

LCEDG501A: The English Language Learner

[View Online](#)

1

Aitchison J. Linguistics. 6th ed. London: : Hodder Headline 2003.

2

Aitchison J. Linguistics. 4th ed. London: : Hodder & Stoughton 1992.

3

Ballard K. The frameworks of English: introducing language structures. 3rd edition. New York: : Palgrave Macmillan 2013.

https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL_LMS_DS51237480910004761&context=L&vid=UCL_VU2&lang=en_US&search_scope=LSCOP_UCL_LMS_DS&adaptor=Local%20Search%20Engine&isFrbr=true&tab=local&query=any,contains,The%20frameworks%20of%20English:%20introducing%20language%20structures&sortby=rank&facet=frbrgroupid,include,809348076&offset=0

4

Crystal D. A dictionary of linguistics and phonetics. 6th ed. Malden, Mass: : Blackwell 2008.
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781444302783>

5

Crystal D, McLachlan E. Rediscover grammar. 3rd ed. Essex: : Pearson/Longman 2004.

6

Crystal D, McLachlan E. Making sense of grammar. Harlow: : Pearson Longman 2004.

7

Parrott M. Grammar for English language teachers. 2nd ed. Cambridge, UK: : Cambridge University Press 2010.

8

Trask RL, Stockwell P, Trask RL. Language and linguistics: the key concepts. 2nd ed. London: : Routledge 2007.
http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3340905140004761&institutionId=4761&customerId=4760

9

Swan M. Practical English usage. 3rd ed. Oxford: : Oxford University Press 2005.

10

Gee JP. An introduction to discourse analysis: theory and method. 3rd ed. New York: : Routledge 2011.
https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL_LMS_DS51240270840004761&context=L&vid=UCL_VU2&lang=en_US&search_scope=CSCOP_UCL&adaptor=Local%20Search%20Engine&isFrbr=true&tab=local&query=any,contains,990026511150204761&sortby=rank&facet=frbrgroupid,include,808625675&offset=0

11

Blommaert J. Discourse: a critical introduction. Cambridge: : Cambridge UP 2005.
<http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780511326691>

12

Crystal D, McLachlan E. Rediscover grammar. 3rd ed. Essex: : Pearson/Longman 2004.

13

Halliday MAK, Hasan R. Cohesion in English. London: : Longman 1976.

14

McCarthy M. Discourse analysis for language teachers. Cambridge: : Cambridge University Press 1991.

15

Thornbury S. Beyond the sentence: introducing discourse analysis. Oxford: : Macmillan Education 2005.

16

Thorne S. Mastering advanced English language. 2nd ed. Basingstoke: : Palgrave Macmillan 2008.

17

Trask RL, Stockwell P, Trask RL. Language and linguistics: the key concepts. 2nd ed. London: : Routledge 2007.
http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3340905140004761&institutionId=4761&customerId=4760

18

Black P, Harrison C, Lee C, et al. Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappan 2004;**86**:8–21. doi:10.1177/003172170408600105

19

Brown HD. Principles of language learning and teaching: a course in second language acquisition. Sixth edition. White Plains, NY: : Pearson Education 2014.

20

Carter R, McCarthy M. Exploring spoken English. Cambridge: : Cambridge UP 1997.

21

Cooke M, Simpson J. ESOL: a critical guide. Oxford :bOxford University Press: 2008.

22

Harmer J. The practice of English language teaching. Fifth edition. Harlow, Essex: : Pearson Education 2015.

23

Hughes A. Testing for language teachers. 2nd ed. Cambridge: : Cambridge UP 2003.
http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3341290070004761&institutionId=4761&customerId=4760

24

Koretz DM. Measuring up: what educational testing really tells us. Cambridge, Mass: : Harvard University Press 2008.

25

McNamara TF. Language testing. Oxford: : Oxford University Press 2000.

26

Harmer J. The practice of English language teaching. Fifth edition. Harlow, Essex: : Pearson Education 2015.

27

Hughes R. Teaching and researching: speaking. [Place of publication not identified]: : Routledge 2015.
http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3340904110004761&institutionId=4761&customerId=4760

28

Paton A, Wilkins M, National Research and Development Centre for Adult Literacy and Numeracy. Teaching adult ESOL: principles and practice. Maidenhead: : Open University Press 2009.
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780335240227>

29

Swan M, Smith B. Learner English: a teacher's guide to interference and other problems. 2nd ed. Cambridge: : Cambridge University Press 2001.

