establishing connections to other

approaches to multilingualism and languaging, but without forgetting what the E in the acronym stands for. This collection of papers will be of interest to teachers and language practitioners who are curious about the ELF paradigm; researchers in ELF and in sociolinguistics and applied linguistics in general; internet linguists and computer-medaited communication experts; educational policymakers; and undergraduate and postgraduate students taking courses in areas such as applied linguistics, English studies, multilingualism and plurilingualism, and intercultural communication, amongst other fields.

Promoting the Educational Success of Children and Youth Learning English - National Academies of Sciences, Engineering, and Medicine 2017-08-25
Educating dual language learners (DLLs) and English learners (ELs) effectively is a national challenge with consequences both for individuals and for American society. Despite their linguistic, cognitive, and social potential, many ELsâ€"who account for more than 9 percent of enrollment in grades K-12 in U.S. schoolsâ€"are struggling to meet the requirements for academic success, and their prospects for success in postsecondary education and in the workforce are jeopardized as a result. Promoting the Educational Success of Children and Youth Learning English: Promising Futures examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12.
Academic Language in Diverse Classrooms: English Language Arts, Grades K-2 - Margo Gottlieb 2013-10
This title offers guidance to educators in how to target academic language in planning for student learning as states undergo the implementation of the Common Core and corresponding English language proficiency standards in preparation for the upcoming consortia-led assessments.

The Study of Second Language Acquisition in the Asian Context - 2007
This book will be of special interest to English teachers and those in professional development in the region and/or who have classrooms with Asian learners. Paradigms appear to be shifting in Asian L2 learning in a region providing huge growth in English education. This will have an important bearing on the profession, including researchers, worldwide
International Journal of Language Studies (IJLS) – volume 9(2) - Mohammad Ali Salmani Nodoushan

Emerging Hispanicized English in the Nuevo New South - Erin Callahan 2018-04-17
This volume provides a comprehensive overview of contemporary language shift and identity in a language community in the mid-Atlantic South to offer a unique window into ethnic dialect formation and sociolinguistic processes underpinning dialect acquisition. Drawing on data collected from over 100 interviews of members North Carolina Hispanicized English speakers in Durham, North Carolina, the book employs a quantitative approach and uses statistical software in analyzing the data collected to focus on the sociolinguistic variable of past tense unmarking to explore sociolinguistic processes at work in English language learner variation. The focus on a specific variable allows for the opportunity to explore specific processes in more detail, including the ways in which speakers accommodate regional and ethnic varieties of their peers and the internal and environmental factors guiding dialect acquisition. Illuminating new facets to the processes of language learning, language contact, and ethnolect emergence, this volume is key reading for students and researchers in second language acquisition and variationist sociolinguistics.
The Acquisition of English Restrictive Relative Clauses by Hungarian Learners of English - Judit Kiss-Gulyás 2004
"The present work uses the standard version of principles and parameters theory of Universal Grammar to address second language acquisition issues. It is assumed that comparative analysis of Hungarian and English based on the model enables the researcher to

formulate precise and testable questions and the empirical research provides reliable answers." "The investigated area is the acquisition of English restrictive relative clauses by L1 Hungarian learners of L2 English. This area of grammar causes problems: most of these are proficiency-determined, but there are some which are observable even at fairly advanced levels. In the given framework it is postulated that some properties of parameters set differently for the L1 can be reset to the new language, whereas other properties seem to resist re-setting and remain non-native-like in the interlanguage of even near-native L2 English speakers of L1 Hungarian." "The book may interest pure and applied linguists, psycholinguists as well as practising teachers as it attempts to offer a possible answer to the often made observation: there are parts of L2 grammar which are relatively easy to acquire despite the language differences, yet there are several features that remain faulty or misunderstood despite teacher and learner effort."--BOOK JACKET.

The Routledge Handbook of Second Language Acquisition and Speaking - Tracey M. Derwing 2022-03-11
This Handbook is a comprehensive volume outlining the foremost issues regarding research and teaching of second language speaking, examining such diverse topics as cognitive processing, articulation, knowledge of pragmatics, instruction in sub-components of speaking (e.g., grammar, pronunciation, and vocabulary) and the attrition of the first language. Outstanding academics have contributed chapters to provide an integrated and inclusive perspective on oral language skills. Specialized contexts for speaking are also explored (e.g., English as a Lingua Franca, workplace, and interpreting). The Routledge Handbook of Second Language Acquisition and Speaking will be an indispensable resource for students and scholars in applied linguistics, cognitive psychology, linguistics, and education.
Grammar in Context - Hugh Gethin 1996

