

EAL7207 Description of Language

Elective on MAALELT

View Online



-
1.
Greenbaum, S., Nelson, G.: An introduction to English grammar. Routledge, Milton Park (2015).
 2.
Roach, Peter: English phonetics and phonology: a practical course. Cambridge University Press, Cambridge (2009).
 3.
Schmitt, Norbert: Vocabulary in language teaching. Cambridge University Press, Cambridge (2000).
 4.
Yule, George: The study of language. Cambridge University Press, Cambridge, UK (2010).
 5.
American Psychological Association: Publication manual of the American Psychological Association. American Psychological Association, Washington, DC (2001).
 6.
McDonough, Jo, Shaw, Christopher, Masuhara, Hitomi: Materials and methods in ELT: a teacher's guide. Wiley-Blackwell, Chichester, West Sussex (2013).

7.

Underhill, Adrian: Sound foundations: learning and teaching pronunciation. Macmillan, Oxford (2005).

8.

Parrott, Martin: Grammar for English language teachers. Cambridge University Press, Cambridge, UK (2010).

9.

Crystal, D.: Language death. Cambridge University Press, Cambridge (2014).

10.

McKay, S.L.: English As an International Language: What It Is and What It Means For Pedagogy. *RELC Journal*. 49, 9-23 (2018). <https://doi.org/10.1177/0033688217738817>.

11.

Jenkins, J., Cogo, A., Dewey, M.: Review of developments in research into English as a lingua franca. *Language Teaching*. 44, 281-315 (2011). <https://doi.org/10.1017/S0261444811000115>.

12.

Moussu, L., Llorca, E.: Non-native English-speaking English language teachers: History and research. *Language Teaching*. 41, (2008). <https://doi.org/10.1017/S0261444808005028>.

13.

JENKINS, J.: English as a lingua franca: interpretations and attitudes. *World Englishes*. 28, 200-207 (2009). <https://doi.org/10.1111/j.1467-971X.2009.01582.x>.

14.

BOLTON, K., GRADDOL, D., MEIERKORD, C.: Towards developmental world Englishes. *World Englishes*. 30, 459–480 (2011). <https://doi.org/10.1111/j.1467-971X.2011.01735.x>.

15.

ZHANG, W.: Multilingual creativity on China's Internet. *World Englishes*. 34, 231–246 (2015). <https://doi.org/10.1111/weng.12135>.

16.

World English and World Englishes: trends, tensions, varieties and standards. *Language teaching*. (2001).

17.

Bao Zhiming: Social Stigma and Grammatical Autonomy in Nonnative Varieties of English. *Language in Society*. 32, 23–46 (2003).

18.

Full details and actions for Second Language Learning and Language Teaching: Fifth Edition,
<https://www-vlebooks-com.ezproxy.library.qmul.ac.uk/vleweb/Product/Index/828833?page=0>.

19.

T. Givon: Beyond structuralism, exorcising Saussure's ghost. (2015).

20.

J. Searle: Chomsky's revolution in linguistics. (1972).

21.

F. Christie: Systemic Functional Linguistics and a theory of language education. (2004).

22.

Swan, M.: Grammar. Oxford University Press, Oxford (2005).

23.

Richard A. Hudson: English Grammar. Taylor & Francis Inc, London (2003).

24.

Sutton, G.A.: Do We Need to Teach a Grammar Terminology? The English Journal. 65, (1976). <https://doi.org/10.2307/815747>.

25.

T. Givón: English Grammar : A function-based introduction. Volume I. John Benjamins Publishing Company (1993).

26.

Parrott, M.: Grammar for English language teachers. Cambridge University Press, Cambridge, UK (2010).

27.

W.B. McGregor: Modern Linguistics. Presented at the (2009).

28.

Reves, T., Medgyes, P.: The non-native english speaking EFL/ESL teacher's self-image: An international survey. System. 22, 353–367 (1994).
[https://doi.org/10.1016/0346-251X\(94\)90021-3](https://doi.org/10.1016/0346-251X(94)90021-3).

29.

Reves, T., Medgyes, P.: The non-native english speaking EFL/ESL teacher's self-image: An

international survey. *System*. 22, 353–367 (1994).
[https://doi.org/10.1016/0346-251X\(94\)90021-3](https://doi.org/10.1016/0346-251X(94)90021-3).

