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In an age of unprecedented corporate and political control over life inside of educational institutions, this book provides a needed intervention to investigate how the economic and political elite use traditional artifacts in K-16 schools to perpetuate their interests at the expense of minoritized social groups. The contributors provide a comprehensive examination of how textbooks, the most dominant cultural force in which corporations and political leaders impact the schooling curricula, shape students' thoughts and behavior, perpetuate power in dominant groups, and trivialize social groups who are oppressed on the structural axes of race, class, gender, sexuality, and (dis)ability. Several contributors also generate critical insight in how power shapes the production of textbooks and evaluate whether textbooks still perpetuate dominant Western narratives that normalize and privilege patriotism, militarism, consumerism, White supremacy, heterosexism, rugged individualism, technology, and a positivistic conception of the world. Finally, the book highlights several textbooks that challenge readers to rethink their stereotypical views of the Other, to reflect upon the constitutive forces causing oppression in schools and in the wider society, and to reflect upon how to challenge corporate and political dominance over knowledge production.

English Unlimited is a six-level (A1 to C1) goals-based course for adults. Centred on purposeful, real-life objectives, it prepares learners to use English independently for global communication. As well as clear teaching notes, the updated Advanced A and B Teacher's Pack (Teacher's Book with DVD-ROM) offers lots of extra ideas and activities to suit different classroom situations and teaching styles. The DVD-ROM provides a range of extra printable activities, a comprehensive testing and assessment program, extra literacy and handwriting activities for non-Roman alphabet users and clear mapping of the syllabus against the CEFR 'can do' statements. It also includes the videos from the Self-study Pack DVD-ROM for classroom use.

First published in 1984, this book examines a number of questions on the boundary of competence and performance – whose solutions have implications for linguistic theory in general. In particular, the form of grammatical statements, the relationship between various rules of grammar, the interaction between sentence in a sequence, and the inferences to be drawn from linguistic behaviour to linguistic knowledge. The author argues that many grammatical processes, inadequately handled by conventional sentence-grammars, require a text grammar in which the basic constitutive processes of information and deixis can be specified. They go further to investigate the novel hypothesis that emphatic structure provides a crucial condition for the application of transformational rules, paying particular attention to the 'movement-rules' using mostly data culled from actual usage.

Advanced English Pronunciation has been designed to meet the needs of foreign language learners with at least upper-intermediate proficiency (CEFR level B2) who want not only to improve their pronunciation, but also to acquire a solid understanding of the rules and rationale of English pronunciation. University students who are considering a career in teaching as well as practising English teachers who wish to perfect their pronunciation will appreciate the value of this dual objective. Key Features: · The twenty recorded lessons with worksheets are suitable for self-study (ideally with a computer) or group work with a teacher (in a language lab). · Each lesson is designed to last approximately 50 minutes. · The book is divided into four parts, addressing all major aspects of English pronunciation - rhythm and weak forms, word stress, spelling-pronunciation rules, intonation and linking. · The characteristic rhythm of English, an important but often neglected aspect of pronunciation, is dealt with right from the start, in the first three lessons. · Basic work on intonation is integrated into each lesson and then reviewed and expanded upon in the final two lessons. · Seven different

native English speakers from England have been used for the recordings, representing standard, educated varieties of British English as spoken by people whose origins range from Bournemouth on the south coast to Carlisle near the Scottish border. · An innovative exercise design allows the learner to evaluate his or her knowledge as the exercise is carried out. The learner is able to quickly assess which points he or she must continue to work on as well as which points he or she has mastered. · The exercises are varied and designed to promote active learning. · Brief musical interludes consisting of original recordings by clarinet and cello signal the beginning of each exercise.

This volume presents a systematic approach to developing advanced English language competence at tertiary level. It includes the reflections of experienced language teachers and teacher-researchers in the English Language Competence programme at the University of Vienna and provides examples of good practice, amalgamating teaching expertise and research with aspects of curriculum design and programme management. The book addresses a growing academic and professional interest in understanding advanced language learning and use. To date, research has tended to investigate advanced proficiency from a specific theoretical viewpoint, for example cognition, psycholinguistic processing strategies, or the assumption of a critical period or the age factor. In contrast, this work examines advanced proficiency from a curricular and instructional perspective by providing a profile of advanced-level language development in a specific institutional context. It brings together three areas of language education: curriculum design, pedagogical practice, and research. Within this triangle, advanced English language education is the focus or, conversely, advanced English language education provides the lens through which links between curriculum design, teaching, and research can be established.

In this book, I have brought together about 1,400 utterances that are faulty. None of these faulty utterances have been produced by me to illustrate incorrect use of English. All the faulty utterances found in this book have been taken from printed material mostly from the newspapers I read. In order to focus attention on the error, I have shortened some of the faulty utterances. To me, it is very important that the faulty utterances in this book have not been produced by me. Jacques Barzun, the celebrated American scholar and recipient of the Gold Medal for Criticism from the American Academy of Arts and Letters has something very pertinent to say on genuine faults as opposed to faults that have been produced as sample utterances. This is what Barzun says: In student writing, when the assignments are frequent and well designed, all kinds of error and clumsiness occur that are never found in the sample sentences of manuals and grammar books. These faults have the advantage of being genuine; they represent somebody's way of thought, and finding them faulty is a therapeutic attack on the mind that produced them. Barzun is talking about writing done by university students in America, but what he says about it is applicable to a great deal of Indian writing too.

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