

Alive To Language Perspectives On Language Awareness For English Language Teachers Cambridge Teacher Training And Development

This book, by an eminent scientist and philosopher, provides strong evidence for the claim that language is a general principle of Nature, rooted exclusively in physical and chemical laws. The author's radical idea inevitably leads us to view the essence, origin and evolution of life in a completely new light. It shifts the coordinates of our scientific world-view in favor of an overarching concept of language that is able to bridge the gap between matter and mind. At the same time, it removes a blind spot in the Darwinian concept of evolution. To justify this far-reaching idea, the book takes a long and deep look at our scientific and philosophical thinking, at language as such, at science's claim to truth, and at its methods, unity, limits and perspectives. These are the cornerstones structuring the book into six thematically self-contained chapters, rounded off by an epilogue that introduces the new topic of Nature's semantics. The range of issues covered is a testimony to how progress in the life sciences is transforming the whole edifice of science, from physics to biology and beyond. The book is aimed at a broad academic and general readership; it requires no mathematical expertise.

This book, first published in 2007, is an international overview of the state of our knowledge in sociocultural psychology - as a discipline located at the crossroads between the natural and social sciences and the humanities. Since the 1980s, the field of psychology has encountered the growth of a new discipline - cultural psychology - that has built new connections between psychology, sociology, anthropology, history and semiotics. The handbook integrates contributions of sociocultural specialists from fifteen countries, all tied together by the unifying focus on the role of sign systems in human relations with the environment. It emphasizes theoretical and methodological discussions on the cultural nature of human psychological phenomena, moving on to show how meaning is a natural feature of action and how it eventually produces conventional symbols for communication. Such symbols shape individual experiences and create the conditions for consciousness and the self to emerge; turn social norms into ethics; and set history into motion.

Do your students struggle to see the point in learning a language other than English? Do you teach in an English-dominant setting? If so, this book is a 'must-read'. It offers international perspectives on CLIL, a revolutionary teaching approach where students study subjects, for example physics or history, in a language which is not their own. Informed by research carried out by the authors, it addresses the issues of developing CLIL in Anglophone contexts and shows how to implement this method of language learning successfully in the reality of the classroom. Through three key themes, sustainability, pedagogy and social justice, each author explores CLIL as a means of addressing the high levels of cultural diversity and socio-economic disparity in Anglophone-dominant settings. Authored by experts in the field, it offers a set of flexible teaching tools, which serve to combine language and content, ultimately enhancing the learning experience of students.

Until now, the picture painted of French second language learning in Canada has tended to focus on successful French immersion. This volume offers a broader representation, in response to the demographic changes that have made the French language classroom a more complex place. Focusing on inclusion and language maintenance, the chapters discuss how a multilingual population can add the two official languages to their repertoire whilst maintaining their languages of origin/heritage; how the revitalization of Indigenous languages can best be supported in the language classroom, and how students with disabilities can be helped to successfully learn languages.

New Perspectives on Older Language Learners

International Perspectives on Teaching the Four Skills in ELT

Museums of Language and the Display of Intangible Cultural Heritage

Bad Language

Tasks for Teachers of English

Language: Social Psychological Perspectives

Pragmatic Perspectives on Language and Linguistics Volume I

Linguists, researchers, and other practitioners in language education acknowledge that the resolution of language problems associated with breaking down language and cultural barriers that hinder the growth of learners' self-identities and national identities is ongoing. In fact, even with decades of research in home language use in the classroom, there are still classrooms worldwide where learners are deprived of the opportunity of building their self-esteem, confidence, and autonomy by communicating with their native language. The global nature of communication requires speakers to use all the languages in their repertoire effectively, thus reinforcing the need to encourage home language use in classrooms. Transformative Pedagogical Perspectives on Home Language Use in Classrooms is a cutting-edge research publication on the effective use of home language in the classroom that emphasizes the significance of this activity to the success of the overall language development of the learner. Particular attention is given to transformative pedagogy and the provision of valuable insights into how the teacher can guide and assist learners in the development of critical thinking skills. In addition, the book provides content that enables practitioners in language education and parents to explore their roles in assisting children in breaking down the language and cultural barriers that hinder the growth of their self-identity and national identity. Highlighting topics such as engineering education, cultural responsiveness, and transformative pedagogy, this book is essential for linguists, academicians, education professionals, curriculum designers, policymakers, administrators, instructional designers, researchers, and students.

