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Language Learning in New English Contexts

Studies of Acquisition and Development



Language Learning In New English Contexts Studies Of Acquisition And Development

Joacim Rocklöv



Language Learning In New English Contexts Studies Of Acquisition And Development:

Language Learning in New English Contexts Rita Elaine Silver, Lubna Alsagoff, Christine C M Goh, 2009-03-08 This edited volume is dedicated to the exploration of English language acquisition and development outside of the largely monolingual environments of North America the United Kingdom and Australia Specifically the studies investigate different facets of English language learning in Singapore and uses this experience to forge connections with other New English contexts Using empirical data drawn from a range of language classrooms the contributors emphasise the place of education within a global framework of English language learning In so doing they examine economic social and political factors influencing language education and present a refreshingly global perspective on English language acquisition This comprehensive examination of language learning in New English contexts will be of interest to researchers in applied linguistics and world Englishes

Lee Kuan Yew's Educational Legacy Oon Seng Tan, Ee Ling Low, David Hung, 2017-03-06 The late Mr Lee Kuan Yew 1923 2015 laid the foundations for the creation of a first world education system in Singapore Like many other issues concerning the country his ideas for education were transported in a red box which he took with him wherever he went even up to his last days Inside it was always something designed to help create a better life for all Singaporeans The editors of this volume were inspired by the idea of Mr Lee's red box and by the Founding Father's selfless drive to continuously improve the country he loved As such the book explores in detail Mr Lee's plans including chapters on Education The Man and His Ideas Foundational Pillars of Singapore's Education Education for Nationhood and Nation Building and 21st Century Readiness and Adaptability The chapters also include the authors' visions no matter how great or small for the future of education in Singapore They explore how Mr Lee's educational policies resulted in a system that attracts the right and best candidates to become teachers that forms them into effective teachers specialists and leaders that ensures they and the education system are able to deliver the best possible learning for every child and that establishes a legacy that has allowed the education system to continue to move forward while tackling the challenges of its success From the little red box came the ideas that led to the country's meteoric rise Likewise the editors hope this book will lead to a brighter future in education Teaching English to Second Language Learners in Academic Contexts Jonathan M. Newton, Dana R. Ferris, Christine C.M. Goh, William Grabe, Fredricka L. Stoller, Larry Vandergrift, 2018-02-07 Teaching English to Second Language Learners in Academic Contexts Reading Writing Listening and Speaking provides the fundamental knowledge that ESL and EFL teachers need to teach the four language skills This foundational text written by internationally renowned experts in the field explains why skills based teaching is at the heart of effective instruction in English for academic purposes EAP contexts Each of the four main sections of the book helps readers understand how each skill reading writing listening and speaking works and explains what research has to say about successful skill performance Pedagogically focused chapters apply this information to principles for EAP curriculum design and to instructional activities and tasks adaptable in a wide range of language learning

contexts Options for assessment and the role of digital technologies are considered for each skill and essential information on integrated skill instruction is provided Moving from theory to practice this teacher friendly text is an essential resource for courses in TESOL programs for in service teacher training seminars and for practicing EAP teachers who want to upgrade their teaching abilities and knowledge bases **English Language Teaching in Its Social Context** Christopher

Candlin,Neil Mercer,2001 English Language Teaching in its Social Context offers sociolinguistic ethnographic and social psychological perspectives on TESOL teaching and learning and introduces the relevant literature on second language acquisition Together with its companion volumes it presents English language teaching in a variety of specific institutional geographic and cultural contexts The articles a range of seminal and specially commissioned pieces have been carefully chosen to present four major principles of English language teaching they focus on the roles played by teachers and learners recognise the individuality of language learners support teachers in the provision of active guidance for students learning examine both positive and negative patterns of interaction between learners and teachers This Reader offers people unfamiliar with research in this field an overall impression of English language teaching issues while allowing the more experienced reader the opportunity to relate his or her own experiences to the theories presented English Language

Learning in the Asian Context 2nd Edn Paul Robertson,2005 Quadrilingual Education in Singapore Rita Elaine Silver,Wendy D. Bokhorst-Heng,2016-01-21 This book explores Singapore s language education system Unlike previous volumes which discuss the bilingual requirement for learning it focuses on Singapore s quadrilingual system bringing together articles on each of the four languages English Mandarin Malay and Tamil as well as articles that examine more than one language It highlights past successes current concerns and future directions for language education The book focuses on classroom pedagogy in all four official languages showcasing how languages are taught and learned in Singapore as a basis for better understanding the system from the inside out The authors present empirical classroom based studies on language pedagogy in all four languages as well as updated information on the current socio political context and how it has influenced attempts at pedagogical innovation Consideration is given to the dialectical relationship between policy and practice The chapters also include discussions of pre school age learning influences of language policy home literacy practices and commentaries by international language in education scholars This approach also provides a basis for international comparison especially for those who are interested in fostering English proficiency while maintaining one or more national languages The volume is particularly important in light of the continuing international efforts to integrate English into national educational systems where it is not the dominant language Language and Linguistics in Context Harriet Luria,Deborah M. Seymour,Trudy Smoke,2012-12-06 Taking a sociocultural and educational approach Language and Linguistics in Context Readings and Applications for Teachers introduces basic linguistic concepts and current perspectives on language acquisition considers the role of linguistic change especially in English in the politics of language acknowledges

