

General English Aims And Objective Objective

Chapter wise and Topic wise introduction to enable quick revision. Coverage of latest typologies of questions as per the Board latest Specimen papers Mind Maps to unlock the imagination and come up with new ideas. Concept videos to make learning simple. Latest Solved Paper with Topper’s Answers Previous Years’ Board Examination Questions and Marking scheme Answers with detailed explanation to facilitate exam-oriented preparation. Examiners comments & Answering Tips to aid in exam preparation. Includes Topics found Difficult & Suggestions for students. Dynamic QR code to keep the students updated for 2021 Exam paper or any further CISCE notifications/circulars

The book looks into the South Asian experience of English language education in the first decade of the 21st century by examining its policies, practices and perspectives in Sri Lanka. It discusses the evolution of English from the language of administration of the former South Asian colony up to its present and intended, although poorly implemented, status as a “link-language” in Sri Lanka. The official removal of English as the language of administration after independence, the twists and turns of its practice in various domains over six decades, and the views of today’s students and teachers reveal that there is more to English language education in a post-colonial context than current theories address. This book concentrates on what educationalists in English Language Teaching do, the goals that curriculum designers must capture, and how post-colonial attitudes towards English hinder the teaching of English as a second language. This book emphasizes that the general principles of teaching English as a second language need specific modifications at the delivery stage in South Asian societies. This book collects and organizes the original studies presented at PROMS 2014 conference on theories and applications of Rasch model. It provides useful examples of the Rasch model used to address practical measurement problems across a range of different disciplines including: Item Response Theory (IRT), philosophy of measurement, dimensionality, the role of fit statistics and residuals, application, educational application, language testing, health related research, business and industrial application and Rasch-based computer software. PROMS 2014 (Pacific Rim Objective Measurement Symposium) was held August 2 – 6, 2014 in Guangzhou, China. The goal of this conference is to bring together the researchers from academia, universities, hospitals, industry, management sector as well as practitioners to share ideas, problems and solutions relating to the multifaceted aspects of Rasch Model.

A Modular Approach to Testing English Language Skills

CEFR-informed Learning, Teaching and Assessment

Oswaal ICSE Question Bank Class 10 (Set of 10 Books) English Paper- 1 (Language) & English Paper-2 (Literature), Mathematic, Physics, Chemistry, Biology, Economics, Commercial Studies, Geography, History & Civics (Reduced Syllabus) (For Exam 2022)

Socio-Linguistic Considerationin Teaching English : A Case Study

A Journal for the Teacher of English Outside the United States

The Development of the Certificates in English

Right from its formal introduction in India in 1835, through Thomas B. Macaulay’s Minute, English has been intrinsically linked with the employment prospects of Indians. During their regime, the British promoted English education to fulfil the requirement of English-knowing Indians for administrative purposes. Owing to globalization, the last few years have witnessed the opening up of thousands of lucrative job opportunities for graduates proficient in English. English has gained importance in India as the language of opportunities. In colonial India, English education was a passport to government jobs, while in the twenty-first century, proficiency in English is essential for private sector jobs. This book examines the development of curricula in English in Indian universities vis-a-vis the needs of second language learners studying in Special English programmes of Bachelor of Arts (BA). It also reflects on how globalization has strengthened the connection between English and employment.

This Handbook is a comprehensive overview of English language education in Bangladesh. Presenting descriptive, theoretical, and empirical chapters as well as case studies, this Handbook, on the one hand, provides a comprehensive view of the English language teaching and learning scenario in Bangladesh, and on the other hand comes up with suggestions for possible decolonisation and de-elitisation of English in Bangladesh. The Handbook explores a wide range of diverse endogenous and exogenous topics, all related to English language teaching and learning in Bangladesh, and acquaints readers with different perspectives, operating from the macro to the micro levels. The theoretical frameworks used are drawn from applied linguistics, education, sociology, political science, critical geography, cultural studies, psychology, and economics. The chapters examine how much generalisability the theories have for the context of Bangladesh and how the empirical data can be interpreted through different theoretical lenses. There are six sections in the Handbook covering different dynamics of English language education practices in Bangladesh, from history, policy and practice to assessment, pedagogy and identity. It is an invaluable reference source for students, researchers, and policy makers interested in English language, ELT, TESOL, and applied linguistics.