Language is central to political philosophy, yet until now there has been little in the way of a common framework capable of bridging disciplines that share an interest in language, power, and ethics. Studies are predominantly carried out in isolated disciplinary silos - notably linguistics, philosophy, political science, public administration, and education. This volume proposes a new vision for understanding the political ethics of language, particularly in linguistically diverse societies, and it establishes the necessary common

framework for this field of inquiry: language ethics. Through creative and constructive thinking, Language Ethics considers how to advance our understanding of the human commonalities of moral and linguistic capacities and the challenge of linguistic difference and societal interdependence. The book embraces the longstanding centrality of language to moral reasoning and reinterprets it in a manner that draws on the social and political life of real-world inter- and intralinguistic issues. Contributors to this collection are leading international experts from different disciplines and approaches whose voices add diverse insight to the discourse on ethics and language justice. Exploring social, political, and economic realities, Language Ethics illuminates the complex nexus between ethics and language and highlights the contemporary challenges facing multilingual societies, including the uncertainties, ambiguities, anxieties, and hopes that accompany them.

This book unpacks data from conversations with bi-/multilingual EFL teachers whose L1s are languages other than English and who are from understudied contexts – Argentina, Egypt, Estonia, Senegal, Turkey, Ukraine, and Vietnam – to provide insights into the formation of ideal teacher selves. The author discusses the complexities surrounding the development of the teachers' selves and motivation, as well as their intertwinement with the sociopolitical realities of their individual contexts. The work reveals how these realities, and the specific social interactions that occur therein, influence the language learning and teaching processes; it also challenges the notions of and the need for a native/non-native speaker dichotomy in the field. Expanding on Ushioda's (2009) person-in-context approach and reflecting on the multilingual settings of the teachers, the integration of the context-specific politics of language learning and teaching is a fresh approach to work in motivation.

The first international volume on the topic of biosemiotics and linguistics. It aims to establish a new relationship between linguistics and biology as based on shared semiotic foundation.

Pragmatic Perspectives on Language and Linguistics Volume II

The Cambridge Handbook of Sociocultural Psychology

Perspectives on Language Acquisition

Global Perspectives on Youth Language Practices

Children, language and the social world

Listening, Speaking, Reading, Writing

A Course in Language Teaching Trainee Book

The Routledge Handbook of Spanish in the Global City brings together contributions from an international team of scholars of language in society to offer a conceptual and empirical perspective on Spanish within the context of 15 major cosmopolitan cities from around the world. With a unique focus on Spanish as an international language, each chapter questions the traditional and modern notions of language, place, and identity in the urban context of globalization. This collection of new perspectives on the sociology of Spanish provides an insightful and invaluable resource for students and researchers seeking to explore lesser-known areas of sociolinguistic research.

Is today's language at an all-time low? Are pronunciations like cawfee and chawklit bad English? Is slang like my bad or hook up improper? Is it incorrect to mix English and Spanish, as in Yo quiero Taco Bell? Can you write Who do you trust? rather than Whom do you trust? Linguist Edwin Battistella takes a hard look at traditional notions of bad language, arguing that they are often based in sterile conventionality. Examining grammar and style, cursing, slang, and political correctness, regional and ethnic dialects, and foreign accents and language mixing, Battistella discusses the strong feelings evoked by language variation, from objections to the pronunciation NU-cu-lar to complaints about bilingual education. He explains the natural desire for uniformity in writing and speaking and traces the association of mainstream norms to ideas about refinement, intelligence, education, character, national unity and political values. Battistella argues that none of these qualities is inherently connected to language. It is tempting but wrong, Battistella argues, to think of slang, dialects and nonstandard grammar as simply breaking the rules of good English. Instead, we should view language as made up of alternative forms of orderliness adopted by speakers depending on their purpose. Thus we can study the structure and context of nonstandard language in order to illuminate and enrich traditional forms of language, and make policy decisions based on an informed engagement. Re-examining longstanding and heated debates, Bad Language will appeal to a wide spectrum of readers engaged and interested in the debate over what constitutes proper language.

