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Mobile Devices in Education: Breakthroughs in Research and Practice - Management Association, Information Resources 2020-01-03
As technology advances, mobile devices have become more affordable and useful to countries around the world. The use of technology can significantly enhance educational environments for students. It is imperative to study new software, hardware, and gadgets for the

improvement of teaching and learning practices. Mobile Devices in Education: Breakthroughs in Research and Practice is a collection of innovative research on the methods and applications of mobile technologies in learning and explores best practices of mobile learning in educational settings. Highlighting a range of topics such as educational technologies, curriculum development, and game-based learning, this publication is an ideal reference source for teachers, principals, curriculum developers, educational software developers, instructional designers, administrators, researchers, professionals, upper-level students, academicians, and practitioners actively involved in the education field.

LEXICAL CHUNKS FOR PROMOTING EXPLICIT LEARNING VOCABULARY - Sonia Castro 2018-05-31
This research project are done by phases: Phase 1, is the problem statement in order to determine the current situation of causes and effects. Phase 2, the researcher tries about theoretical foundation, it was based on different theories such as explicit learning, vocabulary and lexical chunks. Phase 3, it was done in reference to the research methodology. It was used a descriptive method and surveys as a technic which was applied to the students and the interview to the teacher. Phase 4, it was made analysis and discussion of results in order to know preferences by students, it was represented by statistics graphic and finally phases 5, it was done the conclusions and the recommendations according to the framework and analysis and discussion of results.

Exploring Lexical Inaccuracy in Arabic-English Translation - Yasir Alenazi 2022-12-02
This book presents a case study on lexical error analysis in the translation products of Arab English majors at the university level with important implications for Arabic-speaking countries. It provides detailed analyses and explanations of the main lexical areas that cause

specific difficulties for these students, while also identifying their potential sources. The respective chapters discuss several areas related to the context of the research, the field of SLA, error analysis, language transfer, error taxonomies, language learning, language teaching, and translation training. The analyses and findings presented here contribute to the linguistic field by developing a comprehensive list of lexical error categories based on form, content, and origin of influence regarding translation products. In addition, the book sheds light on the pedagogical aspects contributing to the enhancement of ESL/EFL teaching in the Arab context as well as other contexts where English is taught as a foreign language. The book will help educators and curriculum writers in designing materials, and language researchers as a groundwork for their studies of L2 learners' written products.

Practice in Second Language Learning - Christian Jones 2018-03-15

Five Implications for Research -- Conclusion -- References -- Index

Approaches and Methods in Language Teaching - Jack C. Richards 2014-04-16 This third edition of Approaches and Methods in Language Teaching is an extensive revision of the popular and accessible text. Like previous editions, this book surveys the major approaches and methods in language teaching such as Grammar Translation, Audiolingualism, Communicative Language Teaching, and the Natural Approach. It examines each approach and method in terms of its theory of language and language learning, goals, syllabus, teaching activities, teacher and learner roles, materials, and classroom techniques. In addition, this third edition includes content on the teaching and learning environment, with chapters on learners and methods, teachers and methods, plus approaches, methods and the curriculum. Teachers and teachers-in-training will discover that this third edition is a comprehensive survey

and analysis of teaching methods used around the world. The book seeks not only to clarify the assumptions behind these methods and their similarities and differences, but also to help teachers explore their own beliefs and practices in language teaching.

English in Inclusive Multilingual Preschools - Kirsten Birsak de Jersey 2021-05-31
The study addresses the question of how preschool teachers who work in regular state inclusive preschools can be qualified to teach English as a foreign language. Through the longitudinal case study, which followed the principles of participatory action research, substantial insights were gained which can be transferred to other pre-primary contexts.

Corpus Linguistics for Vocabulary - Paweł Szudarski 2017-09-25
Corpus Linguistics for Vocabulary provides a practical introduction to using corpus linguistics in vocabulary studies. Using freely available corpus tools, the author provides a step-by-step guide on how corpora can be used to explore key vocabulary-related research questions and topics such as: The frequency of English words and how to choose which ones should be taught to learners; How spoken vocabulary differs from written vocabulary, and how academic vocabulary differs from general vocabulary; How vocabulary contributes to the structure of discourse, and the pragmatic functions it fulfils. Featuring case studies and tasks throughout, Corpus Linguistics for Vocabulary provides a clear and accessible guide and is essential reading for students and teachers wanting to understand, appreciate and conduct corpus-based research in vocabulary studies.

