



English as a Foreign Language: Its Constant Grammatical Problems

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English As A Foreign Language Its Constant Grammatical Problems

Melinda Whong, Kook-Hee Gil, Heather Marsden

English As A Foreign Language Its Constant Grammatical Problems:

English as a Foreign Language R. A. Close, 1981 Cognitive Linguistics in the Redwoods Eugene H. Casad, 2011-07-11
No detailed description available for Cognitive Linguistics in the Redwoods **Johnson's and Webster's Verbal Examples**
Kusujiro Miyoshi, 2008-12-19 This book analyses Noah Webster's and Samuel Johnson's use of verbal examples in their dictionaries as a means of giving guidance on word usage The author's major interest lies in elucidating how uniquely Webster who was originally a grammarian made use of verbal examples In order to achieve this purpose the author provides chapters based on types of entry words in their functional contexts Johnson's selection of sources of citations and the frequency of his quoting citations tended to vary strongly according to the type of entry word he also supplied invented examples rather than citations when he thought it especially necessary to clarify the use of a word By contrast with the exception of biblical ones almost all of Webster's citations were taken from Johnson's Dictionary However Webster significantly made full use of such citations to express his view on word usage which differs essentially from Johnson's Besides Webster had a strong tendency to quote phrases and sentences from the Bible for the same purpose *The Cultural and Intercultural Dimensions of English as a Lingua Franca* Prue Holmes, Fred Dervin, 2016-03-01 This book investigates the cultural and intercultural aspects of English as a Lingua Franca ELF Authors discuss how culture and the intercultural can be understood theorised and operationalised in ELF and how the concepts can be integrated into formats of ELF oriented learning and teaching The various cultural connotations are also discussed ideological political religious and historical and whether it is possible to use and or teach a lingua franca as if it were culturally neutral The chapters consider the communication and pedagogical implications of the cultural and intercultural dimensions of ELF and offer suggestions for new directions in ELF research pedagogy and curriculum development Meaning and the English Verb Geoffrey N. Leech, 2014-01-14 Every language has its peculiar problems of meaning for the foreign learner In the English language some of the biggest yet most fascinating problems are concentrated in the area of the finite verb phrase in particular tense aspect mood and modality Meaning and the English Verb describes these fields in detail for teachers and advanced students of English as a foreign or second language This new third edition uses up to date examples to show differences and similarities between American and British English reflecting a great deal of recent research in this area It also takes account of the subtle changes which are taking place in the language today In print for over 30 years Meaning and the English Verb has established itself as a recognised authority on the meaning and use of verb constructions in English This updated third edition will ensure that it remains an invaluable text for teachers and students of English worldwide **Modals and Periphrastics in English** Paul Westney, 2013-02-07 English has a number of periphrastic verbal forms that are semantically close to particular modal verbs and perform suppletive functions in relation to them eg have got to must and be able to can After an exploration of the syntactic semantic and phonological properties of potential periphrastic forms this study

investigates the nature of the relationship between the modals must should will and can and various semantically close periphrastics using a spoken corpus of British English as the primary source of data The focus is on the pragmatic interpretation of the items being compared with some attention to their functions in discourse These items are notoriously idiosyncratic both syntactically and semantically but the general contrast claimed by some scholars between the maximally unmarked status of modals and the relatively marked status of periphrastics is amply confirmed and this together with the basic association of modality with alternative possible worlds is shown to be reflected in a number of different ways including the claimed objectivity of periphrastics and the tendency of some to be associated with actuality Level of formality is also found to be a significant though not uniform factor here

Models of Modals Ilse Depraetere, Bert Cappelle, Martin Hilpert, Ludovic De Cuypere, Mathieu Dehouck, Pascal Denis, Susanne Flach, Natalia Grabar, Cyril Grandin, Thierry Hamon, Clemens Hufeld, Benoît Leclercq, Hans-Jörg Schmid, 2023-04-27 Modal verbs in English communicate delicate shades of meaning there being a large range of verbs both on the necessity side must have to should ought to need need to and the possibility side can may could might be able to They therefore constitute excellent test ground to apply and compare different methodologies that can lay bare the factors that drive the speaker's choice of modal verb This book is not merely concerned with a purely grammatical description of the use of modal verbs but aims at advancing our understanding of lexical and grammatical units in general and of linguistic methodologies to explore these It thus involves a genuine effort to compare assess and combine a variety of approaches It complements the leading descriptive qualitative work on modal verbs by testing a diverse range of quantitative methods while not ignoring qualitative issues pertaining to the semantics pragmatics interface Starting from a critical assessment of what constitutes the meaning of modal verbs different types of empirical studies usage based data driven and experimental drawing considerably on the same data sets shows how method triangulation can contribute to an enhanced understanding Due attention is also given to individual variation as well as the degree to which modals can predict L2 proficiency level

