

The Importance Of Learning English

Chili Li

Critical Views on Teaching and Learning English Around the Globe José Aldemar Álvarez V., Cathy Amanti, Shireen Keyl, Erin Mackinney, 2016-01-01 This volume takes a critical look at teaching and learning English across the globe. Its aim is to fill a gap in the literature created by the omission of the voices of those engaged in the everyday practice of teaching and learning English; those of students, teachers, and specialists. Three unique characteristics give this book broad appeal. They include - its inclusion of the perspectives and experiences of students and educators involved in the everyday practice of English language teaching and learning - its inclusion of the experiences of students and educators in both core and non-core English-speaking countries - its basis on original, qualitative studies conducted by scholars in different parts of the world including Europe, the Middle East, Asia, and the Americas Of particular interest to applied linguists, scholars from diverse fields such as English as a Foreign/Second Language, English as an International Language, anthropology and education, English education, sociolinguistics, and bilingual education will also find value in this book. Written in accessible language, it can be used in such courses as Applied Linguistics, Second Language Classroom Contexts, Bilingualism and Multilingualism, English Around the World, Research Methodologies in Second Language Acquisition, and Research in Second Language Pedagogical Contexts. In addition, by focusing on presenting research experiences that adopt several epistemological and theoretical approaches, the book provides teachers of research with a great tool to examine varied applications of qualitative methods, data collection, and analytic techniques. Thus it could also be used for courses in Field Research and Qualitative Methods. ENDORSEMENT: "As a scholar and educator who has consistently explored the social implications of the teaching and learning of English, I applaud this book's concern with documenting the previously unheard voices of language learners and teachers around the world. The book is unique in the manner in which it focuses on the everyday experiences of marginalized English teachers and learners in various contexts around the globe. It also is unique in the manner in which it brings together researchers, teachers and learners to qualitatively investigate a great diversity of local language learning contexts. This book is a must read for anyone concerned with the current spread of English and its implications for individuals not typically foregrounded in language learning and teaching research." — Dr. Sandra Lee McKay, Professor Emeritus, San Francisco State University, USA

Teaching English as a Second Language C. Paul Verghese, 1989

Study Skills in English for a Changing World' 2001 Ed. ,

The Key to learning English Marcelo Gameiro, Reasons, motivations, benefits, and how to better learn English (applicable to other languages) and the best way to preserve the language skill. In the world that we live in, English has become the most common language used by people across the globe to communicate and share ideas. English has also been referred to as 'the language of business'. "How to keep up with your English skills" is a book for anyone who wants to have a written and spoken command over the English language. The book is divided into two parts. In the first part, you will discover: ● The benefits of learning English ● How to make a routine to learn English till its mastery ● The importance of English in different sectors ● The power of discipline and motivation in learning English The second part will have the following: ● Powerful ways of learning new words ● Using internet to learn fast and easy ● Accent training ● Written communication training Stop using the old-fashioned and ineffective ways of learning English. With the different tips, tricks and secrets mentioned in the book, make your English learning journey effortless and easy.

Learning English and Chinese as Foreign Languages Wen-Chuan Lin, 2019-09-19 Learning English and Chinese is becoming increasingly important to the prospects of young people. This book compares English as a Foreign Language teaching in Taiwan with Chinese as a Foreign Language education in England in order to highlight how classroom activities are embedded within multiple settings, including ethnic or other social group cultures, family and community resources and school visions or goals. The book illustrates how in Taiwan different ethnic groups recognise, access and value English language learning to varying extents. Its findings illuminate why some ethnic groups are highly motivated to learn English and are able to gain privileged economic positions in the job market. In England, access to Chinese is marked by social class, and the book argues that this could augment an 'educational apartheid' that already exists in language teaching in secondary schools, thereby exacerbating existing inequality.

