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IJELLH was published on 28th June 2013 with a

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educational outcomes among secondary school students in Nigeria. July-September 2020 - Vol 11 Num. 3. This study was carried out in view of the influences of Pidgin English amongst the students in Nigeria using Port Harcourt Local Government Area in Rivers State as a case study.

International Journal of English and Literature

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International Journal of Research in English Education (IJREE) is an international, peer-reviewed, and online journal that provides an academic platform for researchers to contribute innovative work in the field.

As the delivery of English for Academic Purposes (EAP) continues to expand internationally, so too must the literature available to support teaching. This volume

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showcases some of the research-informed work in this exciting and complex field, providing insights into EAP pedagogies employed in a diverse range of contexts. Drawing on the work of practitioners and practitioner-researchers, it responds to the repeated calls for a firmer link between theory, research and practice in language teaching, and provides a much-needed focus on pedagogy. From contexts where English is the principal dominant societal language or one of several official languages, to those where English-medium instruction (EMI) is common in higher education as an additional language for

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students and faculty, the chapters explore a range of geographical contexts, including Brazil, Canada, China, Norway, South Africa, Turkey, the UAE, the UK and the USA.

Diversity is also represented in the range of types of EAP provision featured in this volume. Contributions focus on EAP for undergraduate and postgraduate students, from lower to advanced proficiency levels, before and during degree study, and in English for both general and specific academic purposes teaching, with discussion of consequences for on-going teacher education. Pedagogic responses and innovations to these varied

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contexts and needs are illustrated in the range of contributions, which provide insights into current practices in EAP globally.

This collected volume brings together a wide array of international linguists working on diachronic language change with a specific focus on the history of English, who work within usage-based frameworks and investigate processes of grammatical change in context. Although usage-based linguistics emphasizes the centrality of the discourse context for language usage and cognition, this insight

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has not been fully integrated into the investigation of processes of grammatical variation and change. The structuralist heritage as well as corpus linguistic methodologies have favoured de-contextualized analytical perspectives on contemporary and historical language data and on the mechanisms and processes guiding grammatical variation and change. From a range of different perspectives, the contributions to this volume take up the challenge of contextualization in the investigation of grammatical variation and change in different stages of English language history and

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discuss central theoretical notions such as gradable grammaticality, motivation in hypervariation, and hypercharacterization. The book will be relevant to students and linguists working in the field of diachronic and variational linguistics and English language history.

A book on those who know and use two or more languages: Who are they? How do they do it?

This book offers a critical exploration of definitions, methodologies and ideologies of English-medium instruction (EMI),

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contributing to new understandings of translinguaging as theory and pedagogy across diverse contexts. It brings together a number of conceptual and empirical studies on translinguaging in EMI at different educational levels, in a variety of countries, with different approaches to translinguaging, different named languages, and different policies. These studies include several underrepresented contexts across the globe, providing a broad view of how translinguaging in EMI is understood in these educational settings. Furthermore, this book addresses the complexities of translinguaging

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through a discussion of the affordances and constraints associated with the use of multiple linguistic resources in the EMI classroom.

Chinese and English are the world's largest languages, and the number of interpreter-mediated interactions involving Chinese and English speakers has increased exponentially over the last 30 years. This book presents and describes examples of Chinese-English interpreting across a large number of settings: conference interpreting; diplomatic interpreting; media interpreting; business

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interpreting; police, legal and court interpreting; and healthcare interpreting. Interpreters working in these fields face not only the challenge of providing optimal inter-lingual transfer, but also need to fully understand the discourse-pragmatic conventions of both Chinese and English speakers. This innovative book provides an overview of established and contemporary frameworks of intercultural communication and applies these to a large sample of Chinese-English interpreted interactions. The authors introduce the Inter-Culturality Framework as a descriptive tool to identify

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and describe the strategies and footings that interpreters adopt. This book contains findings from detailed data with Chinese-English interpreters as experts not only in inter-lingual exchange, but cross-linguistic and intercultural communication. As such, it is a detailed and authoritative guide for trainees as well as practising Chinese-English interpreters.

Munoo, a young boy forced to leave his hill village to fend for himself and discover the world. His journey takes him far from home to towns and cities, to Bombooy and Simla,

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sweating as servant, factory-worker and rickshaw driver. It is a fight for survival that illuminates, with raw immediacy, the grim fate of the masses in pre-Partition India.

From the renowned author of *The African Trilogy*, a political satire about an unnamed African country navigating a path between violence and corruption As Minister for Culture, former school teacher M. A. Nanga is a man of the people, as cynical as he is charming, and a roguish opportunist. When Odili, an idealistic young teacher, visits

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his former instructor at the ministry, the division between them is vast. But in the eat-and-let-eat atmosphere, Odili's idealism soon collides with his lusts—and the two men's personal and political tauntings threaten to send their country into chaos. When Odili launches a vicious campaign against his former mentor for the same seat in an election, their mutual animosity drives the country to revolution. Published, prophetically, just days before Nigeria's first attempted coup in 1966, *A Man of the People* is an essential part of Achebe's body of work.

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Research Methods in Applied Linguistics is designed to be the essential one-volume resource for students. The book includes: * qualitative, quantitative and mixed methods * research techniques and approaches * ethical considerations * sample studies * a glossary of key terms * resources for students As well as covering a range of methodological issues, it looks at numerous areas in depth, including language learning strategies, motivation, teacher beliefs, language and identity, pragmatics, vocabulary, and grammar. Comprehensive and accessible, this

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is the essential guide to research methods for undergraduate and postgraduate students in applied linguistics and language studies.

Many universities worldwide now require established and novice scholars, as well as PhD students, to publish in English in international journals. This growing trend gives rise to multiple interrelated questions, which this volume seeks to address through the perspectives of a group of researchers and practitioners who met in Coimbra, Portugal in 2015 for the PRISEAL and MET conferences. The volume offers truly

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global coverage, with chapters focusing on vastly different geo-social areas, and disciplines from the humanities to the hard sciences. It will be of interest to applied linguists, particularly those working in the area of English for Research Publication Purposes, and to language professionals working in research writing support, research supervision and academic publishing, as well as to journal editors and managers.

This volume showcases original, agenda-setting studies in the field of learner corpus research of both spoken and written

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production. The studies have important applications for classroom pedagogy. The volume brings readers up-to-date with new written and spoken learner corpora, often looking at previously under-examined variables in learner corpus investigations. It also demonstrates innovative applications of learner corpus findings, addressing issues such as the effect of task, the effect of learner variables and the nature of learner language. The volume is of significant interest to researchers working in corpus linguistics, learner corpus research, second language acquisition and English for Academic

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and Specific Purposes, as well to practitioners interested in the application of the findings in language teaching and assessment.

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