English Usage in Southern Africa, 1984

English as a Foreign Language for Deaf and Hard-of-Hearing Persons Ewa Domagała-Zyśk, Edit H. Kontra, 2016-09-23 Deaf and hard of hearing students form a specific group of foreign language learners They need to use foreign languages just like their hearing peers if they want to enjoy the same benefits of globalization and technical advancements of today yet they cannot take part in the same foreign language education As sign language users lip readers or persons relying on hearing aids or cochlear implants in their everyday communication they need special support in learning a foreign language This book has been written by teachers and researchers involved in teaching English as a foreign language EFL to deaf and hard of hearing students in various different European countries including the Czech Republic France Hungary Norway Poland and Serbia The chapters mirror both the authors' personal journeys through this field and give insight into various aspects of empirical research into the foreign language acquisition of hearing impaired learners They discuss mainly the issue of specific

methodology for teaching EFL vocabulary grammar reading writing and speaking to deaf and hard of hearing persons and the challenge of effective communication during the classes via sign language cued speech or the oral approach Special chapters are also devoted to EFL teachers experience in special schools for the deaf Educators interested in practical advice responses to challenges and worked out solutions to problems will particularly welcome this book as a useful source of ideas It will also help novice teachers embarking on their careers in English language education for deaf and hard of hearing children and adults

Resources in Education ,1996 *Universal Grammar and the Second Language Classroom*
Melinda Whong,Kook-Hee Gil,Heather Marsden,2013-06-26 This book proposes that research into generative second language acquisition GenSLA can be applied to the language classroom Assuming that Universal Grammar plays a role in second language development it explores generalisations from GenSLA research The book aims to build bridges between the fields of generative second language acquisition applied linguistics and language teaching and it shows how GenSLA is poised to engage with researchers of second language learning outside the generative paradigm Each chapter of Universal Grammar and the Second Language Classroom showcases ways in which GenSLA research can inform language pedagogy Some chapters include classroom research that tests the effectiveness of teaching particular linguistic phenomena Others review existing research findings discussing how these findings are useful for language pedagogy All chapters show how generative linguistics can enhance teachers expertise in language and second language development This groundbreaking volume ably takes on the gap that currently exists between generative linguistic theory in second language acquisition GenSLA and second language pedagogy by gathering chapters from GenSLA researchers who are interested in the relevance and potential application of their research to second foreign language teaching It offers a welcome and thought provoking contribution to any discussion of the relation between linguistic theory and practice I recommend it not only for language teachers interested in deepening their understanding of the formal properties of the languages they teach but also for linguists interested in following up on more practical consequences of the fruits of their theoretical and empirical research
Donna Lardiere Georgetown University Washington DC USA

Current Issues in Second/Foreign Language Teaching and Teacher Development Thomai Alexiou,Christina Gitsaki,2016-01-14 Current Issues in Second Foreign Language Teaching and Teacher Development Research and Practice represents a collection of selected papers from the 17th World Congress of the International Association of Applied Linguistics AILA which was held in August 2014 in Brisbane Australia The volume comprises 18 chapters presenting current research projects and discussing issues related to second language acquisition teaching and teacher education in a variety of contexts from around the world This collection of research papers will be of use to both new and seasoned researchers in the field of applied linguistics Teacher educators language teachers and language policy makers will find this volume equally useful as the papers address current issues in language education

Bulletin Illinois Association of Teachers of English,1926 *Bulletin* ,1924 *American Book Publishing Record* ,1999

The Diagnosis of Reading in a Second or Foreign Language J. Charles Alderson, Eeva-Leena Haapakangas, Ari Huhta, Lea Nieminen, Riikka Ullakonoja, 2014-10-03 The Diagnosis of Reading in a Second or Foreign Language explores the implications of language assessment research on classroom based assessment practices by providing an in depth look at the little examined field of diagnosis in second and foreign language reading This volume examines the development of second and foreign language reading and how subsequent research findings couched in this knowledge can help facilitate a more informed teaching approach in second and foreign language classrooms By contextualizing the latest in classroom settings and presenting implications for future research in this developing area of linguistics this book is an ideal resource for those studying and working in applied linguistics second language acquisition and language assessment and education About the NPLA Series Headed by two of its leading scholars the series captures the burgeoning field of language assessment by offering comprehensive and state of the art coverage of its contemporary questions pressing issues and technical advances It is the only active series of its kind on the market and will include volumes on basic and advanced topics in language assessment public policy and language assessment and the interfaces of language assessment with other disciplines in applied linguistics Each text presents key theoretical approaches and research findings along with concrete practical implications and suggestions for readers conducting their own research or developmental studies **The Challenges of**