30

Khalifa H, Weir C. A cognitive processing approach towards defining reading comprehension.
2008.<http://www.cambridgeenglish.org/images/23150-research-notes-31.pdf>

31

Alderson JC. Assessing reading. Cambridge: : Cambridge University Press 2000.
<http://dx.doi.org/10.1017/CBO9780511732935>

32

Cauldwell R. Phonology for listening: teaching the stream of speech. Birmingham: : Speech in Action 2013.

33

Grabe, William Peter--Stoller, Fredricka L. Teaching and Researching: Reading.
http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3340902850004761&institutionId=4761&customerId=4760

34

Rost M. Teaching and researching listening. Third edition. New York: : Routledge 2016.
http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3340901080004761&institutionId=4761&customerId=4760

35

Jenkins J. A Sociolinguistically Based, Empirically Researched Pronunciation Syllabus for English as an International Language. *Applied Linguistics* 2002;**23**:83–103.
doi:10.1093/applin/23.1.83

36

Celce-Murcia M, Brinton DM, Goodwin JM, et al. Teaching pronunciation: a course book and reference guide. 2nd ed. Cambridge: : Cambridge University Press 2010.

37

Hancock M. English pronunciation in use. Cambridge: : Cambridge UP 2003.

38

Jenkins J. The phonology of English as an international language: new models, new norms, new goals. Oxford: : Oxford University Press 2000.

39

Kelly G. How to teach pronunciation. Harlow: : Pearson Education 2000.

40

Swan M, Smith B. Learner English: a teacher's guide to interference and other problems. 2nd ed. Cambridge: : Cambridge University Press 2001.

41

Underhill A. Sound foundations: learning and teaching pronunciation. [Rev. ed.]. Oxford: : Macmillan 2005.

42

Sounds Familiar? Accents and Dialects of the UK. <http://www.bl.uk/learning/langlit/sounds/>

43

Patsy M. Lightbrown and Nina Spada. Chapter 3: Individual Differences in Second Language Learning. In: How languages are learned. Oxford: : Oxford University Press 2013. 75–101. <https://contentstore.cla.co.uk/secure/link?id=cfecf929-f6a4-e711-80cb-005056af4099>

44

Block D. The social turn in second language acquisition. Edinburgh: : Edinburgh University Press 2003.

45

Block D. Multilingual identities in a global city: London stories. Basingstoke: : Palgrave Macmillan 2006.
http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3340901080004761&institutionId=4761&customerId=4760

46

Brown HD. Principles of language learning and teaching: a course in second language acquisition. Sixth edition. White Plains, NY: : Pearson Education 2014.

47

Dörnyei Z. Motivation in second and foreign language learning. Language Teaching 1998; **31**. doi:10.1017/S026144480001315X

48

Gardner RC, Lambert WE. Motivational variables in second-language acquisition. Canadian Journal of Psychology/Revue canadienne de psychologie 1959;**13**:266–72.
doi:10.1037/h0083787

49

Evans M, Fisher L, Pachler N, et al. Learning to teach foreign languages in the secondary school: a companion to school experience. 4th ed. New York: : Routledge 2014.
<http://ucl.ebib.com/patron/FullRecord.aspx?p=1582677>

50

Petty G. Teaching today: a practical guide. 4th ed. Cheltenham: : Nelson Thornes 2009.
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781408507346>

51

Richards K. Interviews. In: Heigham J, Croker RA, eds. Qualitative Research in Applied Linguistics. London: : Palgrave Macmillan UK 2009. doi:10.1057/9780230239517

52

Rose H. Researching language learner strategies. In: Research methods in applied linguistics: a practical resource. London: 2015.
<https://contentstore.cla.co.uk/secure/link?id=f1b429d2-21ca-e711-80cd-005056af4099>

53

Wooffitt R, Widdicombe S. Interaction in interviews. In: Talk and interaction in social research methods. London: : SAGE 2006.
28–49.http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3344989390004761&institutionId=4761&customerId=4760

54

Kvale S. Doing Interviews. 1 Oliver's Yard, 55 City Road, London England EC1Y 1SP United Kingdom : : SAGE Publications, Ltd 2007. doi:10.4135/9781849208963

55

Litosseliti L. Research methods in linguistics. London: : Continuum 2010.