International Journal of Applied Linguistics and English Literature (IJALEL: Vol. 3, No.1), 2014

Editor, 2013-12-30 International Journal of Applied Linguistics and English Literature (IJALEL) is a peer-reviewed journal established in Australia. Authors are encouraged to submit complete unpublished and original works which are not under review in any other journal. The scopes of the journal include, but not limited to, the following topic areas: Applied Linguistics, Linguistics, and English Literature. The journal is published in both printed and online versions. The online version is free access and downloadable.

The Cambridge Guide to Learning English as a Second Language Anne Burns, Jack C. Richards, 2018-03-15 This volume provides an up-to-date and comprehensive coverage of second language learning. The focus throughout the book is primarily on language learning, but each chapter also discusses the implications for teaching and assessment, thus informing both understanding and practice. The book contains nine sections, which aim to organise and reflect different dimensions of the

diverse and complex scope of learning English as a second or additional language. Four themes which permeate the chapters are: learning and learners; learning and language; learning and language development; learning and learning context. The 36 chapters are up-to-date and authoritative, written by experts in the field. The content is accessibly written, with questions for discussion and follow-up reading suggestions provided.

Research on Teaching and Learning English in Under-Resourced Contexts Kathleen M. Bailey, Donna Christian, 2021-03-28 This book is the eighth volume in the Global Research on Teaching and Learning English series, co-published with The International Research Foundation for English Language Education (TIRF). It brings together the latest developments in research on teaching English in under-resourced contexts across the world, offering a window into the complex challenges that these communities face. Recommendations from research and experience in well-resourced contexts are frequently not relevant or feasible in different circumstances. Contributors explore local and regional assets and challenges to provide a deeper understanding of the difficult issues that language learners and teachers must confront, and they provide insights to meet those challenges. With chapters written by TIRF Doctoral Dissertation Grant awardees, the volume addresses the crucial and growing need for research-based conversations on the contexts, environments, and challenges of teaching English in areas of the world with limited resources, literacy levels, or other constraints. The volume includes sections on policy connections, teacher preparation, and practice insights. It is a useful resource for graduate students and teacher educators in language education, ESL/EFL education, and international education, and an enlightening reference for all readers with an interest in language education around the world.

Promoting the Educational Success of Children and Youth Learning English National Academies of Sciences, Engineering, and Medicine, Health and Medicine Division, Division of Behavioral and Social Sciences and Education, Board on Science Education, Board on Children, Youth, and Families, Committee on Fostering School Success for English Learners: Toward New Directions in Policy, Practice, and Research, 2017-08-25 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.

Autonomy, Agency, and Identity in Teaching and Learning English as a Foreign Language (Mark) Feng Teng, 2018-06-01

This book discusses the importance of autonomy, agency, and identity in teaching and learning English as a foreign language, all of which are central themes in the educational domain. By linking theory with practice to appeal to researchers as well as classroom practitioners, it provides an overview of the theoretical constructs of autonomy, agency, and identity along with empirical studies that explore these constructs through life stories as told by English teachers and students. Key features include: • New ideas to inspire professionals involved in foreign language education. • Up-to-date information to showcase for English language educators how autonomy, agency, and identity can be conceptualized across various institutional, sociocultural, and political contexts. • A concise yet comprehensive review of the theoretical and practical issues characterizing English foreign language education today.

Understanding EAP Learners' Beliefs about Language Learning from a Socio-cultural Perspective Chili Li, 2021-02-09

This book focuses on the dynamic nature of EAP (English for academic purposes) learners' beliefs about language learning in their shift from an EFL (English as a foreign language) environment to an EMI (English as the medium of instruction) setting in mainland China. It adopts a mixed method paradigm, whose quantitative part aims to capture the general dynamic feature of the selected student population, while its qualitative part attempts to unveil the process of change in beliefs about language learning among the sample. It is hypothesized that the change in their beliefs about language learning is the result of the interplay between the learners' agency and the mediation of the contextual realities at the institutional and social levels.