English Second Language Teachers and Learners G. Indira, 2024-04-11 No wonder there are so many books in the market and free downloads on the websites on English Second Language Teaching ESLT Yet I felt like writing this book Why Because I myself had my primary and secondary education in regional medium State Govt run schools obviously with English as Second Language hence personally experiencing English language learning difficulties As fate would have it after being a mother and homemaker for a lengthy period got selected in A P Residential schools to teach English for middle and high schoolchildren Then started my travail and quest why in government schools pupils feel English a big hurdle a hard nut to crack in exams Apart from that my lacunae i e inadequate skills in ELT led to pursue several courses in EFLU Hyderabad including M Phil in English while in service The result of my quest practice in teaching and enquiry led to writing this book A comprehensive one a linguistic compendium for English teachers an all encompassing English paradigm for the general public All in all a schoolteacher's voice *Task-Based Instruction in Foreign Language Education* Betty Lou Leaver, Jane R.

Willis, 2004-12-30 Task based language instruction has proven to be highly effective but surprisingly underutilized Theory can only go so far and hands on experience can greatly speed and enhance the learning of a second language Nineteen talented instructors who have successfully implemented task based programs explain the principles behind the programs discuss how problems were resolved and share details on class activities and program design Each chapter takes the reader through the different stages in designing and setting up such programs adjusting them and appraising and testing them in normal classroom conditions This book covers TBI syllabus and program design and is based on actual classroom experience Any one

of the courses or programs discussed can serve as models for others. Many of the contributors are highly respected practitioners who are presenting their programs for the first time while others are regular participants in today's ongoing dialogue about teaching methods. Full of concrete adaptable models of task-based language teaching drawn from a number of countries and eleven different languages including Arabic, Chinese, Czech, English, French, German, Korean, Spanish, and Ukrainian, *Task Based Instruction in Foreign Language Education* presents proven real-world practical courses and programs and includes web-based activities. It demonstrates useful and practical ways to engage students far beyond what can be learned from reading textbook dialogue. TBI involves the student directly with the language being taught via cognitively engaging activities that reflect authentic and purposeful use of language, resulting in language learning experiences that are pleasurable and effective. For all instructors seeking to help their learners enhance their understanding and grasp of the foreign language they are learning, *Task Based Instruction in Foreign Language Education* is a rich and rewarding hands-on guide to effective and transformative learning.

Universal Grammar in Child Second Language Acquisition Usha Lakshmanan, 1994-08-19. This book examines child second language acquisition within the Principles and Parameters theory of Universal Grammar (UG). Specifically, the book focuses on null subjects in the developing grammars of children acquiring English as a second language. The book provides evidence from the longitudinal speech data of four child second language (L2) learners in order to test the predictions of a recent theory of null subjects, namely the Morphological Uniformity Principle (MUP). Lakshmanan argues that the child L2 acquisition data offer little or no evidence in support of the MUP's predictions regarding a developmental relation between verb inflections and null subjects. The evidence from these child L2 data indicates that regardless of the status of null subjects in their first language, child L2 learners of English hypothesize correctly from the very beginning that English requires subjects of tensed clauses to be obligatorily overt. The failure on the part of these learners to obey this knowledge in certain structural contexts is the result of perceptual factors that are unrelated to parameter setting. The book demonstrates the value of child second language acquisition data in evaluating specific proposals within linguistic theory for a Universal principle.

A Reference Grammar of Spanish R. E. Batchelor, Miguel Ángel San José, 2010-04-29. *A Reference Grammar of Spanish* is a comprehensive handbook on the structure of the Spanish language. Keeping technical terminology to a minimum, it provides a detailed yet clear point of reference on all the intricacies of Spanish grammar, covering word order, parts of speech, verb use, syntax, gender, number, alphabet, and pronunciation. Accompanied by a wealth of carefully chosen examples, it looks at Spanish in Iberia, the USA, Mexico, and Argentina, and demonstrates the differences between these varieties. It is designed specifically with English-speaking learners in mind and contains useful tools such as a glossary of terms, an index, and a detailed examination of different registers of the language. Clearly structured and systematically organised, this volume is set to become the standard guide to the grammar of contemporary Spanish and will be an invaluable resource for teachers and students as well as a practical supplement to

textbooks and classroom study

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