

Importance Of English Communication For Engineering

This book houses contemporary theoretical and empirical studies by emergent researchers and scholars in the disciplines of ELT, Applied Linguistics and TESOL who address several newly-emerged and emerging issues in the field from their own contexts (predominantly Asian settings). Each chapter, in its own unique way, challenges, unpacks and critiques existing misconceptions and pre-conceived assumptions of the use, learning and teaching of English in today's fluid and globalised, postmodern era. While some contributors to the book have brought such issues to the forefront through a critical consideration of histories and policies, others have explored how English is enacted, practised, learned, and/or taught across a wide range of settings in order to further illustrate the various manifestations of the worldwide expansion of the language. Together the chapters of this book highlight the current discrepancies and inconsistencies in different areas of interest in the field of ELT, and provide carefully considered suggestions on how to address these issues.

The use of phones in the classroom is a controversial topic that receives a variety of reactions and can have political ramifications. In various school districts across different states, as well as in some countries, cell phone usage has been banned in the classroom to combat what administrators say is a distracted student population. However, research demonstrates that cell phones can have a positive effect on learning and engagement. Instead of banning cell phones, some teachers have found ways to incorporate educational apps, gaming apps, and social media into course materials. Although much research has emerged involving the integration of technology and digital literacies in English language arts (ELA) classrooms, mobile phone use as a discrete construct has not been explored widely. *Affordances and Constraints of Mobile Phone Use in English Language Arts Classrooms* aims to shine a light on the controversial topic of mobile phones in the English language arts classroom, focusing on comparing the opportunities that they afford students, as well as the negative effects they can have on learning. The chapters within this book examine learning outcomes, best practices, and practical applications for using mobile phones in ELA and adds to the body of literature on mobile phone use in secondary classrooms in general, standing as a unique resource on mobile phones in the language arts curriculum. While highlighting topics that include gaming applications, online learning, student engagement, and classroom management, this book is ideally designed for inservice and preservice teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students who are interested in learning more about the pluses and minuses of mobile phone use in ELA.

This book is comprehensive study of the geopolitical, geolinguistic, and geostrategic challenges facing France and the French language in post-independence Francophone Sub-Saharan Africa. It shows that, in Francophone sub-Saharan Africa, France's reputation and image are significantly damaged. France has been accused of neo-colonial behaviour because of its repeated political and military interference in the domestic affairs of sovereign countries, its support of unpopular governments, and its stranglehold over the finances, economies and resources of Francophone sub-Saharan Africa. The book also highlights that the challenges faced by the French language in the region are complex because of the significant use of African languages and the growing attraction of English. Using Senegal as a case study to examine language use, attitudes, and languages education in this region, the book shows that the Senegalese people, like most Francophone sub-Saharan Africans, are strongly attached to their own languages, they are loyal to the French language, and they admire the English language. This text will be of interest to scholars in French and Francophone studies, applied linguists, African studies, and policy studies.

Corporate communication is an increasingly powerful strategic tool for connecting with a company's stakeholders. This book features contributions from leading international MA26s, combining a strong theoretical grounding and the latest research with a practical, managerial focus. Ideal for students and practitioners of corporate communications.

In the third part some practical issues are raised by looking into the role of language and culture in teaching reading, foreign language policy in higher education, Hawaiian language regeneration, and gender neutralization in American English."--BOOK JACKET.

"This study showed the attitudes of a selected group of Hispanic-American and Caucasian-American high school students toward the importance of learning a foreign language and toward high school exchange programs"--Page 80.

In South Korea, English is a language of utmost importance, sought with an unprecedented zeal as an indispensable commodity in education, business, popular culture, and national policy. This book investigates how the status of English as a hegemonic language in South Korea is constructed through the mediation of language ideologies in local discourse. Adopting the framework of language ideology and its current developments, it is argued that English in Korean society is a subject of deep-rooted ambiguities, with multiple and sometimes conflicting ideologies coexisting within a tension-ridden discursive space. The complex ways in which these ideologies are reproduced, contested, and negotiated through specific metalinguistic practices across diverse sites ultimately contribute to a local realization of the global hegemony of English as an international language. Through its insightful analysis of metalinguistic discourse in language policy debates, cross-linguistic humor, television shows, and face-to-face interaction, *The Local Construction of a Global Language* makes an original contribution to the study of language and globalization, proposing an innovative analytic approach that bridges the gap between the investigation of large-scale global forces and the study of micro-level discourse practices.