The Language Lab: Exploring English with AI Pasquale De Marco, An updated and revised edition of The Language Lab: Exploring English with AI, designed specifically to meet the needs of learners and teachers alike. This comprehensive guide takes you on a journey through the English language, providing valuable insights, practical strategies, and engaging exercises to enhance your language learning experience. In this book, you will discover the importance of learning English in today's globalized world. With English proficiency, you can connect with people from different cultures, access a wealth of knowledge, and broaden your horizons. Whether you're a beginner or an advanced learner, this book offers a unique approach to language learning, ensuring that you develop a solid foundation in English. The Language Lab: Exploring English with AI covers a wide range of language skills, including building a strong vocabulary, mastering grammar essentials, improving reading comprehension, honing listening skills, speaking with confidence, and writing for effective communication. Each chapter is carefully crafted to provide you with practical strategies, engaging exercises, and real-world examples to reinforce your learning. Throughout the book, you will explore American culture and idioms, gaining a deeper understanding of the nuances of the English language. Additionally, you will embark on a journey through different genres of literature, allowing you to immerse yourself in the rich tapestry of English literature and develop a profound appreciation for the written word. As technology continues to shape our world, The Language Lab: Exploring English with AI also addresses

the digital landscape and its impact on language learning. You will learn how to navigate online environments, communicate effectively in digital spaces, and leverage digital tools to enhance your language skills. Written in a conversational and relatable tone, this book makes language learning accessible and enjoyable. Each chapter is accompanied by exercises, practice activities, and helpful tips to reinforce your learning. Whether you're studying independently or in a classroom setting, *The Language Lab: Exploring English with AI* is your trusted companion on your language learning journey. Embark on this exciting adventure and unlock the full potential of the English language with *The Language Lab: Exploring English with AI*. Start your journey today!

English in China Emily Tsz Yan Fong, 2021-03-29 This volume explores Chinese identity through the lens of both the Chinese and English languages. Until the twentieth century, English was a language associated with capitalists and military aggressors in China. However, the massive progression of globalisation in China following the 1980s has transformed the language into an important tool for China's modernisation. Regardless of the role English plays in China, there has always been a fear there that the spread of culture(s) associated with English would lead to weakening of the Chinese identity. This fear resulted in the development of the ti-yong principle: Chinese learning for essence (ti), Western learning for utility (yong). Fong's book aims to enhance understanding of the ti-yong dichotomy in relation to people's sense of being Chinese in China, the penetration of English into non-English speaking societies, the resultant tensions in people's sense of personal and national identity, and their place in the world. Using Q methodology, the book presents observations based on data collected from four participant groups, namely high school and university students, teachers and parents in China, to investigate their perspectives on the status and roles of English, as well as those of Chinese. Considering the growing international interest in China, this volume will appeal to readers interested in China's contemporary society in general, its language, culture and identity. It will be a useful resource for academics, researchers and students in the field of applied linguistics, language education and Chinese cultural studies and can also be adopted as a reference book for undergraduate courses relating to language, identity and culture.

PISA How 15-Year-Olds Learn English Case Studies from Finland, Greece, Israel, the Netherlands and Portugal OECD, 2024-02-20 This report presents country findings from interviews with 15-year-olds, English-language teachers and school principals and wider background research, as well as a comparative chapter on key international insights.

The Role of Technology in Education Fahriye Altınay, 2020-03-11 This book has three sections on the role of technology in education. The first section covers the merits of online learning and environment. The second section of the book gives insight on new technologies in learning and teaching. The third section of the book underlines the importance of new tendencies for the technology in education. I have a firm belief that readers can find great insights on the role of technology

in education from different reflections and research.

"I HAVE DECIDED TO BECOME AN ENGLISH TEACHER!": MOTIVATION TO LEARN AND TEACH ENGLISH IN TURKEY Gonca SUBAŞI,2022-08-24 In recent years, the process of learning to be a teacher- and particularly the transition from student to teacher- has attracted the attention of many educational researchers trying to gain deeper insights into the nature of learning to teach and to provide effective teacher education programs. These teacher education programs need to be constantly revitalized so that preservice teachers become actively engaged in building new knowledge, challenging their existing beliefs, and striving to attain realistic goals and motivations that enhance their personal and professional learning. Preservice teachers' reasons for becoming teachers and their motivations to teach can be considered as one of the crucial factors determining the success of educating qualified teachers because qualified teachers presumably will be the ones who engage deeply in their preservice education and their subsequent professional lives.