Vocabulary in the Foreign Language Curriculum - James Milton 2022-11-14
Written by experts in the field, this book explains the principles of effective vocabulary instruction for the modern language classroom. While many language classrooms rely on practices which can be outdated, idiosyncratic or

ill-advised, this book overviews the research and background necessary to successfully integrate vocabulary instruction into the curriculum in a systematic way. Starting with the common gaps in vocabulary instruction, Milton and Hopwood demonstrate how students' development of a large, communicative lexicon, with an understanding of word structure and collocations, is an essential component of language instruction. The book addresses goal setting, curriculum design, word selection, how words are learned, learning in and outside of the classroom and more. It also addresses common myths about teaching vocabulary in the United Kingdom and around the world. This comprehensive text fills an important gap in the literature and is ideal for undergraduate and postgraduate courses in world language/foreign language methods and language methods courses.

Articles in English as a Second Language - Justyna Leśniewska 2019-06-02

The aim of this study is twofold: firstly, to provide an overview of research findings on the acquisition and use of articles in English as a second language; secondly, to investigate this issue from a phraseological perspective. The book also presents an examination of various linguistic accounts of the English article system with respect to their application to English language teaching. In view of the growing body of theoretical and empirical studies indicating that language use is to a considerable degree phraseologically motivated, this book argues for a connection between formulaicity and correct article use. This possibility is explored in two studies presented in the final chapter, which suggest that correctness in the use of articles depends on the frequency of the phrases in which they appear. These findings support the view that frequency-driven conventionality in language may play a role in the acquisition and use of articles in L2 English. "This is a very important contribution to the discussion of the

L2 acquisition of articles, with particular regard to the L2 acquisition of English. Such a discussion is required in view of the confusing variety of opinions expressed on this matter, and the unsatisfactory nature of the pedagogical advice on offer to teachers of English as an L2. Dr. Leśniewska's study reviews the relevant literature interestingly and fully, and it proposes an approach to article acquisition in L2 English which is long overdue." Prof. David Singleton, Fellow Emeritus, Trinity College

The Transmission of Anglo-Norman - Richard P. Ingham 2012
This investigation contributes to issues in the study of second language transmission by considering the well-documented historical case of Anglo-Norman. Within a few generations of the establishment of this variety, its phonology diverged sharply from that of continental French, yet core syntactic distinctions continued to be reliably transmitted. The dissociation of phonology from syntax transmission is related to the age of exposure to the language in the experience of ordinary users of the language. The input provided to children acquiring language in a naturalistic communicative setting, even though one of a school institution, enabled them to acquire target-like syntactic properties of the inherited variety. In addition, it allowed change to take place along the lines of transmission by incrementation. A linguistic environment combining the 'here-and-now' aspects of ordinary first language acquisition with the growing cognitive complexity of an educational meta-language appears to have been adequate for this variety to be transmitted as a viable entity that encoded the public life of England for centuries.

Corpora: Pragmatics and Discourse - 2015-06-29
This volume presents current state-of-the-art discussions in corpus-based linguistic research of the English language. The papers deal with Present-day English, worldwide varieties of

English and the history of the English language. A special focus of the volume are studies in the broad field of corpus pragmatics and corpus-based discourse analysis. It includes corpus-based studies of speech acts, conversational routines, referential expressions and thought styles, as well as studies on the lexis, grammar and semantics of English. And it also includes several studies on technical aspects of corpus compilation, fieldwork and parsing.

Approaches and Methods in Language Teaching - Jack C. Richards 2001-04-09
In addition to the approaches and methods covered in the first edition, this edition includes new chapters, such as whole language, multiple intelligences, neurolinguistic programming, competency-based language teaching, co-operative language learning, content-based instruction, task-based language teaching, and The Post-Methods Era.