56

Pan L. English language ideologies in the Chinese foreign language education policies: a world-system perspective. *Language Policy* 2011;**10**:245–63. doi:10.1007/s10993-011-9205-8

57

Song JJ. English as an official language in South Korea: Global English or social malady? *Language Problems and Language Planning* 2011;**35**:35–55. doi:10.1075/lplp.35.1.03son

58

Crystal D. *English as a Global Language*. 2nd ed. Cambridge: : Cambridge University Press 2012. <http://dx.doi.org/10.1017/CBO9781139196970>

59

Crystal D. *The stories of English*. London: : Allen Lane 2004.

60

Jenkins J. English as a Lingua Franca from the classroom to the classroom. *ELT Journal* 2012;**66**:486–94. doi:10.1093/elt/ccs040

61

Kawai Y. Japanese Nationalism and the global Spread of English: An Analysis of Japanese Governmental and Public Discourses on English. *Language and Intercultural Communication* 2007;**7**:37–55. doi:10.2167/laic174.0

62

Hu G. English Language Education in China: Policies, Progress, and Problems. *Language Policy* 2005;**4**:5–24. doi:10.1007/s10993-004-6561-7

63

Honna N, Takeshita Y. English Language Teaching in Japan. *RELC Journal* 2005;**36**:363–83.
doi:10.1177/0033688205060055

64

Lin P. English as a global language in China: deconstructing the ideological discourses of English in language education. Cham, Switzerland: : Springer 2015.
http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3341423330004761&institutionId=4761&customerId=4760

65

Pan L. Glocalization and the Spread of Unequal Englishes: Vernacular Signs in the Centre of Beijing. In: *Unequal Englishes: the politics of Englishes today*. Basingstoke: : Palgrave Macmillan 2015.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-10-09T17%3A58%3A09IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Unequal%20Englishes%20The%20Politics%20of%20Englishes%20Today&rft.aulast=Tupas&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9781137461216&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://libproxy.ucl.ac.uk/login?url=http://dx.doi.org/10.1057/9781137461223&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002693533%3C/UCL_LMS_DS%3E%3Curl%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

66

Xu Z. Chinese English: A future power? In: *The Routledge handbook of world Englishes*. London: : Routledge 2010.
282–98.<http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780203849323>

67

Cable C, National Association for Language Development in the Curriculum. *Developing a bilingual pedagogy for UK schools*. Reading: : National Association for Language Development in the Curriculum 2009.

68

Jessner U, Kramsch CJ. Challenges of Multilingualism to the Family. In: The Multilingual Challenge: Cross-Disciplinary Perspectives. Berlin ;Boston: : De Gruyter Mouton 2015. 21-38.<https://doi.org/10.1515/9781614512165>

69

Franson C. Bilingualism and Second Language Acquisition.
<https://www.naldic.org.uk/eal-initial-teacher-education/resources/ite-archive-bilingualism/>

70

Auer P, Li W. Handbook of multilingualism and multilingual communication. Berlin: : Mouton de Gruyter 2007.
https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL_LMS_DS51250539940004761&context=L&vid=UCL_VU2&lang=en_US&search_scope=CSCOP_UCL&adaptor=Local%20Search%20Engine&isFrbr=true&tab=local&query=any,contains,Handbook%20of%20multilingualism%20and%20multilingual%20communication&sortby=rank&facet=frbrgroupid,include,810896061&offset=0

71

Baker C. Foundations of bilingual education and bilingualism. 6th ed. Bristol: : Multilingual Matters 2017.

72

Bhatia TK, Ritchie WC. The handbook of bilingualism. Oxford: : Blackwell 2004.
<https://onlinelibrary.wiley.com/doi/book/10.1002/9780470756997>

73

Block D. The social turn in second language acquisition. Edinburgh: : Edinburgh University Press 2003.

74

Block D. Multilingual identities in a global city: London stories. Basingstoke: : Palgrave

Macmillan 2006.

http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3340901080004761&institutionId=4761&customerId=4760

75

Cummins J. Language, power, and pedagogy: bilingual children in the crossfire. Clevedon: : Multilingual Matters 2000. doi:10.21832/9781853596773

76

Eversley J, Centre for Information on Language Teaching and Research. Language capital: mapping the languages of London's schoolchildren. London: : CILT 2010.

77

Swan M, Smith B. Learner English: a teacher's guide to interference and other problems. 2nd ed. Cambridge: : Cambridge University Press 2001.