Exploring English Language Teaching in Post-Soviet Era Countries analyses different elements of English language teaching from the Soviet era to a new era of Westernised influence. This work provides an insight into the problems that occur in present-day English language education in post-Soviet era countries, considering English language teaching at all stages of education. The book outlines the challenges that many countries of the former Soviet Union experienced at the turn of the twenty-first century and relates these to education as a crucial social phenomenon. It considers the teaching of English as a lingua franca at all education levels in the countries of the former Soviet Union, with particular emphasis on universities. Using empirical research from case studies in Azerbaijan, the book considers whether post-Soviet era countries have truly moved towards a Westernised model of language education, or simply imitated one. This book is the first of its kind to treat the problem by listening to teachers’ and students’ voices as the major actors of the educational process. This book will be of great interest to academics, researchers and post-graduate students in the fields of English language education, education in Eastern Europe and applied linguistics.

The Farfaru Journal of Multi-disciplinary Studies

Research, Policy and Practice

The Role of Language and Translation in EU Competition Law

Contemporary Research in Foreign Language Teaching and Learning

Oswaal ICSE Question Bank Class 10 (Set of 8 Books) English Paper- 1 (Language) & English Paper-2 (Literature), Mathematics, Physics, Chemistry, Biology, Geography, History & Civics (Reduced Syllabus) (For Exam 2022)

Teaching English as an International Language

The book provides an overview of EU competition law with a focus on the main developments in Italy, Spain, Greece, Poland and Croatia and offers an in-depth analysis of the role of language, translation and multilingualism in its implementation and interpretation. The first part of the book focuses on the main developments in EU competition law in action, which includes legislation, case law and praxis. This part can be divided into two subparts: the private enforcement of EU competition law, and the cooperation among enforcers, i.e. the EU Commission, the national competition authorities and the national courts. Language is of paramount importance in the enforcement of EU competition law, and as such, the second part highlights legal linguistic skills, showcasing the advantages and the challenges of multilingualism, especially in the context of the predominant use of English as the EU drafting and vehicular language. The volume brings together contributions prepared and presented as part of the EU-funded research project “Training Action for Legal Practitioners: Linguistic Skills and Translation in EU Competition Law”.

This is a virtual elective course for university students who need to use English in their academic work. This means that this subject is not related to a particular degree course (engineering, biology, law, etc.) but it aims to help students develop their language learning skills and at the same time to foster extensive practice in language use, with the Internet as the basic learning tool. Therefore, this is an instrumental course which is essentially practical and emphasizes communication rather than language study. It differs from a traditional language course in that it has been designed basically as a tool to help students learn to learn English. That is to say, the syllabus is not based on specific language content graded in terms of difficulty, but it is composed of a series of practical activities to encourage students to learn English effectively and independently, by choosing materials suited to their level of English and to their learning style. For this reason, this course can be taken by students with different levels of English as long as they are familiar with the basic structures of the language and can more or less communicate in English

This book is a practical guide to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (Council of Europe 2001) and the CEFR Companion Volume (CEFR/ CV; COE 2018), which have increasingly been used to inform the language policies and teaching practices of countries within and outside of Europe. It helps practitioners to (i) grasp essential and core concepts of the Common European Framework of Reference, (ii) identify parts of the CEFR and the CEFR/CV as well as other CEFR-related resources and documents that are relevant for readers’ different purposes, and (iii) utilise and adapt these resources for their own needs. Written by practitioners for practitioners, this hands-on guide covers the philosophy of the CEFR, curricula, assessment, learner autonomy, the task-based approach, and teacher development. Logically explaining all aspects of the framework and its application, this manual helps readers deal with many of the difficulties encountered when using CEFR and the CEFR CV. The book will appeal to a wide audience, including teacher educators; curriculum and materials developers; examination boards unfamiliar with the CEFR; university language departments and language centres responsible for developing their own curricula, teaching/learning approaches and assessment instruments; and policy-makers wanting to learn more about the implications of adopting the CEFR. It is a guidebook, a reference book and a workbook all in your hand.