This 2004 book represents a multidisciplinary collaboration that highlights the significance of Mikhail Bakhtin's theories to modern scholarship in the field of language and literacy. Book chapters examine such important questions as: What resources do students bring from their home/community environments that help them become literate in school? What knowledge do teachers need in order to meet the literacy needs of varied students? How can teacher educators and professional development programs better understand teachers' needs and help them to become better prepared to teach diverse literacy learners? What challenges lie ahead for literacy learners in the coming century? Chapters are contributed by scholars who write from varied disciplinary perspectives. In addition, other scholarly voices enter into a Bakhtinian dialogue with these scholars about their ideas. These 'other voices' help our readers push the boundaries of current thinking on Bakhtinian theory and make this book a model of heteroglossia and dialogic intertextuality.

Pragmatics of Semantically-Restricted Domains, the second volume of Pragmatic Perspectives on Language and Linguistics, edited by Iwona Witczak-Plisiecka, gathers papers which partly complement and develop the first volume, Speech Actions in Theory and Applied Studies (Cambridge Scholars Publishing, 2010). Most of the texts collected in this book, representative of advanced independent research and that of an informed exercise in the application of a pragmatic framework, result from the Fourth Symposium on "New Developments in Linguistic Pragmatics," organized at the University of Łódź, Poland, in

May 2008. Accepting the inevitable failure of any attempt to pose a strict and clear-cut division between the research area of semantics and that of pragmatics, the volume focuses on pragmatics-oriented analyses of data which are best described as “ semantically ” limited. While Volume One concentrated on speech as a type of action, the present volume, without denying the inherently actional nature of language use, concentrates on limited contexts. Pragmatic phenomena in semantically-restricted domains are addressed from a variety of both theoretical and applied perspectives. The book is divided in three parts. Part One, “ Pragmatics, Politics and Ideology, ” gathers seven papers centered on issues pertaining to political linguistics. In Part Two, “ The Pragmatics of Humour, Power and the Media, ” there are eight papers which explore issues of politeness and modesty, pragmatic aspects of mediated and gendered discourse, or dynamicity of power relation in interaction. Part Three, “ Focus on Textual Properties, ” concentrates on text, excluding political discourse. It integrates discussions of equivalence and specialized translation, intertextual properties and pragmatically-motivated lexical choices in business communication, in law, and in science.

Feature Films in English Language Teaching

Linguistic Perspectives on Language and Education

Bakhtinian Perspectives on Language, Literacy, and Learning

Corporate Communication for Management Students

Minority Populations in Canadian Second Language Education

Hegemony and Language Policies in Southern Africa

A Training Course for Teachers

Areas examined in this book include the concepts of language-in-use and associated systems, language varieties, language change, and the interaction between language and power.

The Ten Lectures by Alan Cienki consider what it means to apply theoretical approaches from cognitive linguistics to the dynamic phenomena of speech and gesture. Taking the usage-based commitment seriously with audio-visual data raises new theoretical questions for cognitive linguistics.

Most journal articles, edited volumes and monographs on youth language practices deal with one specific variety, one geographical setting, or with one specific continent. This volume bridges these different studies, and it approaches youth language from a much broader angle. A global framework and a diversity of methodologies enable a wider perspective that gives room to comparisons of youth’s manipulations and linguistic agency, transnational communicative practices and language contact scenarios. The research presented addresses structural features of everyday talk and text, youth identity issues related to specific purposes and contexts, and sociocultural emphases on ideologies and belonging. Combining insights into sociolinguistic and structural features of youth language, the volume includes case studies from Asia (Indonesia), Australia and Oceania (Arnhem Land, New Ireland), South America (the Amazon, Chile, Argentina), Europe (Germany, Spain) and Africa (Uganda, Nigeria, DR Congo, Central African Republic, South Africa). It expands on existing publications and offers a more comparative and "global" approach, without a division of youth’s strategies in terms of geographical space or language family. This collection, including a conceptual introduction, is of interest to scholars from several linguistic subfields working in different regional contexts as well as sociologists and anthropologists working in the field of adolescence and youth studies.

This book raises the issue of what a teacher needs to know about English in order to teach it effectively. It leads teachers to awareness of the language through a wide range of tasks which involve them in analysing English to discover its underlying system.