"The history and wide distribution of the English language - originally an Anglo-Frisian dialect first taken to Southern Britain by Germanic settlers in the 5th century and spoken by only a few - has been a most remarkable and unparalleled one. Nowadays, English is the world language, influencing each and every single aspect of the daily and professional lives of millions of people on an international scale. The metaphor of the Global Village often represents the ubiquitous process of globalisation - a phenomenon that has shaped the existence of mankind in the last couple of decades. Communication in all areas is ensured mostly through the use of the English language. It is remarkable, though, that English is only in the fourth place in terms of native speaker ranking and that its proportion is decreasing steadily. Yet what makes English so important is its use as a lingua franca - an international language that is used for communication by speakers of different languages. Estimates claim that about 1 billion people - that is about one sixth of the world population - have at least some knowledge of English and in most countries it has become one of the basic necessities in professional life. Does this development have any influence on the way we as future professionals explore, describe and - above all - teach the

English language? Do native speakers still 'own' English or is it rather 'Globish', 'Franglais' or 'Denglisch' that should be taught? In this term paper I aim to offer some answers to these questions and examine different theories of teaching English as a global language."--p. 1, Introduction.

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This book reflects the paradigm shift now manifesting in Bangladesh's education system by highlighting recent empirical research. It shares essential insights by presenting research conducted on diverse aspects of current day education in Bangladesh, including policy and governance, equity, access and participation, curriculum and pedagogy, assessment, and education programs and projects run by NGOs. Further, it offers a platform for these unique studies to be showcased and disseminated to scholars and researchers from developing and developed countries alike, and represents a unique reference resource for the education research community in Bangladesh, Asia and all over the world. With Foreword from Professor Serajul Islam Choudhury.

Seminar paper from the year 2008 in the subject Business economics - Miscellaneous, grade: 2,2, International Business Academy, course: English Society, Business Communication & Culture: World Englishes, 8 entries in the bibliography, language: English, abstract: This paper deals with the English language in Finnish education and business. Furthermore, it shows how success and language skills are linked to each other, especially under the aspect of intercultural communication. Some examples show what kind of communication problems might emerge, when Finns communicate with native English speakers.

Teaches the dynamics of the education of deaf children, pointing out their special needs and learning styles, language and cognitive developments, and alternative approaches to writing and literacy.

The Handbook of English Pronunciation presents a comprehensive exploration of English pronunciation with essential topics for applied linguistics researchers and teachers, including language acquisition, varieties of English, historical perspectives, accent's changing role, and connections to discourse, technology, and pedagogy. Provides thorough descriptions of all elements of English pronunciation Features contributions from a global list of authors, reflecting the finest scholarship available Explores a careful balance of issues and topics important to both researchers and teachers Provides a historical understanding of the importance of pronunciation and examines some of the major ways English is pronounced today throughout the world Considers practical concerns about how research and practice interact in teaching pronunciation in the classroom

The integration of technology into educational environments has become more prominent over the years. The combination of technology and face-to-face interaction with instructors allows for a thorough, more valuable educational experience. Intelligent Web-Based English Instruction in Middle Schools addresses the concerns associated with the use of computer-based systems in teaching English as a foreign language, proving the effectiveness and efficiency of technological integration in modern classrooms. Highlighting cases based on current practices in four diverse schools, this book is a vital reference source for practitioners and researchers interested in the educational benefits of educational technologies in language acquisition.

Comprehensive student-friendly resources designed for teaching Cambridge International AS and A Level English Language (syllabus 9093 for first examination in 2015). The core aim of this Coursebook is to help students to develop and apply the key skills they need to achieve in AS and A Level English Language. They will build the skills needed for assessment through frequent activities. Divided into two distinct parts for AS and A Level studies, the book covers a wide range of reading skills, such as understanding aspects of style, voice and tone. It also addresses the conventions of key kinds of writing and spoken language, from scripted speeches to travel articles, and looks at how they can capture these conventions in their own work.