the role of linguists in current policies involving language offers insights into the relationship between the structure of language systems and first and second language acquisition the study of language across culture class race gender and ethnicity and between language study and literacy and education and provides readers with a basis for understanding current educational debates about bilingual education non standard dialects English only movements literacy methodologies and generally the importance to teaching of the study of language The text is organized into three thematic units What is Language and How is It Acquired How Does Language Change and What is Literacy To achieve both breadth and depth that is to provide a big picture view of basic linguistics and at the same time make it specific enough for the beginner a selection of readings including personal language narratives is provided to both introduce and clarify linguistic concepts The readings by well known theoretical and applied linguists and researchers from various disciplines are diverse in level and range of topics and vary in level of linguistic formalism Pedagogical features This text is designed for a range of courses in English and language arts bilingualism applied linguistics and ESL courses in teacher education programs Each unit contains a substantive introduction to the topic followed by the readings Each reading concludes with Questions to Think About including one Extending Your Understanding question and a short list of Terms to Define Each unit ends with additional Extending Your Understanding and Making Connections activities that engage readers in applying what they have read to teaching and suggested projects and a bibliography of Print and Web Resources The readings and apparatus are arranged so that the material can be modified to fit many course plans and schemes of presentation To help individual instructors make the most effective use of the text in specific classes a set of matrixes is provided suggesting configurations of readings for different types of linguistics and education classes

English Language Pedagogies for a Northeast Asian Context Michael Hadzantonis, 2013-03-05 This book investigates from a sociocultural linguistic and pedagogical perspective the conceptual and pragmatic frameworks that characterize secondary language learning in a Northeast Asian context Hadzantonis contextualizes these salient domains through an engagement with social and cultural themes such as the familial political as well as cultural commodities and socioeducational structures In this way the text employs tools such as transnational theory and performativity and develops a model that contributes to the resolution of one of the greatest economic issues of the time that of ineffective secondary language learning

Applied Language Learning, 2001 [Multilingual Global Cities](#) Peter Siemund, Jakob R.E. Leimgruber, 2020-11-29 This volume sets out to investigate the linguistic ecologies of Singapore Hong Kong and Dubai with chapters that combine empirical and theoretical approaches to the sociolinguistics of multilingualism One important feature of this publication is that the five parts of the collection deal with such key issues as the historical dimension language policies and language planning contemporary societal multilingualism multilingual language acquisition and the localized Englishes of global cities The first four sections of the volume provide a multi levelled and finely detailed description of multilingual diversity of three global cities while the final section discusses postcolonial Englishes in the

context of multilingual language acquisition and language contact **Research in Education** ,1970-05 New Perspectives on (Im)Politeness and Interpersonal Communication Lucis Fernández Amaya, Maria de la O Hernández López, Reyes Gómez Morón, 2012-12-18 New Perspectives on Im Politeness and Interpersonal Communication gathers eleven studies by prominent scholars which explore issues related to im politeness in human communication The study of linguistic im politeness is undoubtedly one of the central concerns in the field of pragmatics as attested to by the numerous conferences and journals currently dedicated to the topic the various theoretical models and approaches developed or developing so far and the seemingly endless list of insightful and inspiring empirical studies tackling the topic from a wide variety of angles This volume contributes to the subfield of social pragmatics by putting together works that review the state of the art of im politeness studies analysing im politeness in media contexts like the Internet or dubbed films and other contexts looking into the effects and consequences of some speech acts for social interaction drawing implications for language teaching and approaching some of the linguistic mechanisms which help to communicate im politeness Resulting from the efforts made by specialists in the field the chapters in this volume offer additional evidence that examining the complexity of interpersonal communication from different standpoints can benefit a more complete understanding of social interaction in general Their scope and practical applications demonstrate the transversality and versatility of interpersonal communication The editors hope that these works will retain scholars interest and attention for some time to come and spark off further research *Input Matters in SLA* Thorsten Piske, Martha Young-Scholten, 2009 This volume bridges the gap between theory and practice by bringing together well known and new authors to discuss a topic of mutual interest to second language researchers and teachers alike input Reader friendly chapters offer a range of existing and new perspectives on input in morphology syntax phonetics and phonology *Social Justice in EAP and ELT Contexts* Paul Breen, Michèle le Roux, 2024-02-22 This book articulates an understanding of what is meant by the term social justice from a global perspective drawing upon examples of practice from across a range of English for academic purposes EAP and English language teaching ELT higher education contexts Presently within western higher educational systems there is a drive for greater integration of approaches that lend themselves to social justice However questions still remain about what that means in practice This book seeks to answer that not by telling but by showing It presents a series of chapters that act as vignettes into a diverse set of classrooms contexts and countries offering examples of how and where an epistemology of social justice has been put into practice in teaching and learning situations Such situations range from cross continental higher educational partnerships between east and west to instances of EAP practitioners work with refugees from North Africa and the Middle East These examples are threaded together by the common goal of understanding what it is that defines an enactment of social justice and what the shared denominators are across these contexts Through looking at these various examples the authors produce a set of codes and themes that are common to practice across contexts and discuss how these might help inform practice in

