

## Non Native English Students Linguistic And Cultural

Educating dual language learners (DLLs) and English learners (ELs) effectively is a national challenge with consequences both for individuals and for American society. Despite their linguistic, cognitive, and social potential, many ELs—who account for more than 9 percent of enrollment in grades K-12 in U.S. schools—are struggling to meet the requirements for academic success, and their prospects for success in postsecondary education and in the workforce are jeopardized as a result. Promoting the Educational Success of Children and Youth Learning English: Promising Futures examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12.

Whether you're new to teaching English language learners or an old hand, here's a guide that provides you with a firm baseline and can't-miss strategies for boosting the achievement of these students. A teacher with 26 years of experience uses familiar scenarios from actual classrooms to illustrate ideas and advice you can use right away: (1) Six key concepts and six common myths of second language acquisition; (2) Five stages of language acquisition and what to do at each; (3) Four stages of culture shock that newcomers go through before they become comfortable with the language; (4) How to know when an ell student is ready to speak; (5) How to match instruction to ell learning styles and thinking skills; (6) Main challenges that ell students face in learning reading, writing, math, science, and social studies; (7) How to use differentiated instruction, flexible grouping, and other essential practices for ell students; and (8) What to do for ell students during the first weeks of school. School leaders should buy this book in bulk for wide distribution or use the book's professional development activities to create workshops and teacher induction programs.

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

From Cameroon to Turkey through Jordan, this short volume illuminates the discrepancy between stated language teaching norms and real-life language use in non-native settings. It underscores the limitations of teaching materials, styles, and methods with regard to learners' communication needs, and provides well-matched answers to foreign language classroom problems. This book will be of interest to language teachers and researchers who will gain an insight into the challenges of the foreign language class in different non-native milieus, and therefore enrich their teaching competence. Educational policy makers can also use it as a guide for designing contextually appropriate curricula and materials.

Native and Non-Native Teacher Talk in the EFL Classroom explores and compares the linguistic features of native and non-native English teacher talk with the aid of corpus linguistics. Setting aside the wide range of audio and video materials available, the EFL teacher is in many instances the main model of English to which students are exposed in secondary-level education. The basis of this book is to work towards a framework for the language that teachers of English need to be proficient in, based on an empirical study of language used in the ELT classroom by both native and expert non-native users. Presenting a corpus-informed treatment of the precise linguistic features used by EFL teachers within the framework of their most common teaching functions, this book:

- Relates directly to the teacher talk of secondary-level EFL teachers;
- Combines quantitative and qualitative approaches to data analysis;
- Looks into pedagogical implications for ELT and proposes a flexible language development model based on evidence from the teacher training classroom;
- Provides a corpus-based repertoire of language for the classroom which is of relevance to native and non-native student-teachers and practising teachers.

Highlighting the need for much greater awareness of the impact of language use in both learning and teaching, this book is a major resource for advanced students and researchers of TESOL, classroom discourse, corpus linguistics, ELT, English for professional purposes, and teaching placement preparation.

There is growing pressure on teachers and faculty to understand and adopt best practices to work with diverse races, cultures, and languages in modern classrooms. Establishing sound pedagogy is also critical given that racial, cultural, and linguistic integration has the potential to increase academic success for all learners. To that end, there is also a need for educators to prepare graduates who will better meet the needs of culturally diverse learners and help their learners to become successful global citizens. The Handbook of Research on Diversity and Social Justice in Higher Education is a cutting-edge research book that examines cross-cultural perspectives, challenges, and opportunities pertaining to advancing diversity and social justice in higher education. Furthermore, the book explores multiple concepts of building a bridge from a monocultural pedagogical framework to cross-cultural knowledge through appropriate diversity education models as well as effective social justice practices. Highlighting a range of topics such as cultural taxation, intercultural engagement, and teacher preparation, this book is essential for teachers, faculty, academicians, researchers, administrators, policymakers, and students.