Instructional Technology Research, Design and Development: Lessons from the Field - Alias, Nor Aziah 2011-11-30
Design and development research, which has considerable implications for instructional design, focuses on designing and exploring products, artifacts and models, as well as programs, activity, and curricula. Instructional Technology Research, Design and Development: Lessons from the Field is a practical text on design and development research in the field of instructional technology. This book gives readers an overview of design and development research and how it is conducted in different contexts and for various purposes. Further, this reference source provides readers with practical knowledge on design and development research gained through investigation of lessons learned in the field.

Research Methods in Vocabulary Studies - Philip Durrant 2022-09-15
Understanding vocabulary and its role in language learning is one of the central tasks of applied linguistic research. It is also an area that

has seen, and continues to see, huge progress in terms of the complexity and diversity of work being done. While this makes for a rich and exciting research scene, it can also make the task of developing vocabulary research skills a daunting one as specialist subfields develop ever more sophisticated concepts and methods. This book aims to give readers an understanding of the area that is both detailed and rounded by introducing them to understanding and doing vocabulary research from four key perspectives: corpus linguistics, psycholinguistics, language testing, and teaching and learning. Within each area, a state-of-the-art review describes fundamental concepts and commonly used methods, evaluates ongoing methodological debates, and points to areas for future development. It aims both to give readers a solid grounding in the specialized methods and debates associated with each area and to build connections across these specializations, considering points of contact and ways in which they can work together.

Entrenchment in Usage-Based Theories - Alice Blumenthal-Dramé 2013-01-01
This book explores the usage-based claim that high usage frequency leads to the entrenchment of complex words in the minds of language users. To probe the correlation between corpus-extracted usage data and mental entrenchment, the author operationalises entrenchment in Gestalt psychological terms and conducts a series of behavioural and neuroimaging experiments.

Empirical Studies of Translation and Interpreting - Caiwen Wang 2021-05-30
This edited book is a collection of the latest empirical studies of translation and interpreting (T&I) from the post-structuralist perspective. The contributors are professors, readers, senior lecturers, lecturers, and research students from an international context. The contributions are characterised by five themes: Intervention in T&I Process of T&I Product of T&I T&I and

technology T&I education These up-to-date topics are reflective of the shift in attitudes that is being witnessed as a new generation of translation scholars rejects the subjective assertions of previous generations, in favour of an altogether more rigorous approach. The book will notably contribute to the development of T&I and enhance our knowledge of the areas. It will be a useful reference for academics, postgraduate research students, and professional translators and interpreters. The book will also play a role in proposing practical and empirically based ways of training for universities and the industry, so as to overcome traditional barriers to translation and interpreting learning. The book will additionally provide reference material for relevant professional bodies.

Chinese Lexical Semantics - Xinchun Su 2014-12-26
This book constitutes the proceedings of the 15 Chinese Lexical Semantics Workshop, CLSW 2014, held in Macau, China, in June 2014. The 41 regular and 3 short papers included in this volume were carefully reviewed and selected from 139 submissions. They are organized in topical sections named: lexical semantics; applications on natural language processing; and lexical resources and corpus linguistics.

Usage-Based Approaches to Language Acquisition and Language Teaching - Jacqueline Evers-Vermeul 2017-03-06
Although usage-based approaches have been successfully applied to the study of both first and second language acquisition, to monolingual and bilingual development, and to naturalistic and instructed settings, it is not common to consider these different kinds of acquisition in tandem. The present volume takes an integrative approach and shows that usage-based theories provide a much needed unified framework for the study of first, second and foreign language acquisition, in monolingual and bilingual contexts. The contributions target the

acquisition of a wide range of linguistic phenomena and critically assess the applicability and explanatory power of the usage-based paradigm. The book also systematically examines a range of cognitive and linguistic factors involved in the process of language development and relates relevant findings to language teaching. Finally, this volume contributes to the assessment and refinement of empirical methods currently employed in usage-based acquisition research. This book is of interest to scholars of language acquisition, language pedagogy, developmental psychology, as well as Cognitive Linguistics and Construction Grammar.

A Corpus Study of Collocation in Chinese Learner English - Yuanwen Lu 2016-12-08 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.

