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 Attitudes towards English in Europe  
 English Language Education and Assessment  
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## ADRIEL BECK

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### **Nominal Pluralization and Countability in African Varieties of English**

Routledge  
 This book focuses on strategies and procedures for assessing the academic language ability of students entering an English-medium university, so that those with significant needs can have access to opportunities to enhance their language skills.

*Attitudes towards English in Europe*  
 Springer

*English Renaissance Manuscript Culture: The Paper Revolution* traces the development of a new type of scribal culture in England that emerged early in the fourteenth century. The main medieval

writing surfaces of parchment and wax tablets were augmented by a writing medium that was both lasting and cheap enough to be expendable. Writing was transformed from a near monopoly of professional scribes employed by the upper class to a practice ordinary citizens could afford. Personal correspondence, business records, notebooks on all sorts of subjects, creative writing, and much more flourished at social levels where they had previously been excluded by the high cost of parchment. Steven W. May places literary manuscripts and in particular poetic anthologies in this larger scribal context, showing how its innovative features affected both authorship and readership. As this amateur scribal culture developed, the medieval professional culture expanded as well. Classes of documents formerly restricted to

parchment often shifted over to paper, while entirely new classes of documents were added to the records of church and state as these institutions took advantage of relatively inexpensive paper. Paper stimulated original composition by making it possible to draft, revise, and rewrite works in this new, affordable medium. Amateur scribes were soon producing an enormous volume of manuscript works of all kinds—works they could afford to circulate in multiple copies. England's ever-increasing literate population developed an informal network that transmitted all kinds of texts from single sheets to book-length documents efficiently throughout the kingdom. The operation of restrictive coterie had little if any role in the mass circulation of manuscripts through this network. However, paper was cheap enough that

manuscripts could also be readily disposed of (unlike expensive parchment). More than 90% of the output from this scribal tradition has been lost, a fact that tends to distort our understanding and interpretation of what has survived. May illustrates these conclusions with close analysis of representative manuscripts.

### **English Language Education and Assessment** Springer

This proceedings book captures a wide range of timely themes for readers to be able to foresee the digital era's impact on English teaching in non-English speaking countries. English used in the global environment, the frequent mobile communication, and the use of AI-based translators are bringing about dramatic changes in our English language learning and teaching. Who can provide us the wisdom to know what to do? Those scholars going through these complex environmental changes! A collection of puzzle pieces may bring us a better contour for the future than a perfectly edited book. It's indeed a pleasure reading these insightful pieces to gain wisdom for the future of ELT practices in global contexts.

### *Task-Based Language Teaching and Assessment* Springer

This book will be of interest to a broad readership, regardless of whether they have a background in sociolinguistics, functional linguistics or genre theories. It presents an accessible "meta-language" (i.e. a language for talking about language) that is workable and usable for teachers and researchers from both language and content backgrounds, thus facilitating collaboration across content and language subject panels. Chapters 1 to 3 lay the theoretical foundation of this common meta-language by critically reviewing, systematically presenting and integrating key theoretical resources for teachers and researchers in this field. In turn, Chapters 4 to 7 focus on issues in pedagogy and assessment, and on school-based approaches to LAC and CLIL, drawing on both research studies and the experiences of front-line teachers and school administrators. Chapter 8 provides a critical and reflexive angle on the field by asking difficult questions regarding how LAC and CLIL are often situated in contexts characterized by inequality of access to the linguistic and cultural capitals, where the local languages of the students are usually neglected or viewed unfavourably in relation to the L2 in mainstream society, and where teachers are usually positioned as recipients of knowledge rather than makers of knowledge. In closing, Chapter 9 reviews

the state of the art in the field and proposes directions for future inquiry. *Current Perspectives on Pedagogy for English as a Lingua Franca* Walter de Gruyter GmbH & Co KG

This volume offers comprehensive 'state-of-the-art' overviews of educational policies concerning the teaching of English in a large number of Asian countries. Each contribution is written by a leading expert and gives a clear assessment of current policies and future trends. Starting with a description of the English education policies in the respective countries, the contributors then delve into the 'nuts and bolts' of the English education policies and how they play out in practice in the education system, in schools, in the curriculum, and in teaching. Topics covered include the balance between the acquisition of English and the national language, political, cultural, economic and technical factors that strengthen or weaken the learning of English.

### *Taylor's 7th Teaching and Learning Conference 2014 Proceedings* Routledge

This book provides a first systematic and comprehensive account of English in East and South Asia (EESA) based on current research by scholars in the field. It has several unique features. Firstly, it provides a rigorous theoretical overview that is necessary for the understanding of EESA in relation to the burgeoning works on World Englishes as a discipline. Secondly, in the section on linguistic features, a systematic template was made available to the contributors so that linguistic coverage of the variety/varieties is similar. Thirdly, the vibrancy of the sociolinguistic and pragmatic realities that govern actual English in use in a wide variety of domains such as social media, the Internet and popular culture/music are discussed. Finally, this volume includes an extensive bibliography of works on EESA, thus providing a useful and valuable resource for language researchers, linguists, classroom educators, policymakers and anyone interested in the topic of EESA or World Englishes. This volume hopes to advance understanding of the spread and development of the different sub-varieties reflecting both the political developments and cultural norms in the region.

