What does our ability to use words--that is, our lexical competence--consist of? What is the difference between a system that can be said to understand language and one that cannot? Most approaches to word meaning fail to account for an essential aspect of our linguistic competence, namely, our ability to apply words to the world. This monograph proposes a dual picture of human lexical competence in which inferential and referential abilities are separate--a proposal confirmed by neuropsychological research on brain-damaged persons. According to the author, artificial systems for natural-language understanding could come much closer to achieving their goal if they conformed to this dual picture of competence. Topics discussed include classical issues in the philosophy of language and the philosophy of mind such as the analytic/synthetic dichotomy, semantic holism, causal theories of reference, dual-factor theories, publicness, verificationism, and Searle's Chinese room. Language, Speech, Communication series

Research Report

Course planning and development, in the context of current theories of language learning.

Second Language Instruction/acquisition Abstracts

Provides an overview of Asian students in North American higher education, an ethnographic study, and pedagogical suggestions for enhancing better classroom communication among Asian students, their American peers, and faculty.

Promoting the Educational Success of Children and Youth Learning...
In the disciplines of applied linguistics and second language acquisition (SLA), the study of pragmatic competence has been driven by several fundamental questions: What does it mean to become pragmatically competent in a second language (L2)? How can we examine pragmatic competence to make inference of its development among L2 learners? In what ways do research findings inform teaching and assessment of pragmatic competence? This book explores these key issues in Japanese as a second/foreign language. The book has three sections. The first section offers a general overview and historical sketch of the study of Japanese pragmatics and its influence on Japanese pedagogy and curriculum. The overview chapter is followed by eight empirical findings, each dealing with phenomena that are significant in Japanese pragmatics. They target selected features of Japanese pragmatics and investigate the learners' use of them as an indicator of their pragmatic competence. The target pragmatic features are wide-ranging, among them honorifics, speech style, sentence final particles, speech acts of various types, and indirect expressions. Each study explicitly prompts the connection between pragmalinguistics (linguistic forms available to perform language functions) and sociopragmatics (norms that determine appropriate use of the forms) in Japanese. By documenting the understanding and use of them among learners of Japanese spanning multiple levels and time durations, this book offers insight about the nature and development of pragmatic competence, as well as implications for the learning and teaching of Japanese pragmatics. The last section presents a critical reflection on the eight empirical papers and prompts a discussion of the practice of Japanese pragmatics research.

Non-native Educators in English Language Teaching

Provides The Pakistani And The South Asia Perspective On Language Planning, Reflections On Modern Approaches To English Language Teaching Including Elt And Information Technology. Divided Into Four Sections.

The Language Revolution

Science Teaching Reconsidered

This volume makes a unique contribution to the literature on materials development for language learning. It focuses on issues related to authenticity in materials development and includes research-based position statements, applications of theory to practice and developments of theory from observed practice. Each paper concentrates on a different aspect of authenticity and many of them introduce the reader to previously unexplored facets of authenticity. The chapters are sequenced so that the book moves from general discussion about the value of authenticity to reports of evaluations of authenticity to reports of the exploitation of authenticity in specific learning contexts. Many questions are raised, much revealing data is reported and analysed, and many pedagogic suggestions are made. The contributions here have been written so that they are of potential value to teachers, to materials developers, to post-graduate students and to researchers. They are written to be academically rigorous, but at the same time to be accessible to newcomers to the field and to experienced experts alike.

MLA International Bibliography of Books and Articles on the Modern
Languages and Literatures

David Crystal's classic English as a Global Language considers the history, present status and future of the English language, focusing on its role as the leading international language. English has been deemed the most 'successful' language ever, with 1500 million speakers internationally, presenting a difficult task to those who wish to investigate it in its entirety. However, Crystal explores the subject in a measured but engaging way, always backing up observations with facts and figures. Written in a detailed and fascinating manner, this is a book written by an expert both for specialists in the subject and for general readers interested in the English language.

Asian Students' Classroom Communication Patterns in U.S. Universities

First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

Applications of CALL Theory in ESL and EFL Environments

The place of native and non-native speakers in the role of English teachers has probably been an issue ever since English was taught internationally. Although ESL and EFL literature is awash, in fact dependent upon, the scrutiny of non-native learners, interest in non-native academics and teachers is fairly new. Until recently, the voices of non-native speakers articulating their own concerns have been even rarer. This book is a response to this notable vacuum in the ELT literature, providing a forum for language educators from diverse geographical origins and language backgrounds. In addition to presenting autobiographical narratives, these authors argue sociopolitical issues and discuss implications for teacher education, all relating to the theme of non-native educators in ETL. All of the authors are non-native speakers of English. Some are long established professionals, whereas others are more recent initiates to the field. All but one received part of the higher education in North America, and all except two of the chapters are at least partially contextualized in North America. Particularly relevant for non-native speakers who aspire to enter the profession, graduate students in TESOL programs, and teacher educators, the unique nature of this book's contributors and its contents will interest researchers and professionals in applied linguistics generally and in ELT, and all those who are concerned with the role of non-native speakers in English-language teaching.