To what extent do our accents determine the way we are perceived by others? Is a foreign accent inevitably associated with social stigma? Accent is a matter of great public interest given the impact of migration on national and global affairs, but until now,

applied linguistics research has treated accent largely as a theoretical puzzle. In this fascinating account, Alene Moyer examines the social, psychological, educational and legal ramifications of sounding 'foreign'. She explores how accent operates contextually through analysis of issues such as: the neuro-cognitive constraints on phonological acquisition, individual factors that contribute to the 'intractability' of accent, foreign accent as a criterion for workplace discrimination, and the efficacy of instruction for improving pronunciation. This holistic treatment of second language accent is an essential resource for graduate students and researchers interested in applied linguistics, bilingualism and foreign language education.

A forum for non-native English language educators of diverse geographic & language backgrounds to present autobiographical narratives, argue sociopolitical concerns, & discuss implications for teacher ed, all relating to the theme of non-native ed in ELT As new trends emerge in the realm of education, instructors are faced with the task of continuing development in order to stay up to date on the latest teaching methodologies for both virtual and face-to-face education. Facilitating In-Service Teacher Training for Professional Development is a pivotal reference source for the latest research on the scenarios faced by in-service educators, uncovering models, recent trends, and perceptions of in-service teacher training. Featuring extensive coverage across a range of relevant perspectives, such as teacher identity, collaborative teacher development, and exploratory practice, this book is ideally designed for researchers, practitioners, and professionals seeking current research on the need for continuing development in teacher education.

Non-native Educators in English Language Teaching Routledge

As college classrooms have become more linguistically diverse, the work of ESOL professionals has expanded to include research on the experiences of multilingual learners not only in ESOL courses but also in courses across the curriculum. At the same time that ESOL professionals are trying to understand the academic challenges that learners face beyond ESOL courses, faculty across the disciplines are trying to meet the challenge of teaching students of differing linguistic backgrounds. *Crossing the Curriculum: Multilingual Learners in College Classrooms* responds to these issues and concerns by capturing the complex and content-specific nature of students' and teachers' experiences and providing a nuanced understanding of how multilingual students' learning can be fostered and sustained. *Crossing the Curriculum: Multilingual Learners in College Classrooms* is unique in bringing together the perspectives of researchers, students, and teachers. These multiple lenses allow for a richly layered picture of how students and teachers actually experience college classrooms. Common themes and pedagogical principles resonate across the three distinct sections of the book: \*Part One, "Investigating Students' Experiences Across the Curriculum: Through the Eyes of Classroom Researchers," consists of chapters written by ESOL and composition researchers who have investigated multilingual students' experiences in undergraduate courses across the curriculum. \*Part Two, "Learning Across the Curriculum: Through Students' Eyes," consists of chapters written by two multilingual learners who chronicled their experiences as they crossed the curriculum over time. \*Part Three, "Engaging Students in Learning: Through the Eyes of Faculty Across the Curriculum," consists of chapters written by faculty from several academic fields--Anthropology, Philosophy, Nursing, Literature, Sociology, and Asian American

Studies--who discuss their own attempts to address the needs of multilingual learners in their classrooms.

Seminar paper from the year 2008 in the subject English - Miscellaneous, grade: 1, , language: English, abstract: In today's globalised world language knowledge becomes more and more important for good and skilled communication. Especially the knowledge of one language – the world language English – is necessary to be competitive and able to communicate worldwide. The status of English as a world language is obviously due to its large amount of native speakers all over the world, but also its simplicity in grammar, structure and vocabulary makes it to one of the most important languages in the world. There are approximately 380 million native speakers of English and more than 700 non-native speakers of English all over the world, which results in large parts of today's communication taking place in English. Thus good English language knowledge is a precondition for many jobs and educations. This places great importance on today's English language education. It has to be of high quality and learners have to acquire the language as good and as fast as possible. But who can perform the job of an English teacher best? There has been lots of discussion in the past years about whether native or non-native speakers are better at language teaching. Due to globalisation also the amount of English teachers available is rising steadily. Today's English teachers come from a broad range of different countries and thus have differing cultural and linguistic backgrounds. Those backgrounds have again influence on the teachers' teaching styles and methods and their general understanding of the teaching context and their students. Moreover, today's English teachers have different levels of knowledge of the target language and culture. In this paper, I will thus have a look at the following question: Native speakers of English or non-native speakers of English – who are the better English teachers? Native speakers, on the one hand know their language perfectly, faultlessly and naturally. Non-natives on the other hand are more familiar with the students' language learning process and have a better understanding of the learners' needs. Thus, who is the ideal language teacher for the challenging task of teaching the world language English?