30.

Başöz, T.: Through the Eyes of Prospective Teachers of English: Explicit or Implicit Grammar Instruction? *Procedia - Social and Behavioral Sciences*. 158, 377–382 (2014).
<https://doi.org/10.1016/j.sbspro.2014.12.103>.

31.

Sermsook, K., Liamnimitr, J., Pochakorn, R.: The Impact of Teacher Corrective Feedback on EFL Student Writers' Grammatical Improvement. *English Language Teaching*. 10, (2017).
<https://doi.org/10.5539/elt.v10n10p43>.

32.

1000+ images for teaching: parts of speech,
<https://uk.pinterest.com/rkbontrager/teaching-parts-of-speech/>.

33.

Bao Zhiming: Social Stigma and Grammatical Autonomy in Nonnative Varieties of English. *Language in Society*. 32, 23–46 (2003).

34.

Fun ways to teach the parts of speech,
<http://www.teachingwithtlc.com/2012/10/fun-ways-to-teach-parts-of-speech.html>.

35.

Rahman, A.M.A., Rashid, R.A.: Explicit and Implicit Grammar Instructions in Higher Learning Institutions. *English Language Teaching*. 10, (2017).
<https://doi.org/10.5539/elt.v10n10p92>.

36.

H. Al Hamdany: The usefulness of systemic functional grammar and its impact on students' communicative skills in ESL contexts. (2012).

37.

E.K. Brown and J. Miller: Grammatical functions. Presented at the (1991).

38.

Parts of speech worksheets, <http://www.k12reader.com/subject/grammar/parts-of-speech/>.

39.

G. Rauh: The traditional parts of speech. Presented at the (2010).

40.

How to teach parts of speech,
<http://www.reallygoodstuff.com/community/4-fun-ways-to-teach-parts-of-speech/>.

41.

J.P. Donahue: Using systemic functional linguistics in academic writing development. (2012).

42.

Activities for practising parts of speech,
<http://www.jumpstart.com/common/activities-practicing-parts-speech>.

43.

Cook, V.: Second language learning and language teaching. Routledge, New York (2016).

44.

M. Tallerman: Words belong to different classes. Presented at the (2015).

45.

G. Rauh: The traditional parts of speech. Presented at the (2010).

46.

Swan, M.: Grammar. Oxford University Press, Oxford (2005).

47.

Parrott, M.: Grammar for English language teachers. Cambridge University Press, Cambridge, UK (2010).

48.

How to teach parts of speech,
<http://www.reallygoodstuff.com/community/4-fun-ways-to-teach-parts-of-speech/>.

49.

Parts of speech worksheets, <http://www.k12reader.com/subject/grammar/parts-of-speech/>.

50.

Activities for practising parts of speech,
<http://www.jumpstart.com/common/activities-practicing-parts-speech>.

51.

Fun ways to teach the parts of speech,
<http://www.teachingwithtlc.com/2012/10/fun-ways-to-teach-parts-of-speech.html>.

52.

1000+ images for teaching: parts of speech,
<https://uk.pinterest.com/rkbotrager/teaching-parts-of-speech/>.

53.

Anne Reynolds-Case: Exploring How Non-native Teachers Can Use Commonalities with Students to Teach the Target Language. *Hispania*. 95, 523–537 (2012).

54.

R. Cullen: Teaching grammar as a liberating force. (2008).

55.

Hacer Hande Uysal: Teacher beliefs and practices of grammar teaching: focusing on meaning, form, or forms? *South African Journal of Education*. 34, 1–16 (2014).

56.

Parrott, M.: *Grammar for English language teachers*. Cambridge University Press, Cambridge, UK (2010).

57.

Graus, J., Coppen, P.-A.: Student teacher beliefs on grammar instruction. *Language Teaching Research*. 20, 571–599 (2016). <https://doi.org/10.1177/1362168815603237>.

58.

Gartland, L.B., Smolkin, L.B.: The Histories and Mysteries of Grammar Instruction. *The Reading Teacher*. 69, 391–399 (2016). <https://doi.org/10.1002/trtr.1408>.