Childly Language

Selected Papers from the VIIth International Congress for the Study of Child Language

Ten Lectures on Spoken Language and Gesture from the Perspective of Cognitive Linguistics

CLIL in Practice

Speech Actions in Theory and Applied Studies

How Molecules Acquire Meaning

Contemporary Perspectives on Language, Culture and Identity in Anglo-American Contexts

*Classifier constructions are universal to sign languages and exhibit unique properties that arise from the nature of the visual-gestural modality. The major goals are to bring to light critical issues related to the study of classifier constructions and to present state-of-the-art linguistic and psycholinguistic analyses of these constructions. It is hoped that by doing so, more researchers will be inspired to investigate the nature of classifier constructions across signed languages and further explore the unique aspects of these forms. The papers in this volume discuss the following issues: *how sign language classifiers differ from spoken languages; *cross-linguistic variation in sign language classifier systems; *the role of gesture; *the nature of morpho-syntactic and phonological constraints on classifier constructions; *the grammaticization process for these forms; and *the acquisition of classifier forms. Divided into four parts, groups of papers focus on a particular set of issues, and commentary papers end each section.*

Young-old learners are an underresearched group in foreign/second language research. The present mixed-methods study aims to provide a more differentiated view of this group in the context of lifelong learning and, more specifically, learning English as a foreign language. The author draws from concepts in gerontology, psychology, adult education, and foreign/second language research to investigate the L2-self-concepts of young-old language learners at Volkshochschulen in Germany.

Corporate Communication for Management Students makes an assessment of the motivation and attitude of the learners and teachers, besides evaluating the appropriateness of the instructional materials. Having analyzed the corporate and professional factors, the book appraises the evaluation pattern and the resources like infrastructure and supplementary materials. An attempt has been made to design guidelines for revising the curriculum for corporate communication. An analysis of curricula of different universities and business schools across India, drawing from the proper understanding of the problems, a model set of guidelines

have been evolved for suitable curriculum of communication skills to the management students. It is estimated that the book will definitely indulge the prospects of the experts of the innovations in designing curriculum of corporate communication.

Language Building Blocks is an accessible resource that familiarizes early childhood professionals with linguistics, the scientific study of language. Knowledge of linguistics will enable early childhood educators to successfully teach young children core competencies, ranging from phonemic awareness, reading and math, to health literacy and intercultural awareness. The text includes numerous real-life examples for diverse age groups and learning styles. The online Resource Guide provides hands-on activities and contributions by top scholars in the field. This resource shows teachers how to systematically empower and include all children. This teacher-friendly book: Provides an enhanced understanding of language and language acquisition, minimizing misdiagnoses of special needs. Makes language come alive for children and educators preparing for the Praxis Test. Demonstrates that children develop key skills when they can (dis)assemble language. Highlights approaches Dr. Seuss used to make reading fun for young readers. Offers innovative language and literacy observation and enhancement strategies, including multilingual math and literacy, language exploration, and play. Illustrates the value of observation, collaboration, and inquiry in early learning. "The great value of this resource is that it offers numerous 'bridging' reflections, strategies, and specific instructional interventions. It is a must for any educator that must understand the significant link between language and achievement in schooling contexts." —From the Foreword by Eugene García "An extraordinarily informative, useful, and highly accessible tool for educators of young children of all language backgrounds. An excellent resource for teacher preparation and professional development." —Dorothy S. Strickland, Samuel DeWitt Proctor Professor of Education, Emerita, Distinguished Research Fellow, National Institute for Early Education Research (NIEER), Rutgers, The State University of New Jersey "Informativo! Educators must know how to break down language, how discourse mirrors culture, and how Spanish and other languages promote success in core content areas." —Rossana Ramirez Boyd, President, National Association for Bilingual Education "A truly necessary guide to understanding language for early childhood teachers in today's multicultural and multilingual world. Pandey clearly explains the fullness and potential of linguistic knowledge in teaching, honoring the role of the reflective teacher, and celebrating the uniqueness of young children and their languages worldwide." —Debra B. Wisneski, University of Nebraska at Omaha, President, Association for Childhood Education International (ACEI) Anita Pandey is professor of linguistics and coordinator of Professional Communication in the Department of English and Language Arts at Morgan State University, Baltimore, Maryland.