This volume provides an up-to-date and evaluative review of theoretical and empirical stances on emotion and its close interaction with language and cognition in monolingual and bilingual individuals. Importantly, it presents a novel methodological approach that takes into account contextual information and hence goes beyond the reductionist approach to affective language that has dominated contemporary research. Owing to this pragmatic approach, the book presents brand new findings in the field of bilingualism and affect and offers the first neurocognitive interpretation of findings reported in clinical and introspective studies in bilingualism. This not only represents an invaluable contribution to the literature, but may also constitute a breakthrough in the investigation of the worldwide phenomenon of bilingualism. Beginning with a thorough review of the history and current state of affective research and its relation to language, spanning philosophical, psychological, neuroscientific, and linguistic perspectives, the volume then proceeds to explore affect manifestation using neuropragmatic methods in monolingual and bilingual individuals. In doing so, it brings together findings from clinical and introspective studies in bilingualism with cognitive, psychophysiological and neuroimaging paradigms. By combining conceptual understanding and methodological expertise from many disciplines, this volume provides a comprehensive picture of the

dynamic interactions between contextual and affective information in the language domain. Thus, *Affect-Language Interactions in Native and Non-Native English Speakers: A Neuropragmatic Perspective* fosters a pragmatic approach to research on affective language processing in monolingual and bilingual population, one that builds bridges across disciplines and sparks important new questions in the cognitive neuroscience of bi- and multilingualism.

This volume of *New Directions for Teaching and Learning* makes the knowledge and skills of academic specialists available to subject-area faculty who deal with the writing and oral communication styles of non-native users of English in their classrooms. The chapters offer information and much-needed advice in nontechnical language about ways to help these students improve their writing and speaking skills in content-area courses. The volume also considers the points of view of the students themselves and discusses their differing levels of intent about becoming proficient in English writing and speaking. The authors are specialists from institutions of higher education across the United States, and their academic fields included English as a Second Language, composition theory, editing, technical editing, interpersonal communication, oral communication, and linguistics. Faculty, especially those involved in writing-across-the-curriculum programs, will find this an invaluable help in dealing with the writing aspects of their courses, and those in charge of faculty development activities will particularly welcome this volume for use in their seminars. This is the 70th issues of the journals *New Directions for Teaching and Learning*. For more information on the series, please see the [Journals and Periodicals](#) page.

The *NNEST Lens* invites you to imagine how the field of TESOL and applied linguistics can develop if we use the multilingual, multicultural, and multinational perspectives of a *NNEST* (Non Native English Speakers in TESOL) lens to re-examine our assumptions, practices, and theories in the field. The *NNEST* lens as described in and developed through this volume is a lens of multilingualism, multinationalism, and multiculturalism through which *NNESTs* and *NESTs*—as classroom practitioners, researchers, and teacher educators—take diversity as a starting point in their understanding and practice of their profession. The 16 original contributions to this volume include chapters that question theoretical frameworks and research approaches used in studies in applied linguistics and TESOL, as well as chapters that share strategies and approaches to classroom teaching, teacher education, and education management and policy. As such, this volume will be of interest to a wide range of students, practitioners, researchers, and academics in the fields of education and linguistics.