Language and Context - Helen Leckie-Tarry 1995-06-01
Language and Context breaks new ground in our understanding of the relationship between

register, genre and context. Leckie-Tarry argues convincingly and engagingly for a functional theory of language which specifies register in terms of contextual and linguistic features, and which suggests a discursive relationship between the two. Moving beyond the limits of much of today's theory, this accessible volume develops a theoretical understanding of the relationship between text, context, langage function and linguistic form. Helen Leckie-Tarry, a specialist in the area of 'register and applied linguistics', died in 1991, aged 49. Although she had finished a large part of this work, her notes and draft chapters have been extensively edited by Professor David Birch. David Birch is currently Professor of Communication and media Studies at Central Queensland University, Australia, and previously taught at Murdoch University, Western Australia, and the National University of Singapore.

Access to Success - Shelley Angelil-Carter 1998
Tertiary institutions must provide for an increasingly diverse student population, many of whom speak English as an additional language, a nd have attended seriously under-resourced schools. The scale of the problem has necessitated the development of creative ways of ensuring access and successful outcomes. This book covers a diverse range of topics from language policy and academic literacy practices within the curriculum, to evaluation and assessment.

Introduction to TESOL - Kate Reynolds 2021-10-12
A comprehensive introduction to TESOL for new and future teachers of English, offering a full and detailed view of the process of becoming a language teacher Introduction to TESOL: Becoming a Language Teaching Professional presents an expansive and well-balanced view of both the interdisciplinary knowledgebase and professional opportunities in the field of language teaching. Written to help aspiring TESOL educators understand how to begin their careers, this comprehensive textbook covers both the foundational linguistic elements of TESOL as well as the practical pedagogical aspects of the discipline. Written with the needs of the introductory student in mind, this book delves into the essentials of English as a Second Language (ESL) and English as a Foreign

Language (EFL) teaching, covering professional organizations, language acquisition theories, instructional practices, professional development, and more. Readers are provided with clear descriptions of recent research and contemporary practices, numerous illustrations and examples highlighting key material, and engaging real-world vignettes from professionals teaching internationally. Offering a coherent overview and contextualized orientation of the field of TESOL, this guide: Discusses the differences in TESOL approaches in international settings Addresses the current state and potential future of TESOL with a view for new developments in teaching pedagogy and language research Explores the history and development of the field, including the political, social, and cultural decisions made about language teaching and learning Describes the specializations, niches, and subfields within the discipline of TESOL Explains what, how and why TESOL educators need a working understanding of linguistics and second language acquisition theories Outlines the scope of the profession and how to engage in professional organizations to grow in expertise Introduction to TESOL: Becoming a Language Teaching Professional is essential reading for students and educators planning to enter this dynamic and rewarding area of language teaching.

Analysing English in a Global Context - Anne Burns 2001
This is a groundbreaking Reader which includes specially commissioned pieces as well as classic texts and provides a global perspective on the changing uses and forms of English and its impact on language teaching contexts.

Second Language Acquisition Theory and Pedagogy - Fred R. Eckman 2013-10-08
A volume on second-language acquisition theory and pedagogy is, at the same time, a mark of progress and a bit of an anomaly. The progress is shown by the fact that the two disciplines have established themselves as areas of study not only distinct from each other, but also different from linguistic theory. This was not always the case, at least not in the United States. The anomaly results from the fact that this book deals with the relationship between L2 theory and pedagogy despite the conclusion that there is currently no widely-accepted theory of SLA.

Grouped into five sections, the papers in this volume: * consider questions about L2 theory and pedagogy at the macro-level, from the standpoint of the L2 setting; * consider input in terms of factors which are internal to the learner; * examine the question of external factors affecting the input, such as the issue of whether points of grammar can be explicitly taught; * deal with questions of certain complex, linguistic behaviors and the various external and social variables that influence learners; and * discuss issues surrounding the teaching of pronunciation factors that affect a non-native accent.

English Transitivity Alternation in Second Language Acquisition: an Attentional Approach - Yuxia Wang 2017-03-27
The correct use of English verb argument structure is crucial for foreign learners of the English language. Based on an experimental study recruiting 162 Chinese English learners at different proficiency levels, this book suggests that the acquisition of English transitivity alternation follows as a consequence of the cognitive processing of language input, which is induced by the nature of task requirements in different learning conditions and influenced by individual differences in language learning aptitude and proficiency level. Readers of this book will have a deeper understanding of all these variables involved and will learn that pedagogical issues should be considered in a more thorough, comprehensive manner to explore better solutions for English learning and teaching.