Perspectives on Classifier Constructions in Sign Languages

Essential Linguistics for Early Childhood Educators

The Routledge Handbook of Spanish in the Global City

Selected Papers from the First International Conference on Social Psychology and Language held at the University of Bristol, England, July 1979

Issues of Dynamicity and Multimodality

About Language

A Resource Book for Language Teachers and Trainers

Language issues are intrinsically part of every classroom setting. Therefore, there is a need to present the linguistic perspective to all teachers and teachers-in-training. This perspective assumes that people internally organize language at different levels, each with its own set of organizing principles, and proposes that this complex system is learned by children at an early age and with little conscious instruction. It recognizes that languages change over time and that variation, based on region, ethnic identity, gender, social class, and social context, is inherent to language. Focusing more on the practical than the theoretical, Barry aims to engage teachers and education students in discussion of the relevance of linguistics to teaching and to encourage them to bring their own expertise to the discussion.

Feature Films in English Language Teaching deals with the use of motion pictures in the advanced EFL (English as a foreign language) classroom. It provides a general introduction to film literacy and explains the rationale, methods, and objectives of working with feature films. In addition, the book contains in-depth considerations on sixteen selected films, which are grouped regionally (Australia, New Zealand, South Africa, USA, Great Britain). Each chapter describes the topical focus of the film and its central theme and provides background information on social, historical, political, and geographical issues. A profound analysis of selected scenes lays the foundation for considerations on the teaching potential of the film. In a download section, the chapters are complemented with ready-to-use teaching materials on film-specific aspects (narrative, dramatic and cinematographic dimensions), which are organised as pre-/while-/post-viewing activities. A glossary on technical terms for film analysis completes the volume.

Classroom Observation Tasks shows how to use observation to learn about language teaching. It does this by providing a range of tasks which guide the user through the process of observing, analysing and reflecting, and which develop the skills of observation. It contains a bank of 35 structured tasks which are grouped into seven areas of focus: the learner, the language, the learning process, the lesson, teaching skills and strategies, classroom management, and materials and resources. This book is suitable for teachers, trainee teachers, teacher trainers and others involved in school-based teacher support, teacher development and trainer training. It has a comprehensive introduction to the tasks and a rationale covering the theoretical issues involved and places the responsibility for professional growth in the hands of the teacher.

This collection of essays highlights the great variety one finds in contemporary scholarly discourse in the fields of English and American studies and English linguistics in a broad and inclusive way. It is divided into thematically structured sections, the first two of which examine the motif of travelling and images of recollection in literary works, while the third and the fourth parts deal with male and female voices in narratives. Another chapter discusses visual and textual representations of history. The last two subsections focus on the rhetorical and theoretical questions of

language. The pluralism of themes indicated in the book's title can thus be regarded not as a limitation, but, rather, as evidence of its potential.

Transformative Pedagogical Perspectives on Home Language Use in Classrooms

Language Ethics

Applied Linguistics and Language Teacher Education

Biosemiotic Perspectives on Language and Linguistics

Perspectives from Multilingual Settings

Identity, Integration, Development

Pragmatics of Semantically-Restricted Domains

This important course provides a comprehensive basic introduction to teaching languages, for use in pre-service or early experience settings. It can be used by groups of teachers working with a trainer, or as a self-study resource. The Trainee's Book provides all the tasks given in the main book but without background information, bibliographies, notes or solutions. It is suitable for those studying on a trainer-led course, where feedback is readily available.