59.

Robertson, M., Macdonald, S., Starks, D., Nicholas, H.: Enabling change in EFL teachers' ideologies about grammar and grammar teaching through alternative pedagogies. *System*.

72, 75–84 (2018). <https://doi.org/10.1016/j.system.2017.11.002>.

60.

J.J. Mardijono: The holistic approach to teaching syntax. (2004).

61.

P.E. Payne: Summary of semantic roles and grammatical relations. (2007).

62.

E.K. Brown and J. Miller: Grammatical functions. Presented at the (1991).

63.

P.E. Payne: Summary of semantic roles and grammatical relations. (2007).

64.

Parrott, M.: Grammar for English language teachers. Cambridge University Press, Cambridge, UK (2010).

65.

Parrott, M.: Grammar for English language teachers. Cambridge University Press, Cambridge, UK (2010).

66.

J.J. Mardijono: The holistic approach to teaching syntax. (2004).

67.

D. Nunan: Teaching grammar in context. (1998).

68.

D. Nunan: Teaching grammar in context. (1998).

69.

R. Cullen: Teaching grammar as a liberating force. (2008).

70.

Swan, M.: Grammar. Oxford University Press, Oxford (2005).

71.

Roach, Peter: English phonetics and phonology: a practical course. Cambridge University Press, Cambridge (2009).

72.

David Crystal: Dictionary of Linguistics and Phonetics. John Wiley & Sons, Incorporated (2011).

73.

Ladefoged, P., Johnstone, K.: A course in phonetics. Cengage Learning, Stamford, CT (2015).

74.

Catford, J. C.: A practical introduction to phonetics. Oxford University Press, Oxford (2001).

75.

Davenport, Michael, Hannahs, S. J.: Introducing phonetics and phonology. Hodder Education, London (2010).

76.

GLOSSARY - Peter Roach, <http://www.peterroach.net/glossary.html>.

77.

Richard Ogden: An Introduction to English Phonetics. Edinburgh University Press (2009).

78.

dos Reis, J., Hazan, V.: Speechant: a vowel notation system to teach English pronunciation. *ELT Journal*. 66, 156–165 (2012). <https://doi.org/10.1093/elt/ccr019>.

79.

Baker Smemoe, W., Haslam, N.: The Effect of Language Learning Aptitude, Strategy Use and Learning Context on L2 Pronunciation Learning. *Applied Linguistics*. (2012). <https://doi.org/10.1093/applin/ams066>.

80.

FLEGE, J.E.: A Critical Period for Learning to Pronounce Foreign Languages? *Applied Linguistics*. 8, 162–177 (1987). <https://doi.org/10.1093/applin/8.2.162>.

81.

Roach, Peter: English phonetics and phonology: a practical course. Cambridge University Press, Cambridge (2009).

82.

Ladefoged, P., Johnstone, K.: A course in phonetics. Cengage Learning, Stamford, CT (2015).

83.

Catford, J. C.: A practical introduction to phonetics. Oxford University Press, Oxford (2001).

84.

Davenport, Michael, Hannahs, S. J.: Introducing phonetics and phonology. Hodder Education, London (2010).

85.

Jenkins, Jennifer: The phonology of English as an international language: new models, new norms, new goals. OUP, Oxford (2000).

86.

Jenkins, J.: A Sociolinguistically Based, Empirically Researched Pronunciation Syllabus for English as an International Language. Applied Linguistics. 23, 83-103 (2002).
<https://doi.org/10.1093/applin/23.1.83>.

87.

Derwing, T.M., Rossiter, M.J.: ESL learners' perceptions of their pronunciation needs and strategies. System. 30, 155-166 (2002). [https://doi.org/10.1016/S0346-251X\(02\)00012-X](https://doi.org/10.1016/S0346-251X(02)00012-X).

88.

Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR), http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp.

89.

View of How Well do General-Skills ESL Textbooks Address Pronunciation?,
<https://teslcanadajournal.ca/index.php/tesl/article/view/1124/943>.

90.

Soars, Liz, Soars, John: New headway: Advanced student's book. Oxford University Press,

Oxford (2003).

91.

Bowler, Bill, Cunningham, Sarah: New Headway pronunciation course: Upper-intermediate. Oxford University Press, Oxford (1999).

