

Learner English

Cambridge Primary English is a flexible, endorsed course written specifically to support Cambridge International Examinations' curriculum framework (Stages 1-6). This colourful Learner's Book includes the following features. Nine thematic units on exciting topics to engage young learners. Activities encouraging learners to actively explore, use and apply their core listening, speaking, reading and writing skills through individual, pair and group work. Lively international fiction, non-fiction and poetry texts which form the basis for teaching reading and writing skills. Language focus boxes throughout which help to teach and reinforce grammar points.

Successful Spoken English demonstrates how spoken learner corpora can be used to define and explore the constituents of successful spoken English. Taking the approach that language learners can speak effectively whilst still using some non-standard forms, this book: Examines databases of transcribed speech from learners at each different CEFR level to analyse what makes a successful speaker of English; Discusses features of communicative competence, including the use of linguistic strategies, organisation of extended stretches of speech, and sensitivity to context; Demonstrates quantitative and qualitative data analysis using corpus tools, looking at areas such as word frequency; Helps to reassess the goals of language learners and teachers, and provides recommendations for teaching practice and for further research. Successful Spoken English is key reading for postgraduate students of TESOL and Applied Linguistics, as well as for pre- and in-service English language teachers.

In its two-colour layout, this dictionary offers learners of English coverage of the language. It includes a supplement, Access to English, that helps the user, with phrases illustrating important structures in areas such as, essay-writing, presentations, report-writing, and job applications.

Quotative marking in modern English is a highly dynamic domain which has been undergoing progressive expansion, with newcomer variants, notably quotative be like, entering the scene and restructuring the entire system. Given that this feature is being put forward by the younger generation in native-speaker communities, the crucial question is, How do younger speakers living in different parts of the non-Anglophone world appropriate this feature in their L2 English? This volume tackles this question by exploring the sociolinguistic mechanisms guiding the adoption of the newcomer be like by young adults speaking English as a second and as a foreign language. In so doing, it also explores the role of sociolinguistic salience and language attitudes in the process of adaptation of global linguistic innovations.

Aiming at exemplifying the methodology of learner corpus profiling, this book describes salient features of Romanian Learner English. As a starting point, the volume offers a comprehensive presentation of the Romanian-English contrastive studies. Another innovative aspect of the book refers to the use of the first Romanian Corpus of Learner English, whose compilation is the object of a methodological discussion. In one of the main chapters, the book introduces the methodology of learner corpus profiling and compares it with existing approaches. The profiling approach is emphasised by corpus-based quantitative and qualitative investigations of Romanian Learner English. Part of the investigation is dedicated to the lexico-grammatical profiles of articles, prepositions and genitives. The frequency-based collocation analyses are integrated with error analyses and extended into error pattern samples. Furthermore, contrasting typical Romanian Learner English constructions with examples from the German and the Italian learner corpora opens the path to new contrastive interlanguage analyses.

Learner's English Grammar And Composition 9,10

This is a comprehensive Korean to English dictionary for language learners. Finally, here is the dictionary that learners have been waiting for: one that specifically answers the needs of English speakers who are studying Korean. Designed for learners who are at an elementary to intermediate level, it contains over 5,600 Korean headwords, including the most essential contemporary words, commonly used example phrases, and business and technical terms. Along with refreshingly clear English definitions, the entries are packed with helpful extra details that make learning easier. Included are: 5,633 example sentences given in Hangul, romanizations, and English. English-Korean Word Finder allows two-directional use. Explanations of common idiomatic expressions. Special notes to clarify differences and distinctions that can be challenging for English speakers. Romanization is included for all terms and examples, to assist learners. Extensive notes on grammar and meaning enhance understanding. Especially high-frequency words are marked. Endings and particles—very important components of the Korean language, but often overlooked in reference materials—are clearly indicated and explained. This dictionary presents, with care and expertise, all the words that are most essential for learners to know.