Corpus-Based Studies of Translational Chinese in English-Chinese Translation - Richard Xiao 2015-07-16

This book takes a corpus-based approach, which integrates translation studies and contrastive analysis, to the study of translational language. It presents the world's first balanced corpus of translational Chinese, which, in combination with a comparable native Chinese corpus, provides a reliable empirical basis for a comprehensive account of the macro-statistic, lexical, and grammatical features of translational Chinese in English-to-Chinese translation – a significant contribution to Descriptive Translation Studies. The research findings based on these two distinctly different languages have important implications for universal translation research on the European tradition.

Understanding Development and Proficiency in Writing - Philip Durrant 2021-03-18
Quantitative corpus research on written language development has expanded rapidly in recent years, assisted by the ever-increasing power and accessibility of software capable of reliably analysing huge collections of learner writing. For this work to reach its full potential, it is important that researchers have a strong understanding of its methodological foundations and of the existing empirical evidence base on which it can build. This book provides the most comprehensive discussion to date of research in this area. Covering both first and second language learning contexts, it sets out a coherent theoretical framework and systematically reviews studies published over the last seventy years in order to establish what such research has taught us about written language development, what it hasn't taught us, and what we should do next. Timely and original, this is an essential reference work for academic researchers and students of first and second language writing.

Grammatical Theory and Metascience - Esa Itkonen 1978-01-01
In this book, the author analyses the nature of the science of grammar. After presenting some methodological and historical background, he

sets forth a theory of language and of grammar, showing that the science of grammar is not an empirical, but a normative science, comparable to logic and philosophy, characterized by the use of the method of explication.

Corpus Linguistics for ELT - Ivor Timmis 2015-03-27
Corpus Linguistics for ELT provides a practical guide to undertaking ELT-related corpus research. Aimed at researchers, advanced undergraduate and postgraduate students of ELT and TESOL, and English language teachers, this volume: covers corpus research in the main areas of language study relevant to ELT: grammar, lexis, ESP, spoken grammar and discourse; presents a review of relevant corpus research in these areas, and discusses the implications of this research for ELT; suggests potential ELT-focused corpus research projects, and equips the reader with all the required tools and techniques to carry them out; deals with the growing area of learner corpora and direct classroom application of corpus material. Corpus Linguistics for ELT empowers and inspires readers to carry out their own ELT corpus research, and will allow them in turn to make a significant contribution to corpus-informed ELT pedagogy.

The Routledge Handbook of English for Academic Purposes - Ken Hyland 2016-01-29
The Routledge Handbook of English for Academic Purposes provides an accessible, authoritative and comprehensive introduction to English for Academic Purposes (EAP), covering the main theories, concepts, contexts and applications of this fast growing area of applied linguistics. Forty-four chapters are organised into eight sections covering: Conceptions of EAP Contexts for EAP EAP and language skills Research perspectives Pedagogic genres Research genres Pedagogic contexts Managing learning Authored by specialists from around the world, each chapter focuses on a different area of EAP and provides a state-of-the-art review of

the key ideas and concepts. Illustrative case studies are included wherever possible, setting out in an accessible way the pitfalls, challenges and opportunities of research or practice in that area. Suggestions for further reading are included with each chapter. The Routledge Handbook of English for Academic Purposes is an essential reference for advanced undergraduate and postgraduate students of EAP within English, Applied Linguistics and TESOL.

Collocations and other lexical combinations in Spanish - Sergi Torner Castells 2016-12-08
This edited collection presents the state of the art in research related to lexical combinations and their restrictions in Spanish from a variety of theoretical approaches, ranging from Explanatory Combinatorial Lexicology to Distributed Morphology and Generative Lexicon Theory. Section 1 offers a presentation of the main theoretical and descriptive approaches to collocation. Section 2 explores collocation from the point of view of its lexicographical representation, while Section 3 offers a pedagogical perspective. Section 4 surveys current research on collocation in Catalan, Galician and Basque. Collocations and other lexical combinations in Spanish will be of interest to students of Hispanic linguistics.