Text book prepared by TEFL Institute for students attending its TEFL Seminar courses. TEFL Institute is the leading provider of TEFL Certification training in the midwest providing TEFL training courses to universities, colleges, and various organizations as well as to students directly. To learn more visit us at: www.teflinstitute.com.

This book explores the effects of the global spread of English by reporting on a sequential explanatory mixed-methods study of the language attitudes, motivation and self-perceived English proficiency of youth in two Italian cities. Participant narratives highlight the far-reaching role that English plays on the performance and attainment of present and desired future selves, illustrate that English is understood not as singular but as plural and paradoxical, and reveal that English learners, who do not all accept the capital of 'native' speakers, utilize tactics to negotiate their position(s) with respect to their target language.? On the one hand, by narrowing in on a specific population and drawing extensively on interview exchanges, this work provides readers with a nuanced depiction of the identities, milieu and learning experiences of English language learners in Italy. On the other hand, this level of detailed analysis gives insight into the understandings, construction of meaning and negotiations of language learners who need and want to acquire English, the global language, worldwide. Indeed, the issues and questions that are raised in this book, such as those concerning research approaches and the definitions assigned to key concepts, have profound implications on the research of English(es) today and can inform future directions in global English teaching.

Communication is vital for social participation. However, communication often takes place under suboptimal conditions. This makes communication harder and less reliable, leading at worst to social isolation. In order to promote participation, it is necessary to understand the mechanisms underlying communication in different situations. Human communication is often speech based, either oral or written, but may also involve gesture, either accompanying speech or in the form of sign language. For communication to be achieved, a signal generated by one person has to be perceived by another person, attended to, comprehended and responded to. This process may be hindered by adverse conditions including factors that may be internal to the sender (e.g. incomplete or idiosyncratic language production), occur during transmission (e.g. background noise or signal processing) or be internal to the receiver (e.g. poor grasp of the language or sensory impairment). The extent to which these factors interact to generate adverse conditions may differ across the lifespan. Recent work has shown that successful speech communication under adverse conditions is associated with good cognitive capacity including efficient working memory and executive abilities such as updating and inhibition. Further, frontoparietal networks associated with working memory and executive function have been shown to be activated to a greater degree when it is harder to achieve speech comprehension. To date, less work has focused on sign language communication under adverse conditions or the role of gestures accompanying speech communication under adverse conditions. It has been proposed that the role of working memory in communication under such conditions is to keep fragments of an incomplete signal in mind, updating them as appropriate and inhibiting irrelevant information, until an adequate match can be achieved with lexical and semantic representations held in long term memory. Recent models of working memory highlight an episodic buffer whose role is the multimodal integration of information from the senses and long term memory. It is likely that the episodic buffer plays a key role in communication under adverse conditions. The aim of this research topic is to draw together multiple perspectives on communication under adverse conditions including empirical and theoretical approaches. This will facilitate a scientific exchange among

individual scientists and groups studying different aspects of communication under adverse conditions and/or the role of cognition in communication. As such, this topic belongs firmly within the field of Cognitive Hearing Science. Exchange of ideas among scientists with different perspectives on these issues will allow researchers to identify and highlight the way in which different internal and external factors interact to make communication in different modalities more or less successful across the lifespan. Such exchange is the forerunner of broader dissemination of results which ultimately, may make it possible to take measures to reduce adverse conditions, thus facilitating communication. Such measures might be implemented in relation to the built environment, the design of hearing aids and public awareness.

This book brings together linguistic, psycholinguistic and educational perspectives on the phenomenon of cognate vocabulary across languages. It discusses extensive qualitative and quantitative data on Polish-English cognates and their use by learners/users of English to show the importance of cognates in language acquisition and learning.

International physicians in the United States now total more than 25 per cent of the physician workforce. This title offers a program for an English language curriculum that is specifically designed for the important and growing group of international medical professionals, with a focus on both instruction and assessment.