This volume documents international, national, and small-scale testing and assessment projects of English language education for young learners, across a range of educational contexts. It covers three main areas: age-appropriate 'can do statements' and task types for teaching and testing learners between the ages of 6 to 13; innovative approaches to self-assessment, diagnostic testing, self-perception, and computer-based testing; and findings on how young learners perform on vocabulary, listening, speaking, pronunciation, and reading comprehension tests in European and Asian contexts. Early language learning has become a major trend in English language education around the globe. As a result of the spread of teaching English to a growing number of young children, assessment of and for learning have emerged as key issues. In line with this development, there is a clear and emerging need to make early language programs accountable and to assess both the progress children make over time and to quantify their achievement at various stages of development. This volume informs stakeholders about the realistic goals of early language learning, their efficiency, and how much progress children make over time.

Designed for Turkish speaking learners of English, a semi-bilingual dictionary gives definitions in English with translations in Turkish and includes word partner boxes showing how words are used together, vocabulary building features, exercises, and the entire dictionary on CD-ROM with words pronounced in British and American English.

This book presents the first detailed and comprehensive study of information highlighting in advanced learner language, echoing the increasing interest in questions of near-native competence in SLA research and contributing to the description of advanced interlanguages. It examines the production and comprehension of specific means of information highlighting in English by native speakers and German learners of English as a foreign language, presenting triangulated experimental and learner corpus data as corroborating evidence. The study focuses on learners' use of discourse-pragmatically motivated variations of the basic word order such as inversion, preposing, and it- and wh-clefts, an underexplored field in SLA research to date. The book also provides a critical re-assessment of the study of pragmatics within SLA. It has largely been neglected to date that L2 pragmatic knowledge includes more than the sociopragmatic and pragmalinguistic abilities for understanding and performing speech acts. Thus, the book argues for an extension of the scope of inquiry in interlanguage pragmatics beyond the cross-cultural investigation of speech acts. It also discusses pedagogical implications for foreign language teaching and will be of interest to applied linguists and SLA researchers, language teachers and curriculum designers.

Cambridge Global English (1-6) is a six-level Primary course following the Cambridge Primary English as a Second Language Curriculum Framework developed by Cambridge English Language Assessment. Learner's Book 4 provides core input for Stage 4 with nine thematic units of study and five review spreads. Units end with an engaging project and opportunity for self-assessment. Richly illustrated units contain six lessons, each developed around a unifying theme. The materials feature skills-building tasks for listening, reading, writing and speaking. 'Language detective' features focus on language awareness, and 'Tips' boxes on key tips for specific skills. Texts have variety: factual and fictional, dialogue and poetry covering a range of topics. Accompanying Audio CDs (2) include listening material for Stage 4 Learner's and Activity Books. CEFR Level: towards A2.

Collocations are both pervasive in language and difficult for language learners, even at an advanced level. In this book, these difficulties are for the first time comprehensively investigated. On the basis of a learner corpus, idiosyncratic collocation use by learners is uncovered, the building material of learner collocations examined, and the factors that contribute to the difficulty of certain groups of collocations identified. An extensive discussion of the implications of the results for the foreign language classroom is also presented, and the contentious issue of the relation of corpus linguistic research and language teaching is thus extended to learner corpus analysis.

'This volume addresses a very timely and important topic, and provides both broad and in-depth coverage of a number of large-scale English tests in China, including Hong Kong and Taiwan, and about the Chinese learner.' – Lyle F. Bachman, From the Foreword Building on current theoretical and practical frameworks for English language assessment and testing, this book presents a comprehensive, up-to-date, relevant picture of English language assessment for students in China (Mainland China, Hong Kong and Taiwan) and for Chinese learners of English around the world. Written by well-recognized international scholars in language testing, it covers: the history of tests and testing systems, issues and challenges, and current research in China both test-designers' and test-users' points of view on test development and test validation within a range of political, economical, social, and financial contexts in China theoretical/conceptual perspectives on the use of the English language assessment at different levels, including societal, university, and schools empirical research related specifically to test development, curricular innovation, and test validation Given the long history of objective testing and its extensive use in Chinese society, and considering the sheer number of students taking various tests in English in China and elsewhere, an understanding of the impact of English language testing is essential for anyone involved in testing and assessment issues in China and elsewhere in the world. This is a must-read volume for testing and assessment policy makers, curriculum designers, researchers, ESL/EFL materials writers, graduate students, and English language teachers/researchers at all levels.