Policy, Practice and Perspectives for South Asia

Efficient English Teaching

Teaching English as a Foreign Language, 1936-1961: The art of teaching English as a living language

Learning English Incidentally

Objective General English

Research in Education

As part of a long series of Vietnam’s policy objectives, English education has been identified as key to improving the quality of its rapidly expanding tertiary institutions and is crucial to the larger aim of modernising and internationalising its economy. Bringing together a wide range of Vietnamese and foreign English education scholars, and tertiary educational practitioners, this book documents the significant progress and challenges in the realisation of Vietnam’s English language policies as they are enacted in the higher education sector. Changes to Vietnam’s higher education system remain unstable, unsystematic, and insubstantial. This book provides insights into how recent Vietnamese government policy is providing for a substantial and comprehensive renewal of Vietnam’s tertiary education as part of their 2020 plan. Academics and students of English education, language policy, and nation building within the context of increased globalisation and marketisation in developing nations and Vietnam, in particular, should find this book valuable.

Documents the development of the Cambridge ESOL Certificates in English Language Skills (CELS), a suite of modular examinations first offered in 2002. As a context for how CELS was conceived, developed, constructed, validated and managed, the book traces the history of exams which have influenced CELS. The Royal Society of Arts (RSA), later UCLES (University of Cambridge Local Examinations Syndicate) Communicative Use of English as a Foreign Language examinations (CUEFL) was one such influence, as were the Certificates in Communication Skills in English (CCSE), these exams being a development of the CUEFL. The University of Oxford Delegacy of Local Examinations (UODLE) examinations, taken over by UCLES in 1995, were a further influence on CELS. UODLE itself had worked in partnership with the Association of Recognised Language Schools (ARELS) Examinations Trust, the Oxford EFL reading and writing exams for many years offered in tandem with the ARELS Oral English exams.

1. ‘Objective General English’ help in revising & preparing the concepts of English of many competitive exams 2. It is divided into four parts; 3. This book thoroughly covers the General English section asked in a number of examinations 4. Preparation booster for various competitive examinations like Bank, NDA, CDS, SSC, MBA, MCA,UPSC, B.Ed. Exams, etc Being the global language English, it has become more than necessary for you to be affluent in the English Language. Whether you are studying, Working or preparing for an examination, almost all the competitive exams today are incomplete without test of English language. Arihant’s “Objective General English” has been most preferred choice of students for preparing Objective English Questions for Competitive Examination presenting New, and Revised edition of Objective General English, that has been designed with a new approach to fundamental concepts and changing pattern of Competitive exams. It divides the entire syllabus in 4 categories which are further segregated into Units and Chapters. Each chapter comprehensively contains short synopsis, detailed description of important rule for the concept building in grammar. Revision exercises, Exam Practice and Answers are carried after every chapter that sets a perfect idea about the question pattern and how to deal with issues arises during examination. Apart from covering all the concepts of grammar, this book exhibits tricks & techniques to solve various types of questions. TOC Part A: Foundation Module, Part B: Verbal Ability, Part C: Sequence of Sentences, Objective Comprehensive, Part D: Practical Grammar.

The Development of a Modern Program in English

From Practice to Principle

Rasch and the Future

A Teachers Handbook for Content-Based Instruction

English for academic purposes : learning english through the web

Teaching English as an Additional Language

This book provides educators with an accessible guide to best practices concerning content-based instruction (CBI) models and their use in English learner inclusive classrooms. The author effectively bridges the gap between theory and practice with a critical analysis of practical examples and diverse strategies for the inclusion of English learners into K-12 general education courses. The book also raises controversial questions regarding who is qualified to teach English learners and who is responsible for doing so, looking at the difficulties faced by both general educators and ESL teachers in Inclusive Classrooms. By providing a lens through which both ESL teachers and general educators are able to analyze, compare and contrast a range of widely-employed CBI methods, this book allows teachers to make informed decisions in their EL program development and work with English learners in K-12 schools.

Provides A Reality Based Approach To English Teaching In Indian Context. Studies English Language Teaching In Maithli Speech Community In Bihar. Has Six Chapters And Appendices. Useful For Students And Teachers. Language Planners And Educators.