92.

Hancock, M.: English pronunciation in use: self-study and classroom use, Intermediate. Cambridge University Press, Cambridge (2012).

93.

Smith, Jonathan, Margolis, Annette, University of Reading: English for academic study: pronunciation : study book. Garnet Education, Reading, UK (2012).

94.

Yule, George: The study of language. Cambridge University Press, Cambridge, UK (2010).

95.

Lam, P.W.Y.: Discourse Particles in Corpus Data and Textbooks: The Case of Well. Applied Linguistics. 31, 260–281 (2010). <https://doi.org/10.1093/applin/amp026>.

96.

DOUGLAS BIBER, BETHANY GRAY and KORNWEPA POONPON: Should We Use Characteristics of Conversation to Measure Grammatical Complexity in L2 Writing Development? TESOL Quarterly. 45, 5–35 (2011).

97.

Sauro, S.: L2 performance in text-chat and spoken discourse. System. 40, 335–348 (2012). <https://doi.org/10.1016/j.system.2012.08.001>.

98.

Yu, G.: Lexical Diversity in Writing and Speaking Task Performances. *Applied Linguistics*. 31, 236–259 (2010). <https://doi.org/10.1093/applin/amp024>.

99.

Stephen Fry Kinetic Typography - Language,
<https://www.youtube.com/watch?v=J7E-aoXLZGY&feature=share>.

100.

Gilmore, A.: Research into practice: The influence of discourse studies on language descriptions and task design in published ELT materials. *Language Teaching*. 48, 506–530 (2015). <https://doi.org/10.1017/S0261444815000269>.

101.

Ali Derakhshan: The Nuts and Bolts of Teaching Implicatures in EFL/ESL Contexts: An Overview on the Role of Video-enhanced Input. *International Journal of Applied Linguistics and English Literature*. 3, 13–21 (2014).

102.

Liontas, J.I.: Developing Idiomatic Competence in the ESOL Classroom: A Pragmatic Account. *TESOL Journal*. 6, 621–658 (2015). <https://doi.org/10.1002/tesj.230>.

103.

Teun van Dijk. Discourse and Knowledge,
<https://www.youtube.com/watch?v=sxyc-WJRKEM>.

104.

Whittaker, R., Llinares, A., McCabe, A.: Written discourse development in CLIL at secondary school. *Language Teaching Research*. (2011). <https://doi.org/10.1177/1362168811401154>.

105.

Yang, W., Sun, Y.: The use of cohesive devices in argumentative writing by Chinese EFL learners at different proficiency levels. *Linguistics and Education*. 23, 31–48 (2012). <https://doi.org/10.1016/j.linged.2011.09.004>.

106.

Cook, V.: *Second language learning and language teaching*. Routledge, New York (2016).

107.

Gass, S.M., Behney, J., Plonsky, L.: *Second language acquisition: an introductory course*. Routledge, New York (2013).

108.

Hunston, S., Francis, G., Manning, E.: *Grammar and vocabulary: showing the connections*. *ELT Journal*. 51, 208–216 (1997). <https://doi.org/10.1093/elt/51.3.208>.

109.

Richards, J.C., Rodgers, T.S.: *Approaches and methods in language teaching*. Cambridge University Press, Cambridge (2014).

110.

Singson, M., Mahony, D., Mann, V.: The relation between reading ability and morphological skills: Evidence from derivational suffixes. *Reading and Writing*. 12, 219–252 (2000). <https://doi.org/10.1023/A:1008196330239>.

111.

M. Tallerman: Words belong to different classes. Presented at the (2015).

112.

Huang, L.-S.: The potential influence of L1 (Chinese) on L2 (English) communication. *ELT Journal*. 64, 155–164 (2010). <https://doi.org/10.1093/elt/ccp039>.

113.

Delahunty, G.P. and Garvey, J.J.: *Morphology and Word Formation*. Presented at the (2010).

114.

Wagner, M.: *Word Formation Processes: How New Words Develop in the English Language*.

115.

Cook, V.: *Second language learning and language teaching*. Routledge, New York (2016).

116.

Nation, I.S.P.: *Learning vocabulary in another language*. Cambridge University Press, Cambridge (2001).