### *Global Englishes* Walter de Gruyter GmbH & Co KG

The relationships among data, evidence, and methodology in English historical linguistics are perennially vexed. This volume – which ranges chronologically from Old to Present-Day English and from manuscripts to corpora – challenges a wide variety of assumptions and practices and illustrates how diverse methods and

approaches construct evidence for historical linguistic arguments from an increasingly large and diverse body of linguistic data.

### *Studies in the History of the English Language VI* Routledge

The role of English in the global arena has prompted official language-in-education policy makers to adopt language education policies to enable its citizens to be proficient in English and to access knowledge. Local educational contexts in different countries have implemented English education in their own ways with different pedagogical goals, motivations, features and pedagogies. While much of the research cited in English language planning policy has focused on macro level language policy and planning, there is an increasing interest in micro planning, in particular teacher agency in policy response. Individual teacher agency is a multifaceted amalgam, not only of teachers' individual histories, professional training, personal values and instructional beliefs, but also of how these interact with local interpretations and appropriations of policy. *Teacher Agency and Policy Response in English Language Teaching* examines the agency of the teacher in negotiating educational reforms and policy changes at the local and national levels. Chapters in the book include: English language teaching in China: teacher agency in response to curricular innovations Incorporating academic skills into EFL curriculum: teacher agency in response to global mobility challenge Teacher agency, the native/nonnative dichotomy, and "English Classes in English" in Japanese high Schools Teacher-designed high stakes English language testing: washback and impact This book will appeal to researcher across all sectors of education, in particular key stakeholders in curriculum and language planning. Those interested in the latest development of English language teaching will also find this book a valuable resource.

### *Knowledge in English* Routledge

The status of English in Europe is changing, and this book offers a series of studies of attitudes to English today. Until recently English was often seen as an opportunity for Europeans to take part in the global market, but increasingly English is viewed as a threat to the national languages of Europe, and the idea that Europeans are equally at home in English is being challenged. This book will appeal to anyone interested in global English.

### *Assessing Academic English for Higher Education Admissions* Springer

Showcasing cutting-edge findings on adolescent literacy teaching and learning,

this unique handbook is grounded in the realities of students' daily lives. It highlights research methods and instructional approaches that capitalize on adolescents' interests, knowledge, and new literacies. Attention is given to how race, gender, language, and other dimensions of identity--along with curriculum and teaching methods--shape youths' literacy development and engagement. The volume explores innovative ways that educators are using a variety of multimodal texts, from textbooks to graphic novels and digital productions. It reviews a range of pedagogical approaches; key topics include collaborative inquiry, argumentation, close reading, and composition.

**Artifacts** Springer

*Assessing Academic English for Higher Education Admissions* is a state-of-the-art overview of advances in theories and practices relevant to the assessment of academic English skills for higher education admissions purposes. The volume includes a brief introduction followed by four main chapters focusing on critical developments in theories and practices for assessing reading, listening, writing, and speaking, of which the latter two also address the assessment of integrated skills such as reading-writing, listening-speaking, and reading-listening-speaking. Each chapter reviews new task types, scoring approaches, and scoring technologies and their implications in light of the increasing use of technology in academic communication and the growing use of English as a lingua franca worldwide. The volume concludes with recommendations about critical areas of research and development that will help move the field forward. *Assessing Academic English for Higher Education Admissions* is an ideal resource for researchers and graduate students in language testing and assessment worldwide.

*New York City English* Walter de Gruyter GmbH & Co KG

With increasing numbers of learners in secondary schools having English as an additional language, it is crucial for all teachers to understand the learning requirements of these students and plan distinctive teaching approaches to engage and support them. This book provides school leaders, trainee teachers and qualified teachers with the skills and practical knowledge they need to strengthen the learning outcomes of students for whom English is an additional language. *Teaching English as an Additional Language in Secondary Schools*

sets out realistic ways in which EAL learners can be engaged and stretched in their learning, building on their prior literacy, cultural experiences and language learning. It clearly explains the theory and key research into how additional languages are acquired and offers practical classroom teaching and learning strategies to show teachers how they can help EAL learners to access the curriculum and reflect on their learning through assessments. Features include: tasks to help put the ideas into practice case studies illustrating the key challenges faced by EAL learners summaries of key research findings reflections to encourage deeper thinking. Drawing on the daily experiences of teachers and teaching assistants, this book will be essential reading for all trainee and practising teachers that want to ensure students with EAL fulfil their true learning potential. *Language Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts* Oxford University Press