Annual Summary of Investigations Relating to Reading

British Pakistani children are the second largest ethnic group in UK schools, yet little of their education and wider needs have been researched. British Pakistani Boys, Education and the Role of Religion seeks to rectify this, by investigating the educational achievement of British Pakistani boys and the importance of education both in the Pakistani community and in the wider religion of Islam. The book draws on research undertaken by the author in three British state secondary schools, to respond to the national policy on the education of ethnic minority children. It considers the meaning of education for Pakistanis, where religion plays an integral role, the gaps in education as well as the issue of representation - in governance and in the teaching workforce. The author concludes by discussing the possibility of responsive education better meeting the needs of Pakistani children by integrating Islamic religious education and education of the world. British Pakistani Boys, Education and the Role of Religion will be vital reading for academics and both undergraduate and postgraduate students in the fields of Education and Sociology and specifically those studying inclusion, equality and diversity, or Asian, Muslim or Pakistani education. It would also appeal to education practitioners, policy makers and community activists.
Perspectives on Language Assessment Literacy

The Annual Review of Comparative and International Education (ARCIE) is a forum for stakeholders and scholars to examine current trends and identify future directions in comparative and international education.

ESP teaching and teacher education: current theories and practices

Perspectives on Language Assessment Literacy describes how the elements of language assessment literacy can help teachers gather information about when and how to assess learners, and about using the appropriate assessment tools to interpret results in a fair way. It provides highlights from past and current research, descriptions of assessment processes that enhance LAL, case studies from classrooms, and suggestions for professional dialogue and collaboration. This book will help to foster continuous learning, empower learners and teachers and make them more confident in their assessment tasks, and reassure decision makers that what is going on in assessment meets international benchmarks and standards. It addresses issues like concepts and challenges of assessment, the impacts of reflective feedback on assessment, the ontogenetic nature of assessment literacy, the reliability of classroom-based assessment, and interfaces between teaching and assessment. It fills this gap in the literature by addressing the current status and future challenges of language assessment literacy. This book will be of great interest for academics, researchers, and post-graduate students in the fields of language assessment literacy and English language teaching.

English as a Global Language

The book looks at world-wide evidence on issues surrounding bilingualism and bilingual education. These issues include the relationship between bilingualism and intelligence, the advantages and disadvantages of bilingual education and the role of attitude and motivation in bilingualism.

Motivating ESL Learners to Refine Writing Skills

Research Paper (undergraduate) from the year 2016 in the subject English - Miscellaneous, language: English, abstract: English is considered as the most important language now-a-days. It is also the official language of Pakistan. But most of the people can’t understand it. If we want to wish good reputation and good work in educational society, we should have a command of English. We are totally ignoring the main aspect of language. There are several factors that make English language essential for communication in our existing society. This is the most common foreign language. The study was conducted at the secondary level (9th and 10th class) in Lyallpur Town, Faisalabad. List of secondary level schools in Lyallpur Town, Faisalabad, was selected as a school of four government and four private schools, submitted in the light of the Office of Secondary Education Officer, Secondary Education Faisalabad and such lists. I am the highest student admission town, Faisalabad. The sample size was properly set according to the use of the available population and sample samples available in selected schools www.surveysystem.com. For this purpose, a well-developed questionnaire was created to collect the database. Then, the collected data was analysed by using Statistical Package for Social Sciences (SPSS).

Testing Creative Writing in Pakistan

This volume addresses issues related to English for Specific Purposes (ESP) teaching practices as well as ESP teacher education as they arise in today’s constantly changing and developing world. ESP Teaching and Teacher Education: current theories and practices?, supported by the Language Centre of the Cyprus University of Technology, puts together a selection of ten chapters concentrating on ESP teacher
education and ESP teaching methodology, including the integration of new technologies in both fields. The volume may be of interest to ESP teacher trainers or language teacher trainers in general, ESP practitioners, ESP researchers, policymakers, material developers, students, as well as any other ESP specialist who may be interested in being updated about the latest developments in the ESP field.