A course in learner training which enables students to become more effective learners and take on greater responsibility for their own learning.

Learner's Book 1 provides the core input for Stage 1 with nine thematic units of study ending with an engaging project and opportunity for self-assessment. Richly illustrated units contain six lessons, each developed around a unifying theme. The materials feature skills-building tasks for listening, reading, writing and speaking. 'Writing tip', 'Language detective' and 'Words to remember' features highlight and focus on vocabulary development and language awareness. Lessons include a variety of texts: factual and fictional, dialogue and poetry covering a range of topics. Accompanying Audio CDs include listening material for Stage 1 Learner's and Activity Books. CEFR Level: towards A1. Offers advice, tools, and strategies to build struggling learners' language skills.

The first book of its kind, Learner English on Computer is intended to provide linguists, students of linguistics and modern languages, and ELT professionals with a highly accessible and comprehensive introduction to the new and rapidly-expanding field of corpus-based research into learner language. Edited by the founder and co-ordinator of the International Corpus of Learner English (ICLE), the book contains articles on all aspects of corpus compilation, design and analysis. The book is divided into three main sections; in Part I, the first chapter provides the reader with an overview of the field, explaining links with corpus and applied linguistics, second language acquisition and ELT. The second chapter reviews the software tools which are currently available for analysing learner language and contains useful examples of how they can be used. Part 2 contains eight case studies in which computer learner corpora are analysed for various lexical, discourse and grammatical features. The articles contain a wide range of methodologies with broad general application. The chapters in Part 3 look at how Computer Learner Corpus (CLC) based studies can help improve pedagogical tools: EFL grammars, dictionaries, writing textbooks and electronic tools. Implications for classroom methodology are also discussed. The comprehensive scope of this volume should be invaluable to applied linguists and corpus linguists as well as to would-be learner corpus builders and analysts who wish to discover more about a new, exciting and fast-growing field of research.

Cambridge Primary English is a flexible, endorsed course written specifically to support Cambridge International Examinations' curriculum framework (Stages 1-6). The resources are aimed at first language English learners, encouraging them to actively explore, use and apply their core listening, speaking, reading and writing skills through individual, pair and group work. Engaging activities provide opportunities for differentiated learning and promote creativity and critical thinking. Lively international fiction, non-fiction and poetry texts are the basis for teaching reading and writing skills, including comprehension, grammar, punctuation, phonics, spelling and handwriting. Learners also practise their spoken English to build vocabulary and confidence through class and group discussion. Each stage contains three core components (Learner's Book, Activity Book, and Teacher's Resource Book with accompanying CD-ROM) which are fully integrated and offer a complete solution to teaching Cambridge Primary English. Also available are Phonics Workbooks A and B, providing an essential foundation in phonics skills.

A fun course to get young children ready to learn in English. This write-in activity book focuses on recognising, saying and writing letters: essential skills for learning to read and write confidently. Each unit includes three letters and is packed with activities that encourage children to say, trace, write and find the letter. Easily support children at all levels, with challenge activities to stretch more confident children. Each book covers one term and includes three units. Each book covers one term and includes three units.

This title has been endorsed by Cambridge Assessment International Education Inspire learners to build, strengthen and extend their skills. Written by experienced authors and primary practitioners, Cambridge Primary English offers full coverage of the new Cambridge Primary English curriculum framework (0058). - Boost confidence and extend understanding: Tasks built in a three-step approach with 'Learn', 'Get started!' and 'Go further' plus 'Challenge yourself' activities to support differentiation and higher order thinking skills. - Revisit, practice and build on previous learning: Let learners see how their skills are developing with 'What can you remember?' checklists at the end of each unit and self-check practice quizzes. - Develop key concepts and skills: A variety of practice material throughout to build Reading, Writing,

Speaking and Listening skills. - Motivate learners with an international approach: The learner's books provide a variety of engaging extracts from diverse international authors covering fiction genres, non-fiction text types, poetry and plays.

Covering the major approaches to the use of corpus data, this work gathers together influential readings from leading names in the discipline, including Biber, Widdowson, Sinclair, Carter and McCarthy.