Highlighting marginalized but significant perspectives about the sociopolitical essence of English language tests and testing processes worldwide, this book explores the social considerations of testing theories and practices from a critical perspective. Investigating concerns surrounding power inequalities, *The Sociopolitics of English Language Testing* takes a socially-situated view of language assessment, bringing sociopolitical understandings of language teaching, learning, and assessment to the forefront in the field. Within the broader discussion of the politics of test use, an international team of language and education experts address the issues of ideology, diversity, power, and dominance in English language testing. Through socially-sensitive theoretical as well as empirical discussion and investigation of English language testing, this book offers valuable insights, not only to applied linguists and the language education community who have focused on positivistic and cognitively-oriented conceptions of language testing, but to anyone who wishes to venture beyond the traditional bounds of the field. *Teaching English as an Additional Language in Secondary Schools* Routledge

This volume examines the role of English in academic and research settings in Europe and provides recommendations on the challenges posed by the dominance of English over national languages as languages of science and research dissemination; the need for language support for academics that need to disseminate their research in English; and the effect of past and present language

policies.

*English Language Education Policy in Asia* Walter de Gruyter GmbH & Co KG

This volume examines the role of English as a Lingua Franca (ELF) in education in Europe. Following the implementation of the Bologna process, English has assumed a central role in European education offering institutions the opportunity to cater to the needs of an internationalized student body and increase their competitiveness. On the other hand, the increased use of ELF has become an issue of concern, often perceived as a threat to other languages, tilting the scale towards linguistic inequality and stressing the urgent need for the development of new language policies. Both aspects of ELF are at the center of discussion in the proposed volume, which consists of a variety of papers examining ELF in different parts of Europe (Eastern, Central and Western) and different levels of education. The volume makes a substantial contribution to the lively and controversial debate about what is recognized as a central topical concern of language education policy in Europe and beyond.

*Unearthing Policies of Instrumentalization in English Religious Education Using Statement Archaeology* Anchor Academic Publishing

New York City English is one of the most recognizable of US dialects, and research on it launched modern sociolinguistics. Yet the city's speech has never before received a comprehensive description and analysis. In this book, Michael Newman examines the differences and similarities among the ways English is spoken by the extraordinarily diverse population living in the NY dialect region. He uses data from a variety of sources including older dialectological accounts, classic and recent variationist studies, and original research on speakers from around the dialect region. All levels of language are explored including phonology, morphosyntax, lexicon, and discourse along with a history of English in the region. But this book provides far more than a dialectological and historical inventory of linguistic features. The forms used by different groups of New Yorkers are discussed in terms of their complex social meanings. Furthermore, Newman illustrates the varied forms of sociolinguistic significance with examples from the personal experiences of a variety of New Yorkers and includes links to sound files on the publisher's site and videos on YouTube. The result is a rigorous but accessible and compelling account of the English spoken in this great city.

*Teacher Agency and Policy Response in*

English Language Teaching Springer  
 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 drawn 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.

**Transatlantic Perspectives on Late Modern English** Channel View Publications

This study is a presentation of Zimbabwean refugee learner experiences. Children escaped political persecution and economic problems which affected Zimbabwe in the year 2008. Many of these children were abused and witnessed traumatic experiences, their close relatives and neighbours being executed in cold blood. This study was guided by three critical questions: i) who are the Zimbabwean refugee learners? ii) what were Zimbabwean refugee learners’ migration experiences? and iii) what were Zimbabwean refugee learners’ school experiences? The study employed Bronfenbrenner’s Social Ecological Model as its overarching theoretical framework. Each stage of the refugee experience was described at each point in time.

*Reading Children in Early Modern Culture* Taylor & Francis

The Routledge Handbook of English Language and Digital Humanities serves as a reference point for key developments related to the ways in which the digital turn has shaped the study of the English language and of how the resulting methodological approaches have permeated other disciplines. It draws on modern linguistics and discourse analysis for its analytical methods and applies these approaches to the exploration and theorisation of issues within the humanities. Divided into three sections, this handbook covers: sources and corpora; analytical approaches; English language at the interface with other areas

of research in the digital humanities. In covering these areas, more traditional approaches and methodologies in the humanities are recast and research challenges are re-framed through the lens of the digital. The essays in this volume highlight the opportunities for new questions to be asked and long-standing questions to be reconsidered when drawing on the digital in humanities research. This is a ground-breaking collection of essays offering incisive and essential reading for anyone with an interest in the English language and digital humanities.

**English Linguistic Imperialism from Below** Routledge

This book is the first comprehensive analysis of nominal plural marking, its morphosyntax and semantics, across different African varieties of English. Mohr explores the rich diversity in the varieties and how different conceptualizations of the number category are realized across different cultures. The investigation of unstandardized noun plurals in Kenyan, Tanzanian, Ghanaian and Nigerian Englishes is based on a mixed methods design drawing on corpus linguistics, acceptability questionnaires and psycholinguistic experiments. In this vein, the book not only contributes to the description of each of these four varieties, but also sheds light on standardization processes and language change in New Englishes. Importantly, it is a plea for the triangulation of data and mixed methods approaches in World Englishes research, as the combination of these methods grants insight into unforeseen areas of language structures and use. This volume is a useful reference work for students and researchers in World Englishes, varieties of English and African Studies, as well as those interested in linguistic anthropology.

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