Language Is The Vehicle Of Our Thought, A Significant Medium Of Expression Of Our Feelings And Experiences. Of All The Languages, English Is Considered The Most Important Language Owing To Its Worldwide Use As A Medium Of Communication Between Nations. In The Present-Day World, One Ought To Have Command Of English Language If One Wishes To Succeed In His Chosen Field. Accordingly, The Importance Of Teaching English Cannot Be Overemphasized. It Constitutes An Integral Part Of Curriculum For B.Ed. Students. The Present Book Has Been Prepared With Meticulous Care As Per The New Syllabus On English Method For B.Ed. Course. It Contains Ten Chapters, Each Chapter Having Sections And Sub-Sections Arranged Systematically And Sequentially To Best Meet The Needs Of B.Ed. Students Of Various Universities In India. It Is A Reader-Friendly Piece Of Work Based On The Experiences Of Authors, In The Teaching Of English Method, Interaction With B.Ed. Students, Literature Available In Different Libraries, And The Data Downloaded From The Internet.Beginning With The Concept Of Language, The Book Provides An In-Depth Study Of Aims And Objectives Of Elt, Language Skills, Teaching Methods, Instructional Materials, Evaluation And Linguistics. Besides, Chapters Devoted To Contents And Pedagogical Analysis And Spoken English Are Highly Informative And Easily Comprehensible. While Appendices And Subject Index Included In The Book Facilitate Easy Understanding, Bibliography Completes The Book.The Present Book Will Undoubtedly Prove Extremely Useful For All B.Ed. Students Of Indian Universities Whereas For Teachers It Is An Ideal Reference Book.

Language and Law

A Study of Bilingual Children

Curriculum Development for Legal English Programs

Approaches to Inclusive English Classrooms

Ninth Yearbook

ENGLISH LANGUAGE TEACHING

The General English section is asked in almost every competitive examination like NDA, CDS, SSC (CGL, MTS, LDC), Bank (PO & Clerk), Hotel Management, MBA, MCA, UPSC, Bed Exams, etc. It is important to know the concepts of General English to clear any competitive examination as well as to communicate with ease in this fast modernising world. The present book has been divided into four parts namely Part A: Foundation Module, Part B: Verbal Ability, Part C and Part D: Practical Grammar, each divided into number of chapters as per the syllabi of General English asked in various competitive examinations. Part ‘A’ has been divided into six units covering Tenses, Modals, Clause Analysis, Articles, Noun, Pronoun, Adjective, Adverb, Prepositions, Phrasal Verbs, Idioms & Phrases, Spotting Errors, etc whereas Part B covers Paronyms & Homonyms, One Word Substitutions, Synonyms & Antonyms, Cloze Test, etc. Part C covers Sequence of Sentences and Objective

Comprehension and Part D covers Narration, Synthesis, Transformation, Punctuation, Spelling Rules and Contractions. The present edition of Objective General English will help you in identifying your preparation and in directing you towards your goal. As the book thoroughly covers the General English section asked in a number of competitive examinations, it for sure will work as a preparation booster for various competitive examinations like Bank (PO & Clerk), NDA, CDS, SSC (CGL, MTS, LDC), MBA, Hotel Management, MCA, UPSC, BEd Exams, etc.

This set includes the works of neglected theorists such as Horace Wyatt and Michael West. This set complements English as a Foreign Language Teaching, 1912-1936: Pioneers of ELT.

1 The origins of language curriculum development 2 From syllabus design to curriculum development 3 Needs analysis 4 Situation analysis 5 Planning goals and learning outcomes 6 Course planning and syllabus design 7 Providing for effective teaching 8 The role and design of instructional materials 9 Approaches to evaluation.

Undergraduate ELT in Sri Lanka

English Language Arts in American High Schools

The Journal of English Language Teaching (India).

Annual Index

General English for Competitive Examinations

The Routledge Handbook of English Language Education in Bangladesh

This book provides a systematic introduction to the issues involved in designing and implementing courses of English for Legal Purposes. Each chapter highlights a different aspect of the curriculum development process, including syllabus design, taking into account the special role of needs analysis, materials development, and the question of assessing and testing languages for special purposes. In addition, the book provides a brief outline of key concepts in the methodology of English for S ...

This timely volume opens a window on issues related to English language education in Vietnam. The authors consider that teacher quality is the key factor to be considered if the national English language curriculum outcomes are to be achievable. Aiming to shed light on key issues recently observed in the Vietnamese landscape of English language education, it examines the complexity of the institutionalization of the standardized English proficiency policy, which has been in force since 2008. That policy uses the Common European Framework of References for Languages (CEFR) as the model to set the standards and levels of proficiency for teachers, learners and state employees. The book presents both the theoretical and practical aspects of the standardization movement in English language education. The contents comprise a series of extended research-based chapters written by experts of language-in-education policy and planning in and about Vietnam from a range of perspectives including teachers, English language curriculum developers, teacher educators and researchers. The rich coverage of the book includes current discussion on English language education in Vietnam ranging from policy to practice, making it highly relevant to English teachers, teacher educators, and scholars, in Vietnam and worldwide, who aspire to broaden their horizons and professionalism.