Cambridge Global English (1-6) is a six-level Primary course following the Cambridge Primary English as a Second Language Curriculum Framework developed by Cambridge English Language Assessment. Activity Book 1 provides additional practice activities to consolidate language skills and content material introduced in Learner's Book 1. Nine units correspond with the topics, texts and language input of Learner's Book 1 with each lesson of the Learner's Book supported by two pages in the Activity Book. Learning is reinforced through activities clearly framed within the 'I can' objectives of the course, opportunities for personalisation and creative work and a higher level of challenge to support differentiation. Each unit in the Activity Book ends with a quiz, offering more in depth assessment for learners. CEFR Level: towards A1.

Tried and tested teaching tips for language teachers. This practical ebook, with its clear and accessible style, will be useful to many teachers, whether trainee, novice or experienced, in a variety of contexts. It provides a set of 100 hands-on tips on 19 different areas of classroom teaching, including using a coursebook, giving and checking homework, classroom discipline, testing and assessment. The clear and concise advice is accompanied by brief explanatory notes based on the author's extensive teaching experience.

Learner's Book 6 provides the core input for Stage 6 with nine thematic units of study and five review spreads. Units end with an engaging project and opportunity for self-assessment. Richly illustrated units contain six lessons, each developed around a unifying theme. Materials feature skills-building tasks for listening, reading, writing and speaking. 'Use of English' features focus on language awareness, and 'Tips' boxes on specific skills. Texts included have variety: factual and fictional, dialogue and poetry covering a range of topics. Accompanying Audio CD includes listening material for Stage 6 Learner's and Activity Books 6. CEFR Level: A2 towards B1

A fun course to get young children ready to learn in English. Themed units - from 'homes' to 'play time' - teach children letters, colours, numbers and more. Each book covers one term and includes three units. Every unit includes a story, from traditional tales such as Goldilocks, to stories in familiar settings like the classroom. Activities (including songs, stickers, games and matching) help children develop speaking, listening and motor skills alongside early comprehension, reading and writing skills. Each unit encourages learners to build vocabulary by relating content to their experiences - the first steps of critical thinking and active learning. Opportunities for differentiation allow learners to progress at their own pace.

The articles in this volume are intended to bridge what Sridhar and Sridhar (1986) have called the 'paradigm gap' between traditional SLA research on the one hand and research into institutionalised second-language varieties in former colonial territories on the other. Since both learner Englishes and second-language varieties are typically non-native forms of English that emerge in language contact situations, it is high time that they are described and compared on an empirical basis in order to draw conceptual and theoretical conclusions with regard to their form, function and acquisition. The present collection of articles places special emphasis on empirical evidence obtained from large-scale analyses of computerised corpora of learner Englishes (such as the International Corpus of Learner English) and of second-language varieties of English (such as the International Corpus of English). It addresses questions such as Are the phenomena we find in ESL and EFL varieties features or errors? or How common and wide-spread are features across contact varieties of English? "

This book presents the first detailed and comprehensive study of information highlighting in advanced learner language, echoing the increasing interest in questions of near-native competence in SLA research and contributing to the description of advanced interlanguages. It examines the production and comprehension of specific means of information highlighting in English by native speakers and German learners of English as a foreign language, presenting triangulated experimental and learner corpus data as corroborating evidence. The study focuses on learners' use of discourse-pragmatically motivated variations of the basic word order such as inversion, preposing, and it- and wh-clefts, an underexplored field in SLA research to date. The book also provides a critical re-assessment of the study of pragmatics within SLA. It has largely been neglected to date that L2 pragmatic knowledge includes more than the sociopragmatic and pragmlinguistic abilities for understanding and performing speech acts. Thus, the book argues for an extension of the scope of inquiry in interlanguage pragmatics beyond the cross-cultural investigation of speech acts. It also discusses pedagogical implications for foreign language teaching and will be of interest to applied linguists and SLA researchers, language teachers and curriculum designers.