Big Data Analytics for Cyber-Physical System in Smart City - Mohammed Atiquzzaman 2020-01-11
This book gathers a selection of peer-reviewed papers presented at the first Big Data Analytics for Cyber-Physical System in Smart City (BDCPS 2019) conference, held in Shengyang, China, on 28–29 December 2019. The contributions, prepared by an international team of scientists and engineers, cover the latest advances made in the field of machine learning, and big data analytics methods and approaches for the data-driven co-design of communication, computing, and control for smart cities. Given its scope, it offers a valuable resource for all researchers

and professionals interested in big data, smart cities, and cyber-physical systems.

University Language - Douglas Biber 2006-01-01
University students must cope with a bewildering array of registers, not only to learn academic content, but also to understand course expectations and requirements. While many previous studies have investigated academic writing, we know comparatively little about academic speech; and no linguistic study to date has investigated the range of academic and advising/management registers that students encounter. This book is a first step towards filling this gap. Based on analysis of the T2K-SWAL Corpus, the book describes university registers from several different perspectives, including: vocabulary patterns; the use of lexico-grammatical and syntactic features; the expression of stance; the use of extended collocations ('lexical bundles'); and a Multi-Dimensional analysis of the overall patterns of register variation. All linguistic patterns are interpreted in functional terms, resulting in an overall characterization of the typical kinds of language that students encounter in university registers: academic and non-academic; spoken and written.

How to Teach English - Jeremy Harmer 2007
This straightforward, highly readable handbook is an essential introduction to the theory and practice of teaching English. It examines a variety of teaching methods based on the author's extensive experience in the classroom and with teachers in training. The book offers ideas on lesson planning and textbook use that can be put into practice immediately. Ideal for new or inexperienced teachers and candidates for the CELTA exam Practical coverage of specific methods, lesson planning, using textbooks and coping with the unexpected! Includes a clear introduction to describing language so that you can understand and use technical words relating to grammar and

pronunciation Appendices on equipment, further reading and phonetic symbols for ease of reference. New glossary to explain teaching terms DVD with classroom demonstrations of core classroom techniques New chapter on testing

Translation Studies in China - Ziman Han 2019-06-26
This book features the latest research on translation by a dozen leading scholars of translation studies in China. The themes discussed are diverse, and include: translation policy, literary translation, medical translation, corpus translation studies, teaching translation, translation technologies, media translation, interpreting studies and so on. The contributors are all respected experts on their respective topics. The book reflects the state-of-the-art of translation studies in China, and offers a unique window on the latest thoughts on translation there.

Chinese Lexical Semantics - Jia-Fei Hong 2020-01-03
This book constitutes the thoroughly refereed post-workshop proceedings of the 20th Chinese Lexical Semantics Workshop, CLSW 2019, held in Chiayi, Taiwan, in June 2019. The 39 full papers and 46 short papers included in this volume were carefully reviewed and selected from 254 submissions. They are organized in the following topical sections: lexical semantics; applications of natural language processing; lexical resources; corpus linguistics.

The Routledge Handbook of Teaching English to Young Learners - Sue Garton 2018-10-10
The Routledge Handbook of Teaching English to Young Learners celebrates the 'coming of age' for the field of research in primary-level English Language Teaching. With 32 chapters written by international scholars from a wide geographical area including East Africa, Mexico, the South Pacific, Japan, France, the USA and the UK, this volume draws on areas such as second language acquisition, discourse analysis, pedagogy and

technology to provide: An overview of the current state of the field, identifying key areas of TEYL. Chapters on a broad range of subjects from methodology to teaching in difficult circumstances and from Content and Language Integrated Learning (CLIL) to gaming. Suggestions of ways forward, with the aim of shaping the future research agenda of TEYL in multiple international contexts. Background research and practical advice for students, teachers and researchers. With extensive guidance on further reading throughout, The Routledge Handbook of Teaching English to Young Learners is essential reading for those studying and researching in this area.