117.

Nation, I.S.P.: Teaching and explaining vocabulary. In: *Learning vocabulary in another language*. pp. 60–113. Cambridge University Press, Cambridge (2001). <https://doi.org/10.1017/CBO9781139524759.005>.

118.

Schmitt, N.: Size and Depth of Vocabulary Knowledge: What the Research Shows. *Language Learning*. 64, 913–951 (2014). <https://doi.org/10.1111/lang.12077>.

119.

Vocabulary and Language Teaching,

<http://ezproxy.library.qmul.ac.uk/login?url=http://www.vlebooks.com/vleweb/product/openreader?id=QMUL&isbn=9781315835860&uid=^u>.

120.

Gardner, D., Davies, M.: A New Academic Vocabulary List. *Applied Linguistics*. 35, 305–327 (2014). <https://doi.org/10.1093/applin/amt015>.

121.

Reading in a Foreign Language: April 2010: Table of Contents,
<http://nflrc.hawaii.edu/rfl/April2010/>.

122.

Sonbul, S., Schmitt, N.: Explicit and Implicit Lexical Knowledge: Acquisition of Collocations Under Different Input Conditions. *Language Learning*. 63, 121–159 (2013).
<https://doi.org/10.1111/j.1467-9922.2012.00730.x>.

123.

Aitchison, J.: *Words in the Mind*.

124.

Schmitt, N., Cobb, T., Horst, M., Schmitt, D.: How much vocabulary is needed to use English? Replication of van Zeeland & Schmitt (2012), Nation (2006) and Cobb (2007). *Language Teaching*. 50, 212–226 (2017). <https://doi.org/10.1017/S0261444815000075>.

125.

Cogo, A. and Dewey, M.: Efficiency in ELF Communication: From Pragmatic Motives to Lexico-grammatical Innovation. (2011).

126.

Read, J.: *Research in Teaching Vocabulary*. (2004).

127.

Pellicer-Sánchez, A.: Learning L2 collocations incidentally from reading. *Language Teaching Research*. 21, 381–402 (2017). <https://doi.org/10.1177/1362168815618428>.

128.

BOLTON, K., GRADDOL, D., MEIERKORD, C.: Towards developmental world Englishes. *World Englishes*. 30, 459–480 (2011). <https://doi.org/10.1111/j.1467-971X.2011.01735.x>.

129.

Kachru, B.B., Kachru, Y., Nelson, C.L.: *The handbook of world Englishes*. Blackwell Pub, Malden, MA (2006).

130.

KACHRU, Y.: Cultures, contexts, and interpretability1. *World Englishes*. 27, 309–318 (2008). <https://doi.org/10.1111/j.1467-971X.2008.00569.x>.

131.

World English and World Englishes: trends, tensions, varieties and standards. *Language teaching*. (2001).

132.

T. Givon: *Beyond structuralism, exorcising Saussure's ghost*. (2015).

133.

J. Searle: *Chomsky's revolution in linguistics*. (1972).

134.

F. Christie: *Systemic Functional Linguistics and a theory of language education*. (2004).

135.

W.B. McGregor: Modern Linguistics. Presented at the (2009).

136.

H. Al Hamdany: The usefulness of systemic functional grammar and its impact on students' communicative skills in ESL contexts. (2012).

137.

J.P. Donahue: Using systemic functional linguistics in academic writing development. (2012).

138.

Roach, Peter: English phonetics and phonology: a practical course. Cambridge University Press, Cambridge (2009).

139.

Szczepek Reed, B.: A conversation analytic perspective on teaching English pronunciation: The case of speech rhythm. *International Journal of Applied Linguistics*. 22, 67-87 (2012). <https://doi.org/10.1111/j.1473-4192.2011.00293.x>.

140.

Barker: Identifying criterial aspects of pronunciation... - Google Scholar.

141.

WENNERSTROM, A.: Intonational Meaning in English Discourse: A Study of Non-Native Speakers. *Applied Linguistics*. 15, 399-420 (1994). <https://doi.org/10.1093/applin/15.4.399>.

142.

Research into practice: How research appears in pronunciation teaching materials. *Language Teaching*. 49, 423–437 (2016).