Speech Actions in Theory and Applied Studies, the first of the two volumes of Pragmatic Perspectives on Language and Linguistics, brings together twenty essays which critically examine linguistic action and explore ways in which it can be accounted for. The articles presented in this collection are all focused on "doing things with words", but in most cases do not subscribe to speech act theory in the tradition of John L. Austin and John R. Searle. The linking thread through the volume is not a theoretical commitment to one of the speech-act theoretical models, but the authors' perspective on language as a means of action, how linguistic expressions become effective in context and how this effectiveness can be explicated. The papers represent different pragmatic approaches and varied levels of expertise in the research area; among the authors there are eminent linguists and philosophers, well established researchers, and young beginners. The texts include purely theoretical discussions, case studies, reports on research in experimental pragmatics, contrastive and corpus studies, and considerations of the pedagogical implications of pragmatic reflection on the nature of language. Without purporting to cover all relevant topics, this variety reflects the complex character of linguistic pragmatics and integrates studies which cross-cut other research fields. The book is divided in three parts. The seven papers gathered in the first part of the volume, "Speech Action in Theory", are concentrated on theoretical issues pertaining to speech as a type of action with emphasis both on linguistic forms (e.g. fragments) and theoretical commitments and particular theories' explanatory power. Part two, "Case Studies & Experimental Pragmatics", includes reports on research into irony processing in Polish and in English as a second language, intercultural differences in interactions broadcast in the media, power relations in doctor/patient interaction, and metaphors in media discourse at the time of crisis. Part three, "Pragmatics, Grammar, and Language Pedagogy", contains five essays, which explore both more "formal" pragmatics through analyses of grammatical forms and the interface which the analysis of these forms share with context-grounded research, and the practical implications of pragmatic knowledge in language didactics. This collection is supplemented by the essays gathered in volume two, entitled Pragmatics of Semantically Restricted Domains.

The Routledge Handbook of Language Awareness Routledge

This book provides an accessible introduction to action research for teachers, by encouraging teachers to adopt a research attitude to their practice and development. It bridges the gap between theoretical and practical teacher training. This versatile resource book contains a range of tasks suitable for many different in-service teacher education and development programmes. The materials are specifically designed to help teachers develop their skills, knowledge and attitudes so they can become more effective teachers. The book will be of particular interest to teacher trainers in countries which are undergoing educational reform, or where teacher training is being given special priority by the Government and Ministry of Education.

The Role of Context in Language Teachers' Self Development and Motivation

A Mixed Methods Study on the Temporal Self of Young-Old EFL-Learners in Germany

Instructional Practices from Global Contexts

Resources in Education

Perspectives on Language Awareness for English Language Teachers

Feminist Perspectives on Language

Are Some Words Better Than Others?

Childly Language explores how attitudes and cultural assumptions about children and childhood are revealed in contemporary English. It addresses such questions as: How is concern for children's safety and welfare reflected in the vocabulary and grammar of contemporary English? and When we say that an adult is being 'childish', what are we saying about the characteristics of children?

Provides a comprehensive review of the relationships between language and social behaviour. The papers will be of interest not only to psychologists concerned with language and social behaviour, but also to linguists, sociologists and social workers, anthropologists and psychiatrists

Teach English is a complete training course for teachers of English as a foreign language, especially designed for teachers whose first language is not English.

Applied Linguistics and Language Teacher Education is aimed at applied linguists who are interested in understanding more about the learning of novice teachers in their classes. The 21 studies in this volume provide information on the complexity of novice teachers learning and use of knowledge in a variety of applied linguistics classes such as SLA, Syntax, Pragmatics, Sociolinguistics, Phonetics and Phonology, L2 Reading and Writing, Testing, and Content Based Instruction. These studies were conducted in a variety of contexts, from North and South America to Europe, Asia and Australia, and look at the preparation of teachers of English, Spanish and Chinese. The book also includes a state-of-the-art summary of research on knowledge acquisition and use which provides applied linguists with a solid basis for developing their ideas about their students learning and use of the knowledge presented in their classes.

Teaching Writing to Children in Indigenous Languages
The Language of Living Matter

Perspectives on Academic Persian
The Routledge Handbook of Language Awareness
Classroom Observation Tasks
Alive to Language

Museums of Language and the Display of Intangible Cultural Heritage presents essays by practitioners based in language museums around the world. Describing their history, mission, and modes of display, contributors demonstrate the important role intangible heritage can and should play in the museum. Arguing that languages are among our most precious forms of cultural heritage, the book also demonstrates that they are at risk of neglect, and of endangerment from globalisation and linguistic imperialism. Including case studies from across Europe, North America, Africa, and Asia, this book documents the vital work being done by museums to help preserve languages and make them objects of broad public interest. Divided into three sections, contributions to the book focus on one of three types of museums: museums of individual languages, museums of language groups – both geographic and structural – and museums of writing. The volume presents practical information alongside theoretical discussions and state-of-the-art commentaries concerning the representation of languages and their cultural nature. Museums of Language and the Display of Intangible Cultural Heritage is the first volume to address the subject of language museums and, as such, should be of interest to academics, researchers, and postgraduate students in the fields of museum and cultural heritage studies, applied linguistics, anthropology, tourism, and public education.