By exploring the ways that teachers and pupils can help to improve classroom practices, this book shows how education planners and practitioners can effect improvements in schools even in situations of very scarce resources. It is suitable for those who are working to improve English language teaching and learning.

This textbook provides a succinct, contemporary introduction to intercultural communication with a focus on actual language use. With English as a lingua franca and Communicative Accommodation Theory as the underpinning concepts, it explores communication, language use, and culture in action. Each chapter includes discourse extracts so that students can apply what they have learned to real text examples, and supplementary instructor materials including suggestions for discussion points and activities are hosted on springer.com. The book will be key reading for students taking modules on Intercultural Communication or Language, Culture and Communication as part of a degree in Linguistics and Applied Linguistics, or English Language both at undergraduate and postgraduate level.

English as a lingua franca (ELF) is playing an imperative role in communication in multilingual settings. The importance of English in global communication demands the necessity of English communication skills for operating a business worldwide. Constructing a conceptual framework for this research grounded in theories of ELF and communicative competence for language learning, this study explored understandings of the English communication skills required for business professionals working in the ready-made garments industry in Bangladesh and who are engaged in communication with business personnel from different linguacultural (language and cultural) backgrounds. The study further looked at how and how far the identified required skills correspond to the university education these professionals had experienced in Bangladesh. A qualitative case study was applied to conduct the research. The findings of the study show that for successful communication in an international business, the RMG professionals require a set of skills that embrace five core areas such as linguistic skills, sociocultural skills, discourse skills, pragmatic skills and professional skills. Deploying these skills in an integrated way was understood by the professionals as necessary to bring about an effective outcome in international business communication. The finding also demonstrates that despite vast differences in the ways the participants in the RMG business understood, conceptualised and practised English in their business communication; in the end, they all agreed that any kind of mix in language is effective in communication as long as their counterparts understand. The findings further reveal that the set of skills RMG professionals needed for effective operation in a global business were overlooked in university education. The finding identified potential gaps between university and industry in preparing graduates with necessary communication skills in English as per the demands of international business communication. The results of this thesis carry potential lessons and directions for university, industry, government, researchers and educators to narrow the gaps between what business professionals need and what can be realistically taught in universities. The insights derived from this research could potentially be an important addition to both local and global knowledge.

This volume brings together contributions from the Klagenfurt Conference of Corpus-Based Applied Linguistics (CALK14), in order to extend corpus linguistic research in different areas of applied linguistics. The studies gathered here explore the opportunities that both spoken and written corpora offer for answering questions in different domains of applied linguistics such as second language learning, language testing, comparative linguistics, learner pragmatics and specialised discourses. At the same time, the contributions also give insight into possible limitations and further challenges of corpus-based research in these areas.

Provides an international forum for the exchange of ideas related to multiculturalism; multi-ethnicity; cross-cultural perspectives in literature, the arts, and politics; integration versus cultural shock; as well as racial, ethnic, and religious problems of the world in the 21st century. The editors hope that the articles selected for the volume will prove stimulating and inspiring to their readers, be they blooming researchers or specialists in Anglophone literature, culture, linguistics, and didactics. PART I. LITERATURE AND CULTURE PART II. LINGUISTICS AND METHODOLOGY LCCN: 2017962609

This volume brings together 15 peer-reviewed papers which discuss numerous current topics in language and literature. It synthesizes various contemporary practical topics in post-secondary education written by active researchers and practitioners in their respective areas. By using research methods such as mixed methods, case studies, discourse analysis, grounded theory and the repertory grid, the contributors offer insights into the ways in which higher education continuously changes and evolves to face constant challenges resulting from new instructional practices. Taking this into consideration, this book will help educators, researchers and students to keep up with these changes, and to stay aware of contemporary issues relating to post-secondary education.