Decoding ESL

English learners are not offered adequate support to succeed in STEM-related areas necessary for college and careers. This book provides a research-based and a critical pedagogical framework using project-based learning methodology and classroom-tested CALL programs to address this need.

An analysis of difficulties faced by the students in English learning at Secondary school level in Lyallpur Town, Faisalabad

Scientific Study from the year 2013 in the subject Pedagogy - School Pedagogics, , language: English, abstract: Motivation is the basic factor for ESL students to excel in the writing class; therefore the role of the teachers is pivotal in writing process. Teachers have to work a lot to raise the level of motivation of the class and sustain it throughout the lesson, as motivated learners work with more interest and intensity. This initiative of teachers and learners can lead to enhancement of writing skills.

Language, Ideology and Power

QUESTIONING LINGUISTICS brings together different perspectives on language studies and applications into a single volume and allows readers to examine how linguists of diverse traditions study and use this expert knowledge of language. By doing so, this volume invites us to reconsider the nature and focus of the field of study and questions a number of current thoughts about language theory, application, and use. In effect, the nature of linguistics, linguistic theory, and languages are called into question, as are the methods that we as linguists may take for granted in our developed research traditions. Scholars and researchers from within linguistics and beyond will find this volume both accessible and engaging, as it gathers the thoughts and opinions of experts in the field alongside new theorists in an open forum for discussion that diminishes the borders between these diverse threads.

Universities in the Networked Society

Exploring Educators' Understanding of the Differences Between Typical English Language Learners and Those with Special Education Needs

Authenticity in Materials Development for Language Learning

Index to Theses with Abstracts Accepted for Higher Degrees by the Universities of Great Britain and Ireland and the Council for National Academic Awards

Lexical Competence

This book presents research on the effects and effectiveness of ICT applications in lifelong learning in relation to digital competences of educators. It sketches recent and future evolutions in higher education, explores whether universities have
adjusted policies and business models in line with the rapid development of ICT technologies, and analyses whether the adjustments made are merely cosmetic or truly future-proof. The book specifically deals with such topics as digital competencies of teaching staff, the development and implementation of MOOCs and other E-learning tools, virtual classrooms, online tutoring, and collaborative learning. It presents case studies of innovative master’s programmes, projects and methods, and processes of standardization and validation used in various countries as illustrations. The book explains the rapid transition of the knowledge society to the “society of global competence” and shows the necessity of an active implementation of innovative forms and effective methods of education, and above all, distance learning at all levels of education.

The Policy and Practice of English Medium of Instruction (EMI) in Pakistani Universities

Amy Tucker extends current research and theory on contrastive rhetoric to study ESL students tackling the art and skill of writing and reading literature.

Re-Imagining Comparative Education

This volume contains a selection of eighteen articles that originated as papers presented at the Second Applied Linguistics and Language Teaching International Conference and Exhibition (ALLT): Engaging in Change: New Perspectives of Teaching and Learning which was held from 7 to 9 March 2019 at Zayed University, Dubai, United Arab Emirates. The papers selected for inclusion showcase contributions that document theory, research, and pedagogy within the field of ALLT in the Arab Gulf and beyond. The volume is divided into five sections: Teaching of Language Skills and Subskills · Student Engagement, Motivation and Wellbeing · Curriculum Development and Pedagogy · English Language Teaching and Technology · Language-Based and Classroom-Based Research The papers included in this volume represent the diverse backgrounds, experiences, and research interests of the ALLT presenters. The contributions are a mix of theoretical, empirical and pedagogical practices with a strong emphasis on language teaching. While most of the papers in the proceedings focus on English language, the findings gained and lessons learned are also useful to the teaching of any language. This makes the Proceedings of the Applied Linguistics and Language Teaching (ALLT 2019) Conference: Engaging in Change: New Perspectives of Teaching and Learning an invaluable resource, addressing important aspects of contemporary research topics and the pedagogy of language teaching.

Pronunciation Instruction in English for Academic Purposes

This book examines the pronunciation goals of teachers, course leaders, and learners on a ten-week UK pre-sessional access course, particularly with regard to suprasegmental instruction and target of instruction on how these goals are reflected in pronunciation assessment, and how teacher goals are informed by their attitudes and beliefs. A mixed methods approach, including direct observation and semi-structured interviews, is employed to address the area of enquiry. Results show a lack of clarity of course goals. Although there is a firm emphasis on suprasegmental instruction, in semi-structured interviews, teachers report a lack of clear course goals and guidance. Assessment and practice do not always adhere to a goal of intelligibility, and support for teachers, in terms of the materials and how they might be exploited seems limited. The book concludes with tentative recommendations on how suprasegmental instruction might be facilitated on EAP and other courses.