The Impact of Openness and Ambiguity Tolerance on Learning English as a Foreign Language Brygida Lika,2024-01-09 This book highlights the importance of individual learner differences in learning English as a foreign language and reports the findings of a study which investigated the impact of two personality traits, which are, openness to experience and ambiguity tolerance, on target language attainment among Polish secondary school students. The book provides an exhaustive overview of the theoretical issues and existing research related to personality, emphasizing the two traits under investigation, openness, and ambiguity tolerance, which are the focus of the empirical study reported later in the book. The empirical investigation explored relationships between openness to experience and ambiguity tolerance, as well as their impact on attainment in learning English as a foreign language. Moreover, it also aimed to shed light on the link between these traits and students' assessments (i.e., self-assessment and school grades). The findings of the study provide a basis for proposing specific profiles of foreign language learners with different levels of openness and ambiguity tolerance.

The Impact of Self-Concept on Language Learning Kata Csizér,Michael Magid,2014-08-27 This edited volume seeks to highlight the effects of self-concept on L2 learning and teaching by considering a wide range of theories as well as their practical application. The book is divided into four sections and includes: chapters discussing various approaches related to self-concept; empirical studies related to the selves of the learners; research from teachers' perspectives on students' self-concept; and L2 motivational intervention studies associated with the development of self-concept of language learners. The volume contains a collection of studies from around the world (Central Europe, Canada, Asia and Australia) which were carried out using a variety of research methods and have a range of foci including adult and young learners, public and private education, foreign and second language settings, and teacher and learner motivation.

Teaching and Learning English in Non-English-Speaking Countries Shahnaz Shoro,2019-01-29 The English language is currently used as a second or foreign language in those countries which had once been British colonies. For example, when

united India was partitioned into two main countries, India and Pakistan, it was intended that English would gradually be replaced as the language of administration in both countries. However, as the countries were also home to several regional languages, attempts to introduce a sole official language and abolish English as the second official language have never succeeded. In today's world, English is the language of the cultural, social and political elite, offering significant economic, political and social advantages to fluent speakers. Speakers of the English language automatically enjoy greater social status and have easier access to positions of power and influence. Learning and teaching the English language has therefore become a concern for those who cannot afford to study in native-speaking countries or at local expensive English-medium schools. This book provides various government and non-government educational and professional institutions with simple and practical language-learning courses which fulfil the requirements of people who want to learn English. It will be of great interest to a wide variety of readers, including teachers, language learners, students, linguistic departments, general readers who are struggling to learn English, and professionals who want to overcome the language barrier.

Language Learning Motivation in a Multilingual Chinese Context Mairin Hennebry-Leung, Xuesong (Andy) Gao, 2022-07-13 Drawing on quantitative and qualitative data from teachers and students in Hong Kong's secondary schools, this book examines critical questions in relation to language learning motivation and instructional contexts. Readers are provided with a critical overview of developments in theory and research on language learning motivation and the potential to further extend these developments. Grounded in the Douglas Fir Group conceptualization of language learning, the book explores the complex interplay of diverse factors that shape learners' motivation. It offers a unique window into the situated nature of language learning motivation in the macro, meso, and micro contexts of a Chinese heritage society. In so doing, it brings the Chinese voice into the theorization of this important language learning construct. Potential future research avenues are suggested, and implications for policy and practice are discussed. This book will be a useful resource for academics and postgraduates interested in the fields of English as a second language (ESL), English language teaching, language teaching and learning.

Reviewing **The Importance Of Learning English** : Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**The Importance Of Learning English** ," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our

lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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The Importance Of Learning English Introduction

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system e.g safety harness for employees working at height
educate employees on the proper use of fall arrest devices e.g securing to a

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