Task-Based Language Teaching in Foreign Language Contexts - Ali Shehadeh 2012-10-17 This volume extends the Task-Based Language Teaching: Issues, Research and Practice books series by deliberately exploring the potential of task-based language teaching (TBLT) in a range of EFL contexts. It is specifically devoted to providing empirical accounts about how TBLT practice is being developed and researched in diverse educational contexts, particularly where English is not the dominant language. By including contributions from settings as varied as Japan, China, Korea, Venezuela, Turkey, Spain, and France, this collection of 13 studies provides strong indications that the research and implementation of TBLT in EFL settings is both on the rise and interestingly diverse, not least because it must respond to the distinct contexts, constraints, and possibilities of foreign language learning. The book will be of interest to SLA researchers and students in applied linguistics and TESOL. It will also be of value to course designers and language teachers who come from a broad range of formal and informal educational settings encompassing a wide range of ages and types of language learners.
Spanish Vocabulary Learning in Meaning-Oriented Instruction - Joe Barcroft 2021-09-29 Spanish Vocabulary Learning in Meaning-

Oriented Instruction is the first comprehensive overview of current research and instructional practices into Spanish vocabulary acquisition through the lens of Meaning-Oriented Instruction (MOI). Key features: • a breadth of topics including language variation, input, tasks and processing specificity, incidental learning, idiomatic language, lexicographic perspectives, lexicosemantic representation, vocabulary testing, and receptive and productive vocabulary; • a combination of theory and practical guidance highlighting pedagogical best practices in the teaching of vocabulary; • guidance on the difficulties teachers face when teaching vocabulary in the classroom; • clear explanations with plenty of examples and useful references; • tasks and activities that help teachers move from a traditional curricular approach to a more innovative and engaging one focused on communicating, completing tasks, and learning content. Written by an international cohort of scholars in a succinct and accessible manner, Spanish Vocabulary Learning in Meaning-Oriented Instruction is an essential resource for teachers of Spanish at all levels. It is also an excellent reference book for researchers and both undergraduate and graduate students interested in Spanish vocabulary acquisition.

Information Computing and Applications - Yuhang Yang 2013-12-20
This two-volume set of CCIS 391 and CCIS 392 constitutes the refereed proceedings of the Fourth International Conference on Information Computing and Applications, ICICA 2013, held in Singapore, in August 2013. The 126 revised full papers presented in both volumes were carefully reviewed and selected from 665 submissions. The papers are organized in topical sections on Internet computing and applications; engineering management and applications; intelligent computing and applications; control engineering and applications; cloud and evolutionary computing; knowledge

management and applications; computational statistics and applications.

Vocabulary Studies in First and Second Language Acquisition - Brian Richards 2009-06-10
International scholars and researchers present cutting edge contributions on the significance of vocabulary in current thinking on first and second language acquisition in the school and at home. By pursuing common themes across first and second language and bilingual contexts, the editors offer a collection that tackles the most important issues.

Implementing the Lexical Approach - Michael Lewis 2002-01

Optimizing a Lexical Approach to Instructed Second Language Acquisition - F. Boers 2009-09-23
Empirically validated techniques to accelerate learners' uptake of 'chunks' demonstrate that pathways for insightful chunk-learning become available if one is willing to question the assumption that lexis is arbitrary. Care is taken to ensure that the pedagogical proposals are in accordance with insights from vocabulary research generally.

UPRT 2013 - Judit Dombi 2014-01-19
Eleven research papers from the field of applied linguistics.

Computational and Corpus-Based Phraseology - Gloria Corpas Pastor 2022

Chinese Students' Writing in English - Maria Leedham 2014-08-27
Chinese students are the largest international student group in UK universities today, yet little is known about their undergraduate writing and the challenges they face. Drawing on the British Academic Written English corpus - a large corpus of proficient undergraduate student writing collected in the UK in the early 2000s - this study explores Chinese students' written assignments in English in a range of university

disciplines, contrasting these with assignments from British students. The study is supplemented by questionnaire and interview datasets with discipline lecturers, writing tutors and students, and provides a comprehensive picture of the Chinese student writer today. Theoretically framed through work within academic literacies and lexical priming, the author seeks to explore what we know about Chinese students' writing and to extend these findings to undergraduate writing more generally. In a globalized educational environment, it is important for educators to understand differences in writing styles across the student body, and to move from the widespread deficit model of student writing towards a descriptive model which embraces different ways of achieving success. Chinese Students' Writing in English will be of value to researchers, EAP tutors, and university lecturers teaching Chinese students in the UK, China, and other English or Chinese-speaking countries.