Distance Education for Teacher Training

First Book-Length Study Of The History Of Language Teaching And Learning Among South Asian Muslims. This Engaging And Highly Informative Book Is Indispensable For Any
Pragmatic Competence

We are living through the consequences of a linguistic revolution. Dramatic linguistic change has left us at the beginning of a new era in the evolution of human language, with repercussions for many individual languages. In this book, David Crystal, one of the world’s authorities on language, brings together for the first time the three major trends which he argues have fundamentally altered the world’s linguistic ecology: first, the emergence of English as the world’s first truly global language; second, the crisis facing huge numbers of languages which are currently endangered or dying; and, third, the radical effect on language of the arrival of Internet technology. Examining the interrelationships between these topics, Crystal encounters a vision of a linguistic future which is radically different from what has existed in the past, and which will make us revise many cherished concepts relating to the way we think about and work with languages. Everyone is affected by this linguistic revolution. The Language Revolution will be essential reading for anyone interested in language and communication in the twenty-first century.


The original essays included here, by up and coming scholars in the field, illustrate the potential and diversity of post-foundational ideas as applied to comparative education concerns.

Resources in Education

Effective science teaching requires creativity, imagination, and innovation. In light of concerns about American science literacy, scientists and educators have struggled to teach this discipline more effectively. Science Teaching Reconsidered provides undergraduate science educators with a path to understanding students, accommodating their individual differences, and helping them grasp the methods—and the wonder—of science. What impact does teaching style have? How do I plan a course curriculum? How do I make lectures, classes, and laboratories more effective? How can I tell what students are thinking? Why don’t they understand? This handbook provides productive approaches to these and other questions. Written by scientists who are also educators, the handbook offers suggestions for having a greater impact in the classroom and provides resources for further research.

Course Design

This book investigates the impact of creative writing tests on classroom practice in Pakistan. All National Education Policies in Pakistan since 1959 have expressed grave concern at the deteriorating standard of Board Examinations but no significant steps have been taken to improve the examination system. The method of assessment in the Pakistani classroom is influenced by the Board Examinations, with the students memorising the essays and stories from their textbooks and reproducing them. The Board Examination tends to produce negative washback as it damages learners’ creative talents. Appropriate changes in the textbooks and the external examination, however, will, in turn, definitely improve the teaching and assessment practices in the classroom.

Language Policy, Planning, & Practice

This book constitutes the proceedings of the 14th International Conference on Intelligent Tutoring Systems, IST 2018, held in Montreal, Canada, in June 2018. The
26 full papers and 22 short papers presented in this volume were carefully reviewed and selected from 120 submissions. In the back matter of the volume 20 poster papers and 6 doctoral consortium papers are included. They deal with the use of advanced computer technologies and interdisciplinary research for enabling, supporting and enhancing human learning.

Questioning Linguistics

Blended learning has recently been gaining popularity within educational fields. Examining the impact that computer-assisted techniques have on foreign language education will provide more effective ways to enhance learning techniques for educators and students alike. Applications of CALL Theory in ESL and EFL Environments is a pivotal reference source that discusses recent advances relating to online teaching and learning of foreign languages. Highlighting relevant topics such as electronic portfolio assessments, corpus linguists, flipped learning models, and student engagement, this scholarly resource is ideal for educators, academicians, students, and researchers that are interested in staying current on the latest technologies and methodologies in foreign language learning.

Intelligent Tutoring Systems

This book brings together international scholars of critical multiculturalism to directly and illustratively address what a transformed critical multicultural approach to education might mean for teacher education and classroom practice.

Key Issues in Bilingualism and Bilingual Education

Punjabi, Urdu, English in Pakistan

This book discusses the perceptions of staff and students with regards to the policy and practice of English as the medium of instruction (EMI) in Pakistani universities. Findings from qualitative and quantitative data collected in two public universities are compared to identify perceptions of problems concerning English as a medium of instruction for postgraduate study. The research also examines participants' attitudes towards the use of Pakistani English (PakE), a distinct variety of English different from other dialects such as American English and British English in its various linguistic features, in higher education settings. The findings explore the gap between the policy and practice of EMI, and expose various multi-layered and inevitable issues.

Teaching ESL and STEM Content through CALL

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 ELs who account for more than 9 percent of enrollment in grades K-12 in U.S. schools 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.