other areas of language education higher education and educational development work in general

Early Language Learning in Context David Hayes, 2022-08-19 This book critically analyses early school foreign language teaching policy and practice foregrounding the influence of the socioeducational and cultural context on how policies are implemented and assessing the factors which either promote or constrain their effectiveness It focuses on four Asian contexts Malaysia South Korea Sri Lanka and Thailand while providing a discussion of policy and practice in Canada and Finland as a comparison Concentrating on the state school sector it criticises the worldwide trend for a focus on English as the principal or only foreign language taught in primary schools founded on a rationale that widespread proficiency in English is important for future national success in a globalised economy It maintains that the economic rationale is not only largely unfounded and irrelevant to the language learning experiences of young children but also that the focus on English exacerbates system inequalities rather than contributing to their reduction The book argues for a broader perspective on language learning in primary schools one that values multilingualism and knowledge of regional and indigenous languages alongside a more diverse range of foreign languages This book will appeal to educational policymakers researchers and students interested in early foreign language learning in state educational systems worldwide [Resources in Education](#), 2001

English in Inclusive Multilingual Preschools Kirsten Birsak de Jersey, 2021-05-31 The study addresses the question of how preschool teachers who work in regular state inclusive preschools can be qualified to teach English as a foreign language Through the longitudinal case study which followed the principles of participatory action research substantial insights were gained which can be transferred to other pre primary contexts *Early Foreign Language Learning and Teaching* Marianne Nikolov, Stela Letica Krevelj, 2024-10-15 Over the past six decades the field of teaching modern foreign languages to young learners has come a long way from the early surmises about the advantages of a young start to today's widespread integration of foreign languages into curricula in public and private schools The chapters in this book bring together internationally renowned researchers who have been vocal in establishing early language teaching and learning as an independent area of research and novice voices who represent a new generation of devoted researchers to present a state of the art volume on the topic The authors address key questions about young learner second foreign language L2 FL development methodological issues when conducting research with young learners L2 FL teaching pedagogy language education policy technology enhanced learning and assessment Together the chapters capture the reality of early FL development in the context of a globalized world and will be of great interest to researchers and postgraduate students of SLA and Applied Linguistics specifically in the field of early language development and teaching languages to young learners *Classroom Writing Assessment and Feedback in L2 School Contexts* Icy Lee, 2017-03-28 While assessment and feedback tend to be treated separately in the L2 writing literature this book brings together these two essential topics and examines how effective classroom assessment and feedback can provide a solid foundation for the successful teaching and learning of writing Drawing upon current educational

and L2 writing theories and research the book is the first to address writing assessment and feedback in L2 primary and secondary classrooms providing a comprehensive up to date review of key issues such as assessment for learning assessment as learning teacher feedback peer feedback portfolio assessment and technology enhanced classroom writing assessment and feedback The book concludes with a chapter on classroom assessment literacy for L2 writing teachers outlines its critical components and underscores the importance of teachers undertaking continuing professional development to enhance their classroom assessment literacy Written in an accessible style the book provides a practical and valuable resource for L2 writing teachers to promote student writing and for teacher educators to deliver effective classroom writing assessment and feedback training Though the target audience is school teachers L2 writing instructors in any context will benefit from the thorough and useful treatment of classroom assessment and feedback in the book

Developmental and Clinical Pragmatics
Klaus P. Schneider, Elly Ifantidou, 2020-08-24 This handbook provides a comprehensive and up to date survey of a wide range of developmental and clinical issues in pragmatics Principally the contributions to this volume deal with pragmatic competence in a native language in a second or foreign language and in a selection of language disorders The topics which are covered explore questions of production and comprehension on the utterance and discourse level Topics addressed concern the acquisition and learning teaching and testing assessment and treatment of various aspects of pragmatic ability knowledge and use These include for example the acquisition and development of speech acts implicatures irony story telling and interactional competence Phenomena such as pragmatic awareness and pragmatic transfer are also addressed The disorders considered include clinical conditions pertaining to children and to adults Specifically these are among others autism spectrum disorders Down syndrome and Alzheimer s disease

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