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~~Teaching English as a Foreign Language, Second Edition~~

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Spanish, Swahili to Brazilian Portuguese, the languages of the world are brought within the reach of any beginning student.

Written by David Hornsby, who is a current Linguistics lecturer and researcher at the University of Kent, *Linguistics - The Essentials* is designed to give you everything you need to succeed, all in one place. It covers the key areas that students are expected to be confident in, outlining the basics in clear jargon-free English, and then providing added value features like summaries of key books, and even lists of questions you might be asked in your seminar or exam. The book uses a structure that mirrors many university courses on linguistics - with separate chapters focusing on linguistic thought, syntax, sound systems, morphology, semantics, pragmatics, language acquisition, and much more.

Linguistics falls in the gap between arts and science, on the edges of which the most fascinating discoveries and the most important problems are found. Rather than following the conventional organization of many contemporary introductions to the subject, the author of this stimulating guide begins his discussion with the oldest, 'arts' end of the subject and moves chronologically through to the newest research - the 'science' aspects. A series of short thematic chapters look in turn at such areas as the prehistory of languages and their common origins, language and evolution, language in time and space (the nature of change inherent in language), grammars and dictionaries (how systematic is language?), and phonetics. Explication of the newest discoveries pertaining to language in the brain completes the coverage of all major aspects of linguistics from a refreshing and insightful angle. ABOUT THE SERIES: The Very Short Introductions series from Oxford University Press contains hundreds of titles in almost every subject area. These pocket-sized books are the perfect way to get ahead in a new subject quickly. Our expert authors combine facts,

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analysis, perspective, new ideas, and enthusiasm to make interesting and challenging topics highly readable.

This book systematically examines how learning to read occurs in diverse languages, and in so doing, explores how literacy is learned in a second language by learners who have achieved at least basic reading skills in their first language. As a consequence of rapid globalization, such learners are a large and growing segment of the school population worldwide, and an increasing number of schools are challenged by learners from a wide variety of languages, and with distinct prior literacy experiences. To succeed academically these learners must develop second-language literacy skills, yet little is known about the ways in which they learn to read in their first languages, and even less about how the specific nature and level of their first-language literacy affects second-language reading development. This volume provides detailed descriptions of five typologically diverse languages and their writing systems, and offers comparisons of learning-to-read experiences in these languages. Specifically, it addresses the requisite competencies in learning to read in each of the languages, how language and writing system properties affect the way children learn to read, and the extent and ways in which literacy learning experience in one language can play a role in subsequent reading development in another. Both common and distinct aspects of literacy learning experiences across languages are identified, thus establishing a basis for determining which skills are available for transfer in second-language reading development. *Learning to Read Across Languages* is intended for researchers and advanced students in the areas of second-language learning, psycholinguistics, literacy, bilingualism, and cross-linguistic issues in language processing.

The topics of autonomy and independence play an increasingly important role in language education. They raise issues such as learners' responsibility for their own learning, and their right to

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determine the direction of their own learning, the skills which can be learned and applied in self-directed learning and capacity for independent learning and the extents to which this can be suppressed by institutional education. This volume offers new insights into the principles of autonomy and independence and the practices associated with them focusing on the area of EFL teaching. The editors' introduction provides the context and outlines the main issues involved in autonomy and independence. Later chapters discuss the social and political implications of autonomy and independence and their effects on educational structures. The consequences for the design of learner-centred materials and methods is discussed, together with an exploration of the practical ways of implementing autonomy and independence in language teaching and learning . Each section of the book opens with an introduction to give structure to the development of ideas and themes, with synopses to highlight salient features in the text and help build upon the material of previous chapters.

A collection of original papers dealing with essential issues and research in the learning of language by deaf people.

Chinese is spoken by more people than any other language in the world, and has a rich social, cultural and historical background. This book is a comprehensive guide to the linguistic structure of Chinese, providing an accessible introduction to each of the key areas. It describes the fundamentals of its writing system, its pronunciation and tonal sound system, its morphology (how words are structured), and its syntax (how sentences are formed) - as well as its historical development, and the diverse ways in which it interacts with other languages. Setting the discussion of all aspects of Chinese firmly within the context of the language in use, Chinese: A Linguistic Introduction will be of great benefit to learners wishing to extend their knowledge and competence in the language, and their teachers. It will also be a useful starting point

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for students of linguistics beginning work on the structure of this major world language.

Over the past thirty years, the field of language learning strategies has generated a massive amount of interest and research in applied linguistics. *Teaching and Researching Language Learning Strategies* redraws the landscape of language learning strategies at just the right time. In this book Rebecca Oxford charts the field systematically and coherently for the benefit of language learning practitioners, students, and researchers. Offering practical, innovative suggestions for assessing, teaching, and researching language learning strategies, she provides examples of strategies and tactics from all levels, from beginners to distinguished-level learners, as well as a new taxonomy of strategies for language learning. In demonstrating why self-regulated learning strategies are necessary for language proficiency, Oxford integrates socio-cultural, cognitive, and affective dimensions, and argues convincingly for the need for conceptual cross-fertilization. Providing clear and concise explanations of the advantages and limitations of the different approaches, this book is full of practical value and theoretical insights. The book is designed to guide the reader with the use of a range of features, including: - key quotes and concept boxes - preview questions and chapter overviews - glossary and end-of-chapter further readings - sources and resources section

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"This edition explains English phonology, morphology, and syntax and the implications for teaching using the International Phonetic Alphabet to prepare students for the Praxis examination including chapters on first and second language acquisition research and theories reviewing ESL teaching methods. With examples, activities, and end-of-chapter applications that link linguistic theory and classroom practice, the Freemans show teachers how to use their new understandings of linguistics to help student learning."--Publisher.

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