This book focuses on the idea of Academic Persian in the growing competition of many Middle Eastern languages to produce and highlight their academic discourse. Similar to academic English, most West Asian languages including Persian, Turkish, and Arabic are developing new styles and genres to produce academic texts. The book addresses a major question: "What is academic Persian?" Intended for researchers, experts, analysts, policy-makers, and students in Persian, Iranian studies, and Islamic studies, as well as Near Eastern languages and Middle Eastern cultures and languages, the book includes numerous technical contributions on the emerging markets involving west Asian languages. Since indexing, abstracting, crawling, metrics, citations, and visibility are becoming hot issues for academics, service providers (e.g., publishers) and policy-makers (e.g., university heads), a knowledge of academic Persian will help readers to grasp what Persian, and other similar languages, require in academic markets.

This book offers a range of perspectives and insights from around the world on the teaching and learning of listening, speaking, reading and writing. It brings together contributors from across six continents, who analyse a wide range of teaching and learning contexts, including primary, secondary, tertiary, private, and adult ESL/EFL classes. In doing so, they provide locally relevant accounts that nonetheless resonate with other contexts and wider concerns. This informative and practical edited collection will appeal to students and scholars who are interested in the four building blocks of language learning, as well as language education and teacher education.

This volume brings together studies of instructional writing practices and the products of those practices from diverse Indigenous languages and cultures. By analyzing a rich diversity of contexts—Finland, Ghana, Hawaii, Mexico, Papua New Guinea, and more—through biliteracy, complexity, and genre theories, this book explores and demonstrates critical components of writing pedagogy and development. Because the volume focuses on Indigenous languages, it questions center-margin perspectives on schooling and national language ideologies, which often limit the number of Indigenous languages taught, the domains of study, and the age groups included.

Curriculum Integrated Language Teaching
Teach English Trainer's Handbook
Teachers in Action
Tasks for In-Service Language Teacher Education and Development

Language Building Blocks

The Feminist Perspectives Series seeks to provide concise, accessible and engaging introductions to key feminist topics and debates. The texts in the series are designed to be used on a wide range of courses exploring feminist issues and are written by experienced teachers who are also well known in their respective fields. Each book in the series includes the most up-to-date statistics, research data, key sources and suggestions for further reading. *Feminist Perspectives On Language* provides an accessible introduction to this complex area. It redresses the balance of current feminist texts which tend to concentrate on discourse analysis and fail to connect with feminist thought in other disciplines such as sociology and politics. The text is divided into two parts, the first looks at language itself, how we learn language exploring such questions as; Does language free or trap us? Does our language affect how we come to understand the world around us? Is our language sexist? If so, does that reflect male dominance in society? and many more issues. Part Two explores questions of methodology and interpretation examining language in use, communication styles and the analysis of conversation.

The Routledge Handbook of Language Awareness is a comprehensive and informative overview of the broad field of language awareness. It contains a collection of state-of-the-art reviews of both established themes and new directions, authored and edited by experts in the field. The handbook is divided into three sections and reflects the engaging diversity of language awareness perspectives on language teaching and teachers, language learning and learners, and extending to additional areas of importance that are less directly concerned with language instruction. In their introductory chapter, the editors provide valuable background to the language awareness field along with their summary of the chapters and issues covered. A helpful section giving further reading suggestions for each of the chapters is included at the end of the book. This volume is essential reading for graduate students and researchers working in the sphere of language awareness within applied linguistics, sociolinguistics and across the wider spectrum of language and communication.

Hegemony and Language Policies in Southern Africa argues that language policy - whether formal or informal, micro or macro - has always been the centrepiece of identity imaginings, struggles for political emancipation, and quests for cultural affirmation and economic advancement in the colonial and postcolonial histories of African nations. This book addresses questions on the social and political history of language policies, focusing on their significance for ethnic, immigrant and social groups, as well as for various political projects in southern Africa, as they have unfolded from the late.