This volume is focused on the teaching and acquisition of language for special, professional or general purposes, as well as the needs and challenges associated with foreign language pedagogy in English for Specific Purposes (ESP) or, more generally, Language for Specific Purposes (LSP). It presents innovative methodology and technology-integrated approaches that will serve to benefit teacher development and assist language practitioners in enhancing student investment and motivation. A pragmatic tool for utilization at the local level, this collection provides an international panorama of language pedagogy that is of great use to both junior and senior researchers. It will also serve as a source of inspiration for future and seasoned language practitioners and in-service teacher educators.

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English Studies in Indian Universities

Curriculum Development in Language Teaching

Conference proceedings. ICT for language learning

Exploring English Language Teaching in Post-Soviet Era Countries

Forum

Introduction Language, its nature and Mechanisms, Meaning of language: Man's greatest achievement and significant that above all others distinguishes him from greatest is a language. Language is the flesh and blood of culture. We can not imagine a world without languages. Language is an essential component of culture and civilization. General Meaning of Language: Language is vast repertoire of words. The English world language has been derived from the Latin word – Lingua which means Tongue, French term 'Langue' & 'Parole' also bear similar impression on languages. Language is necessary for speaking, learning, reading, writing. It is a type of abstract knowledge. Definition of Language: · Edward. Sapir: "A purely human norm instinctive method of communication ideas, emotions & desires by means of a system of voluntarily produced vocal symbols." · Otto Jespersen: 'A set of human habits the purpose of which is to give expression to thoughts & feelings and especially to impart them to others'.

With the unrelenting spread of globalization, the English language has been firmly established as the Lingua Franca. Now more than ever, the importance of learning English is paramount within nearly all professional and educational sectors. English for Specific Purposes (ESP) has long been accepted as an effective method for teaching English as a foreign language. In recent years, it has experienced an increasing presence in secondary and tertiary education across the globe. This is predominantly due to its learner-centered approach that focuses on developing linguistic competence in the student's specific discipline, may that be academics, business or tourism, for example. Positioning English for Specific Purposes in an English Language Teaching Context attempts to present and define the relevance and scope of ESP within English Language teaching. From mobile phones as educational tools to the language needs of medical students, the contributors to this volume examine and propose different epistemological and methodological aspects of ESP teaching. Its unique approach to ESP marks this volume out as an important and necessary contribution to existing ESP literature, and one that will be of use to both researchers and practitioners of ESP.

English is globally recognized language for cross-border business communication. As a dominant business language, fluency and expertise in the language can help you build great opportunities of professional growth. The paper of English language usually contains Questions relating to Grammatical Concepts, Word Power and Compositional English in almost all competitive examinations like Bank PO, Bank Clerical, CDS, NDA, Railways, etc. The book of General English includes over 600 Practice Exercises and 10,000 Words & Sentences Structures for all Competitive exams divided in 32 chapters. Each chapter comprehensively contains short synopsis, detailed description of important rules and enough practice exercises. Almost all types of objective questions and previous years' questions that appear in Competitive examinations have been compiled together to help the candidates in understanding the rationale behind the answers. Table of ContentSpotting the Errors, Phrase Substitution and Sentence Improvement, Ordering of Sentences , Ordering of Words/Rearranging the Sentence, Cloze Test/Passages, Choosing Appropriate Words, Double Blanks in a Sentence, Related Pair of Words, Synonyms/Antonyms, Idioms and Phrases, Homonyms, Phrasal Verbs, Comprehension, Tense, Forms of Verbs, Modals, Subject-Verb Agreement, Non-Finites, Noun, Pronoun, Articles, Preposition, Conjunction, Adjectives and Determiners, Adverbs, Question Tags, Conditionals, Un-English and Superfluous Expressions Reported Speech (Direct- Indirect Narrations), Active-Passive...

General English for All Competitive Examinations

Resources in Education

Perspectives from Azerbaijan

English Tertiary Education in Vietnam

Positioning English for Specific Purposes in an English Language Teaching Context

ECEL 2019 18th European Conference on e-Learning

Serves as an index to Eric reports [microform].

Building Teacher Capacity in English Language Teaching in Vietnam

Pacific Rim Objective Measurement Symposium (PROMS) 2014 Conference Proceedings

A Practical Guide

Objective English for Competitions

The Present Scenario