This book explores the responses of Chinese English teachers (CETs) and learners to the *Native English-Speaking Teacher/Non-Native English-Speaking Teacher (NEST/NNEST)* issue by examining the self-perceptions of Chinese English teachers, the perceptions of Chinese learners, and the real practices of the two groups of teachers in the classroom. It reveals how Chinese students' and teachers' perceptions are influenced by the combined forces of Chinese traditional culture and globalization, how Chinese English teachers' classroom practices reflect their perceptions, and how Chinese English teachers struggle to (re)construct their professional identity as English teachers in the dominant ideology and disempowering discourse of native-speakerism. The findings also shed light on the impacts of globalization on Chinese English teachers' professional identity and provide ways to empower them as English language

teaching professionals. This book will appeal to a broad readership, including foreign-language teachers – especially NNESTs – around the world, graduate students majoring in sociolinguistics, and scholars of globalization.

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

In a field like L2 vocabulary teaching and learning where interest and research studies are burgeoning, this book offers a useful collection of papers that contains new ways of investigating vocabulary development, techniques for vocabulary teaching such as the Focus on Form hypothesis, word associations, and the use of concordance data. In addition, it tackles recent areas of analysis such as the treatment of vocabulary in teaching materials—an area of almost complete neglect in the literature. The book is divided into three parts. Part one provides the overview and deals with the development of a model for vocabulary teaching and learning. Part two focuses on empirical studies on lexical processing in English and Spanish. Part three centers on materials design for vocabulary teaching and learning. The advances made in this book will certainly be of interest to researchers, teachers, and graduate students working on this very active field of inquiry.

Research Paper (undergraduate) from the year 2017 in the subject Communications - Language, grade: A, Urmia University (Urmia University of Medical Sciences), course: TEFL, language: English, abstract: This study aimed at investigating the MA EFL learners' attitudes toward some features of teacher talk regarding gender and experience of teaching in Iranian context. During the study, MA students of TEFL courses in Urmia University were selected as the population of the study. To begin with, 60 male and 60 female EFL MA students were selected as the participants. The instrument used in this study was a researcher made questionnaire which was initially piloted. The questionnaires were distributed among the subjects at the end of their class time with the cooperation of their English teachers in some classes. It took the participants roughly 20 minutes to fill out the questionnaire which included Likert-type questions. Based on the findings of the study it was revealed that the most and least important factor for the students regarding the teachers talk are visual and extra-linguistic information the use of Persian language respectively. Additionally, comparing the four different factors regarding the features of teacher talk, it was revealed that Visual and extra-linguistic information factor, Lexical and syntactic familiarity, Speed of speech and the use of Persian language had the highest to the lowest mean score respectively. It was also indicated that female students rather than male students were significantly more in favor of speed of speech and lexical and syntactic familiarity. Moreover, it was concluded that teaching experienced students rather than non-experienced students had higher mean scores in attitudes to Visual and extra-linguistic information.

The book addresses the issue of native-speakerism, an ideology based on the assumption that 'native speakers' of English have a special claim to the language itself, through critical qualitative studies of the lived experiences of practising teachers and students in a range of scenarios.

At a time when the paradigm gap (Sridhar & Sridhar 1986) between the EFL and ESL research areas is attracting much scholarly attention, the contributions in the current volume explore this gap from the perspective of linguistic innovations across the two different types of non-native Englishes. In this endeavour, this volume unveils the many facets of linguistic innovations in

