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Novel Algorithms and Techniques in Telecommunications, Automation and Industrial Electronics Linguistics and the Education of Language Teachers *Edward de Chazal David C.S. Li Paul Dummett Heidi Byrnes Roslyn Appleby Milada Walková Edward de Chazal Collectif, Rebecca Herold Phillip A. Laplante Edward De Chazal Edward De Chazal Martin Hewings Collectif Edward de Chazal Tony J. Silva Tarek Sobh James E. Alatis*

gives an up to date overview of the research into english for academic purposes and discusses key concepts

this volume gives an up to date account of the language situation and social context in multilingual hong kong after an in depth interpretive analysis of various language contact phenomena it shows why it is such a tall order for hongkongers to live up to the special administrative region government s language policy goalpost biliteracy and trilingualism a detailed contrastive analysis between cantonese and a english b modern written chinese and c putonghua helps explain the nature of the linguistic and acquisitional challenges involved economic forces and sociopolitical realities helped shape the mother tongue education or dual moi streaming policy since september 1998 the book provides a critical review of the significant milestones and key policy documents from the early 1990s and outlines the concerns of stakeholders at the receiving end another moi debate concerns the feasibility and desirability of teaching chinese in putonghua tcp based on a critical review of the tcp literature and recent psycholinguistic and neuroscience research the language in education policy implications are discussed followed by a few recommendations hongkongers of south asian descent saw their life chances curtailed as a result of the post 1997 changes in the language requirements for gaining access to civil service positions and higher education based on a study of 15 south asian undergraduate students prior language learning experiences recommendations are made to help redress that social inequity problem

examines the need for advanced levels of language learning from socio cultural and linguistic perspectives

for believers in the power of english language as aid can deliver the promise of a brighter

future but in a neocolonial world of international development a gulf exists between belief and reality rich with echoes of an earlier colonial era this book draws on the candid narratives of white women teachers and situates classroom practices within a broad reading of the west and the rest what happens when white western men and women come in to rebuild former colonies in asia how do english language lessons translate or disintegrate in a radically different world how is english teaching linked to ideas of progress this book presents the paradoxes of language aid in the twenty first century in a way that will challenge your views of english and its power to improve the lives of people in the developing world

this edited volume brings together researchers and practitioners who work in various linguistic frameworks and eap contexts with contributions from australia canada new zealand singapore sweden uae the uk ukraine and the usa it extends existing linguistic research further by applying theories and approaches and by investigating genres that have received little attention in eap so far such as complex dynamic systems theory grice's cooperative principle and the article comments and university seminar genres amongst others the volume provides linguistic description of both student and expert genres and provides clear pedagogical implications in the form of teaching recommendations suggested teaching activities evaluation of teaching materials or a practical methodological approach overall by focusing on new areas of linguistic research in eap the volume enhances teaching practice and inspires further research and scholarship

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