This carefully crafted collection provides a snapshot of the evolution of David Nunan's theoretical and empirical contributions to the field of second language education over the last 40 years. The volume focuses on the development of his work on second language curricula, and in particular, the work for which he is best known: learner-centered education and task-based learning and teaching. David Nunan has been a language teacher, researcher and consultant for 40 years. He has lived and worked in many countries, principally in the Asia-Pacific region, but also in the Americas, Europe and the Middle-East. In addition to his research and scholarly work, he is the author of several major textbook series for the teaching and learning of English as a foreign Language. These texts are based on his task-based language teaching approach, and are widely used in schools, school systems and universities around the world.

Children's literature can be a powerful way to encourage and empower EFL students but is less commonly used in the classroom than adult literature. This text provides a comprehensive introduction to children's and young adult literature in EFL teaching. It demonstrates the complexity of children's literature and how it can encourage an active community of second language readers: with multilayered picturebooks, fairy tales, graphic novels and radical young adult fiction. It examines the opportunities of children's

literature in EFL teacher education, including: the intertextuality of children's literature as a gate-opener for canonised adult literature; the rich patterning of children's literature supporting Creative Writing; the potential of interactive drama projects. Close readings of texts at the centre of contemporary literary scholarship, yet largely unknown in the EFL world, provide an invaluable guide for teacher educators and student teachers, including works by David Almond, Anthony Browne, Philip Pullman and J.K.Rowling. Introducing a range of genres and their significance for EFL teaching, this study makes an important new approach accessible for EFL teachers, student teachers and teacher educators.

This title has been endorsed by Cambridge Assessment International Education Engage and inspire learners with an international and interconnected approach developed by experienced teachers and language specialists. The series offers full coverage of the learning objectives for the Cambridge Primary English as a Second language curriculum framework (0057) and is mapped to the Common European Framework of Reference. - Stimulate learners with model texts and activities. - Clearly address the key objectives: reading, writing, speaking, listening and use of English. - Support activities and knowledge covered in the Learner's Book with the accompanying Workbook and Teacher's Guide with Boost subscription. - Audio files are available free at <https://www.hoddereducation.co.uk/cambridgeextras>

Collocation is an important tool in describing lexical behaviour in language and has received increasing attention in recent years. Based on two corpora: LOCNESS (the Louvain Corpus of Native English Essays) and MLC (the Non-English major Mainland Chinese Learner Corpus), this book explores the features of Chinese learner English with analysis of grammatical and lexical collocations. The findings show that Chinese university students use collocations with considerably less variety and Chinese language and culture exert a substantial influence on their English writing. It also discusses ways to tackle the problems Chinese English learners face and the pedagogical implications for teaching English and learning English collocations. As one of the first systematic studies to investigate collocations in Chinese learner English based on learner corpora, this book not only analyzes how Chinese learners use collocations in their English writing, but also provides significant implications for foreign language teaching and learning.

A practical reference guide to help teachers to predict and understand the problems their students have.

Learner English A Teacher's Guide to Interference and Other Problems Cambridge University Press

This volume presents results from a corpus-based investigation into the metaphorical production of foreign language learners, comparing texts written by Norwegian (L2) learners of English with those written by British (L1) students. Three types of questions are addressed. The first has empirically measured answers: For example, do L2 English writers produce more metaphors than L1 novice writers? How frequent are novel metaphors in an L2, as compared with an L1? The second type has more subjective answers: How creatively do L2 English learners employ metaphor? Are they even expected to be able to produce metaphor at all? The third type combines theoretical and methodological perspectives: How is metaphorical creativity identified? What is the potential role of metaphoric competence? Most importantly, how are metaphors identified? To this end, the newly-developed 'Metaphor Identification Procedure' is tested and critiqued. This book is intended for metaphor researchers, corpus linguists, applied linguists and language educators.

Endorsed by Cambridge International Examinations The Cambridge Primary English course that is mindful of learners where English is not their first language. This Workbook has been designed for either homework or extension activities after the relevant pages in the Student's Book are completed. - Build on what has taken place in the lesson - Challenges students to develop their learning further - Ideal for homework or extension activities Hodder Cambridge Primary English aids preparation for the Progression tests and Primary Checkpoint test and offers full coverage of the Cambridge Primary English curriculum frameworks for Stages 1-6. There is a Student's Book, Workbook and a Teacher's Pack available for each stage.

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