non-native English varieties and explores the fine line between learners' erroneous versus creative use of a target language. Adopting empirical, corpus-based approaches to portray linguistic innovations characteristic of EFL and ESL varieties, the contributions show how the interaction of linguistic and social forces influences the development of novel linguistic forms in both endonormative ESL contexts and exonormative EFL contexts. This volume is of relevance to linguists who are interested in the features of non-native English and who wish to gain a better understanding of the nature of innovations along the EFL – ESL continuum. Originally published as a special issue of *International Journal of Learner Corpora Research* 2:2 (2016). Updated and revised with more examples and expanded discussions, this second edition continues the aim of providing teachers with a solid understanding of the use and function of grammatical structures in American English. The book avoids jargon and presents essential grammatical structures clearly and concisely. Dr. DeCapua approaches grammar from a descriptive rather than a prescriptive standpoint, discussing differences between formal and informal language, and spoken and written English. The text draws examples from a wide variety of authentic materials to illustrate grammatical concepts. The many activities throughout the book engage users in exploring the different elements of grammar and in considering how these elements work together to form meaning. Users are encouraged to tap into their own, often subconscious, knowledge of grammar to consciously apply their knowledge to their own varied teaching settings. The text also emphasizes the importance of understanding grammar from the perspective of English language learners, an approach that allows teachers to better appreciate the difficulties these learners face. Specific areas of difficulties for learners of English are highlighted throughout.

### Publisher description

Want to know the difference between 'cause' and 'reason'? Not sure when to write 'according' and when 'accordingly'? Confused about the correct usage of the gerund? This book is a compilation of the "Polishing Up English" newsletters I have been sending for over six years to employees whose native language is not English. In these newsletters, I cover common language issues for business people. Based on personal experience, I came to understand that most of the mistakes non-native speakers of English make are shared, and are encountered across the board, rather than being unique and strictly personal. Some mistakes appear more often than others. Examples of most frequent mistakes are analyzed and included. These mistakes also occur in contexts common to most areas of human interaction, such as small talk, in-office conversation, business correspondence, IT, and similar communication. This book features simpler chapters for beginners, Pronunciation and Punctuation. Followed by chapters for intermediate learners of English, such as Words and Phrases. Advanced users of English can use the Style and Quiz chapters to test their understanding of the language. This makes the book ideal for any non-native speaker of English, who proactively uses English on a daily basis for communicating with various English speakers both in written form and orally. Using this book will give you a unique opportunity to cut the list of possible mistakes you may make to a minimum.

While discourse markers have been examined in some detail, little is known about their usage by non-native speakers. This book provides valuable insights into the functions of four discourse markers (so, well, you know and like) in native and non-native English discourse, adding to both discourse marker literature and to studies in the pragmatics of learner language. It presents a thorough analysis on the basis of a substantial parallel corpus of spoken language. In this corpus, American students who are native speakers of English and German non-native speakers of English retell and discuss a silent movie. Each of the main chapters of the book is dedicated to one discourse marker, giving a detailed analysis of the functions this discourse marker fulfills in the corpus and a quantitative comparison between the two speaker groups. The book also develops a two-level model of discourse marker functions comprising a

textual and an interactional level.

Organizations acting on behalf of society are expected to act fairly, explaining themselves and their procedures. For the police, explanation is routine and repetitive. It's also very powerful. This book provides an unusual opportunity to see different speakers and writers explaining the same texts in their own words in British police stations.

Non-native language teachers have often been viewed as an unavoidable fate of the profession, rather than an asset worth exploring and investigating. Now that non-natives are increasingly found teaching languages, and particularly English, both in ESL and EFL contexts, the identification of their specific contributions and their main strengths has become more relevant than ever. As a result, there has recently been a surge of interest in the role of non-native teachers but little empirical research has been published so far. This volume is particularly rich in providing different approaches to the study of non-native teachers: NNS teachers as seen by students, teachers, graduate supervisors, and by themselves. It also contributes little explored perspectives, like classroom discourse analysis, or a social-psychological framework to discuss conceptions of NNS teachers.