English for Central Europe - Interdisciplinary Saxon-Czech Perspectives - Josef J. Schmied 2005

A Transdisciplinary Approach to International Teaching Assistants - Stephen Daniel Looney 2019-09-26
North American universities depend on international teaching assistants (ITAs) as a substantial part of the teaching labor force, which has led to the idea of an 'ITA problem', a deficiency model which is framed as a divergence between ITAs' linguistic competence and undergraduates' and their parents' expectations. This outdated positioning of ITAs as deficient diminishes the invaluable role they

play within the academy. This book argues instead for an approach to ITA which recognizes them as multilingual, skilled, migrant professionals who participate in and are discursively constructed through various participant frameworks, modalities and activities. The chapters in this volume offer state-of-the-art research into ITA using a variety of methods and approaches, and as such constitute a transdisciplinary perspective which argues for the importance of dialogue between research and practice.

Computer Learner Corpora, Second Language Acquisition, and Foreign Language Teaching - Sylviane Granger 2002-01-01
This book takes stock of current research into computer learner corpora conducted both by ELT and SLA specialists. It should be of particular interest to researchers looking to assess its relevance to SLA theory and ELT practice. Throughout the volume, emphasis is also placed on practical, methodological aspects of computer learner corpus research, in particular the contribution of technology to the research process. The advantages and disadvantages of automated and semi-automated approaches are analyzed, the capabilities of linguistic software tools investigated, the corpora (and compilation processes) described in detail. In this way, an important function of the volume is to give practical insight to researchers who may be considering compiling a corpus of learner data or embarking on learner corpus research.The volume is divided into three main sections: Section 1 gives a general overview of learner corpus research; Section 2 illustrates a range of corpus-based approaches to interlanguage analysis; Section 3 demonstrates the direct pedagogical relevance of learner corpus work.

Teaching Language in Context - Alice Omaggio Hadley 1993
Seeks to sssist readers interested in classroom language learning in the process of clarifying their own beliefs about language teaching and learning.

EFL Context: One World Or Different Worlds? - Abbas Deygan Darweesh Al-Duleimi 2017-11-01
This book attempts to define English as a Foreign Language (EFL) and globalization based on the literature and highlighting its major facets. Discussing the spread of English and motives for this kind of spread, the book outlines some of the impacts the language has had on different societies, cultures and the kind of reactions this language has generated among different cultures. The spread of the English language can't be fully understood without the hegemonic nature of English. Yet, this book claims that, despite the hegemonic nature of English, it is still badly needed in the Arab world for the purpose of communicating with the world, education, acquiring technology and development at large. To teach English as such, it is necessary to change the traditional methods of instruction. It is important to solidify teaching of the native language, empower the learners to have more self-confidence through learning English, teach the language as a foreign, rather than second language, and make changes in the curriculum in response to the needs of the learners and society.

Assessing Pragmatic Competence in the Japanese EFL Context - Pino Cutrone 2014-09-26
With a focus on intercultural communication between Japanese and Americans, this book describes how differing listening styles and conversational behaviours across cultures can negatively influence intercultural communication. Responding to the many calls for studies examining the teachability of listener responses in the language classroom, the author investigates whether listener responses would be a suitable target for instruction in the EFL/ESL classroom, and, if so, what instructional methods are best suited to teaching this elusive aspect of pragmatic competence. By addressing these issues, this book provides exciting and novel insights into various aspects of applied linguistics. By supplementing language data and questionnaires with retrospective and longitudinal research techniques, the author is able to present a much richer description and deeper understanding of how and why participants used listener responses in the manner they did. With the findings supporting an explicit approach to teaching listener responses, this book provides language practitioners with a direction in which to move forward. Beyond this practical application, this study sheds new light into such

theoretical debates as the role of consciousness in language teaching (the Explicit vs. Implicit debate), the universality of Grice's theory of conversation and the potentially differing conceptualisations of politeness across cultures.

Exploring the Dynamics of Second Language Writing - Barbara Kroll 2003-04-14 The book addresses issues in the field of teaching academic writing to non-native speakers. This book provides a series of discussions about multiple aspects of second language writing, presenting chapters that collectively address a range of issues that are important to new teachers at the post-secondary level. The 13 chapters provide scholarly visions, insight, and interpretation, oriented toward explaining the field of teaching academic writing to non-native speakers. The book is designed to provide foundational content-knowledge in this area, with each chapter authored by recognized experts in the field. In addition to helping train new teachers, the book will serve as an updated reference book for practicing teachers and scholars to consult.