demand for specialised skills in a changing economy. As such, it has a wide interdisciplinary appeal across education policy and politics, Asian education, South Asian society, youth policy, sociology of education, political economy of social change, and globalisation.

**Handbook of Research in Second Language Teaching and Learning**

Handbook of Research in Second Language Teaching and Learning 2011-01-25 This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook’s international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TEFL and applied linguistics programs, as well as curriculum and materials developers.

**Ghana Gazette-Ghana 1976**

The Grammar Problem in Higher Education in Cameroon Miriam Ayafor 2015-06-18 This book describes the English grammar weaknesses manifested in the written work of young Cameroonians in tertiary education. It identifies the areas where the problems are most acute, seeks the reasons for such low grammar competences, and suggests possible solutions to the problems. The Error Analysis Approach suggested by authors like S.P. Corder and J.C. Richards was used to carry out the study. The book will be of interest to all L2 learners and teachers of English, to language policy makers of L1 English, and to all those who wish to see that Standard British English is preserved to a greater extent in English-speaking places outside Britain, despite the on-going indigenisation of this global language.