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English is the language of science today. No matter which languages you know, if you want your work seen, studied, and cited, you need to publish in English. But that hasn't always been the case. Though there was a time when Latin dominated the field, for centuries science has been a polyglot enterprise, conducted in a number of languages whose importance waxed and waned over time—until the rise of English in the twentieth century. So how did we get from there to here? How did French, German, Latin, Russian, and even Esperanto give way to English? And what can we reconstruct of the experience of doing science in the polyglot past? With *Scientific Babel*, Michael D. Gordin resurrects that lost world, in part through an ingenious mechanism: the pages of his highly readable narrative account teem with footnotes—not offering background information, but presenting quoted material in its original language. The result is stunning: as we read about the rise and fall of languages, driven by politics, war, economics, and institutions, we actually see it happen in the ever-changing web of multilingual examples. The history of science, and of English as its dominant language, comes to life, and

brings with it a new understanding not only of the frictions generated by a scientific community that spoke in many often mutually unintelligible voices, but also of the possibilities of the polyglot, and the losses that the dominance of English entails. Few historians of science write as well as Gordin, and *Scientific Babel* reveals his incredible command of the literature, language, and intellectual essence of science past and present. No reader who takes this linguistic journey with him will be disappointed.

A high level of literacy in both print and digital media is required for negotiating most aspects of 21st-century life, including supporting a family, education, health, civic participation, and competitiveness in the global economy. Yet, more than 90 million U.S. adults lack adequate literacy. Furthermore, only 38 percent of U.S. 12th graders are at or above proficient in reading. *Improving Adult Literacy Instruction* synthesizes the research on literacy and learning to improve literacy instruction in the United States and to recommend a more systemic approach to research, practice, and policy. The book focuses on individuals ages 16 and older who are not in K-12 education. It identifies factors that affect literacy development in adolescence and adulthood in general, and examines their implications for strengthening literacy instruction for this population. It also discusses technologies for learning that can assist with multiple aspects of teaching, assessment, and accommodations for learning. There is inadequate knowledge about effective instructional practices and a need for better assessment and ongoing monitoring of adult students' proficiencies, weaknesses, instructional environments, and progress, which might guide instructional planning. *Improving Adult Literacy Instruction* recommends a program of research and innovation to validate, identify the boundaries of, and extend current knowledge to improve instruction for adults and adolescents outside school. The book is a valuable resource for curriculum developers, federal agencies such as the Department of Education, administrators, educators, and funding agencies.

*Routledge English Language Introductions* cover core areas of language study and are one-stop resources for students. Assuming no prior knowledge, books in the series offer an accessible overview of the subject, with activities, study questions, sample analyses, commentaries, and key readings – all in the same volume. The innovative and flexible 'two-dimensional' structure is built around four sections – introduction, development, exploration, and extension – which offer self-contained stages for study. Each topic can also be read across these sections, enabling the reader to build gradually on the knowledge gained. *Global Englishes, Third Edition*, previously published as *World Englishes*, has been comprehensively revised and updated and provides an introduction to the subject that is both accessible and comprehensive. Key features of this best-selling textbook include: coverage of the major historical, linguistic, and sociopolitical developments in the English language from the start of the seventeenth century to the present day exploration of the current debates in global Englishes, relating to its uses as mother tongue in the US, UK, Antipodes, and post-colonial language in Africa, South and Southeast Asia, and lingua franca across the rest of the globe, with a new and particularly strong emphasis on China a range of texts, data and examples draw from emails, tweets and newspapers such as *The New York Times*, *China Daily* and *The Straits Times* readings from key scholars including Alastair Pennycook, Henry G. Widdowson and Lesley Milroy activities that engage the reader by inviting them to draw on their own experience and consider their orientation to the particular topic in hand. *Global Englishes, Third Edition* provides a dynamic and engaging introduction to this fascinating topic and is essential reading for all students studying global Englishes, English as a lingua franca, and the spread of English in the world today.