The lingua franca role of English, coupled with its status as the official language of ASEAN, has important implications for language policy and language education. These include the relationship between English, the respective national languages of ASEAN and thousands of local languages. How can the demand for English be balanced against the need for people to acquire their national language and mother tongue? While many will also need a regional lingua franca, they are learning English as the first foreign language from primary school in all ASEAN countries. Might not this early introduction of English threaten local languages and children's ability to learn? Or can English be introduced and taught in such a way that it can complement local languages rather than replace them? The aim of this book is to explore questions such as these and then make recommendations on language policy and language education for regional policymakers. The book will be important for regional policymakers and language education professionals. It should also benefit language teachers, especially, but by no means exclusively, English language teachers. The book will be of interest to all who are interested in the development of English as an international language and the possible implications of this upon local languages and cultures. Andy Kirkpatrick is chair professor of English as an international language at the Hong Kong Institute of Education and director of the Institute's Research Centre into Language Education and Acquisition in Multilingual Societies. His research interests include the development of regional varieties of English and the history of Chinese rhetoric. "Much research has been carried out on varieties of English used in Southeast Asia, but how intelligible these varieties are to others and whether a shift towards an international 'standard' variety occurs in interactions between people from the region, has been much less discussed. This volume, which provides a comprehensive account of the roles and functions of English in ASEAN, and gives a linguistic description of the English spoken in the region, followed by an approach to teaching English called the 'multilingual model', is therefore a welcome contribution to studies on English in Asia." - Azirah Hashim, Professor of English, University of Malaya

This book has grown out of lesson units that have been used by the author successfully in his English classes for engineering students for over a decade. It is a continuous instructional and practice workbook that teaches communication skills that are essential in the areas of professional and technical activities. The book has taken into account the problems and requirements of technical students and is an attempt to offer sensible pedagogical solutions based on the recent developments in applied linguistics.

In this book, the first written about the globalization of the English language by a professional historian, the exploration of English's global ascendancy receives its proper historical due. This brief, accessible volume breaks new ground in its organization, emphasis on causation, and conclusions.

Academic Communication Skills is designed to assist international graduate students as they create their own opportunities to expand their linguistic and strategic repertoires in academic English conversations. The needs of international graduate students are often different than those of others who have learned English as an additional language because they participate in academic conversations at advanced levels, encounter daily opportunities to discuss topics about which they have sophisticated knowledge, and are required to share their expertise with others (in their roles as teaching assistants or research assistants). As students progress in their academic studies, they increasingly understand that their fluency in academic oral communications plays an important role in their academic performance and future career options. While they recognize the importance, many voice frustrations, finding that speaking English is more difficult than writing and engaging in impromptu dialogues is more difficult than presenting prepared monologues. This book is an excellent resource for either classroom instruction or for self-study. It provides effective confidence-building strategies that speakers can try when participating in a range of different academic interactions. By guiding both students and instructors in examining common conversational challenges in academic environments, including many of the assumptions that frequently cause miscommunication, the book provides proven strategies for increased effectiveness and confidence in cross-cultural academic conversations.

Introducing Business English provides a comprehensive overview of this topic, situating the concepts of Business English and English for Specific Business Purposes within the wider field of English for Special Purposes. This book draws on contemporary teaching and research contexts to demonstrate the growing importance of English within international business communication. Covering both spoken and written aspects of Business English, this book: examines key topics within Business English, including teaching Business English as a lingua franca, intercultural business interactions, blended learning and web-based communication; discusses the latest research on each topic, and possible future directions; features tasks and practical examples, a section on course design, and further resources. Written by two leading researchers and teachers, Introducing Business English is a must-read for advanced undergraduate and postgraduate students studying Business English, Business English as a Lingua Franca, and English for Specific Business Purposes.

This book addresses the problems and possibilities of English language education in Southeast Asia from the point-of-view of researchers who are themselves also English language teachers. The researchers are from Malaysia, Indonesia, Philippines, Singapore and New Zealand. The articles in this edited book examine teaching and language learning goals in relation to the desired development of linguistic knowledge. More importantly, the articles also reflect on the nurturing of appropriate learning abilities and independent thinking that is framed by the expanding learner awareness of identity, culture, and society within and beyond the classroom. Ultimately, the book tackles issues that emerge from the fact that we teach and learn English in a region that is hugely multicultural and multilingual.

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