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context. During the study, MA students of TEFL courses in Urmia University were selected as the population of the study. To begin with, 60 male and 60 female EFL MA students were selected as the participants. The instrument used in this study was a researcher made questionnaire which was initially piloted. The questionnaires were distributed among the subjects at the end of their class time with the cooperation of their English teachers in some classes. It took the participants roughly 20 minutes to fill out the questionnaire which included Likert-type questions. Based on the findings of the study it was revealed that the most and least important factor for the students regarding the teachers talk are visual and extra-linguistic information the use of Persian language respectively. Additionally, comparing the four different factors regarding the features of teacher talk, it was revealed that Visual and extra-linguistic information factor, Lexical and syntactic familiarity, Speed of speech and the use of Persian language had the highest to the lowest mean score respectively. It was also indicated that female students rather than male students were significantly more in favor of speed of speech and lexical and syntactic familiarity. Moreover, it was concluded that teaching experienced students rather than non-experienced students had higher mean scores in attitudes to Visual and extra-linguistic information.

This book traces the origins and growth of the nonnative speaker teacher movement in TESOL since its birth a decade ago, summarizes the research that has been conducted, highlights the challenges faced by NNS teachers, and promotes NNS teachers' professional growth.

"Public Speaking in American English: A Guide for Non-Native Speakers," 1/e Nancy Grass Hemmert, "Santa Monica" College Through discussion of culture, language, and diversity, "Public Speaking in American English: A Guide for Non-Native Speakers" offers real world advice about overcoming the most pressing, relevant, and stress-provoking speaking issues non-native students face. Designed specifically for non-native English speakers, this book follows the traditional public speaking textbook format, but also offers students a sense of the larger community of non-native English speakers, such as LEP and ESL students, who face the same struggles, challenges, and concerns. Every chapter is infused with discussion about the relevant cultural and linguistic issues students are likely to face as well as concrete suggestions on how to address, compensate for, and/or overcome these difficulties. Specific exercises and activities (both within the chapter and at the end of each chapter) allow students to work on their own or in a class to improve their skills set. Additionally, the writing style, though easy to read, challenges the non-native English speaker without frustrating the reader. Features: "Considering Culture" boxes in every chapter investigate the similarities and differences in public speaking within various U.S. co-cultures and other cultures around the world, helping students find connections that go beyond language and aid in their understanding of public speaking. "Considering Language" marginal notes explore the connections between public speaking topics and other languages, enabling students to weave together their understanding of their native language with public speaking. "What Others Say" feature offers anecdotes, stories, quotations and quips from non-native public speaking students, expressing the distinctive challenges and experiences that affect the non-native English speaker and enabling students to see that they are a part of a unique community of speakers. "Hint" features within every chapter reveal quick tips for planning, preparing, putting together, and practicing speeches. "Try This" boxes in each chapter provide quick exercises and activities to reinforce the new content and allow students to put what they have learned into

practice immediately.

Despite being highly debated in applied linguistics and L2 teaching literature, the controversial issue of (non)nateness still remains unresolved. Contemporary critical research has questioned the theoretical foundations of the nateness paradigm, which still exerts a strong influence in the language teaching profession. Written by well-known researchers and teacher educators from all over the world, both NSs and NNSs, the selected contributions of this volume cover a great variety of aspects related to the professional role and status of both NS and NNS teachers in terms of both perceived differences and professional concerns and challenges. The strongest aspects of this volume are the global perspectives and the implications for future research and teacher education. It is precisely this international perspective which makes this volume illustrative of different realities with a similar objective in mind: the improvement of second language teaching and teacher education. In today's world, being a NS or NNS should not really matter but rather teachers' professional competences. This publication thus provides a forum of reflection and discussion for all L2 educators who need to be aware of how much they might offer to their future students.

This book is a shorter version of *Developing Literacy in Second-Language Learners*, reporting the findings of the National Literacy Panel on Language-Minority Children and Youth. This book concisely summarizes what is known from empirical research about the development of literacy in language-minority children and youth, including development, environment, instruction, and assessment. --From publisher's description. Linguists, applied linguists and language teachers all appeal to the native speaker as an important reference point. But what exactly (who exactly?) is the native speaker? This book examines the native speaker from different points of view, arguing that the native speaker is both myth and reality.

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