

WHY THE ENGLISH LANGUAGE IS HARD TO LEARN

WHY THE ENGLISH LANGUAGE IS HARD TO LEARN IS A QUESTION THAT HAS PUZZLED LINGUISTS, EDUCATORS, AND LEARNERS WORLDWIDE FOR DECADES. DESPITE BEING ONE OF THE MOST WIDELY SPOKEN LANGUAGES GLOBALLY, ENGLISH PRESENTS NUMEROUS CHALLENGES THAT MAKE IT DIFFICULT FOR NON-NATIVE SPEAKERS TO MASTER. FROM INCONSISTENT SPELLING RULES AND COMPLEX GRAMMAR TO A VAST VOCABULARY INFLUENCED BY MULTIPLE LANGUAGES, ENGLISH LEARNING REQUIRES SIGNIFICANT EFFORT AND PERSISTENCE. THIS ARTICLE EXPLORES THE VARIOUS FACTORS CONTRIBUTING TO THE COMPLEXITY OF ENGLISH, INCLUDING ITS PRONUNCIATION, IDIOMATIC EXPRESSIONS, AND SYNTACTIC IRREGULARITIES. UNDERSTANDING THESE CHALLENGES HELPS EXPLAIN WHY LEARNERS OFTEN FIND ENGLISH HARDER THAN OTHER LANGUAGES. THE FOLLOWING SECTIONS WILL DELVE INTO THE PRIMARY REASONS BEHIND THE DIFFICULTY OF LEARNING ENGLISH, PROVIDING A COMPREHENSIVE OVERVIEW OF THE LANGUAGE'S UNIQUE TRAITS.

- INCONSISTENT SPELLING AND PRONUNCIATION
- COMPLEX GRAMMAR RULES
- EXTENSIVE VOCABULARY AND BORROWED WORDS
- IDIOMATIC EXPRESSIONS AND PHRASAL VERBS
- SYNTACTIC AMBIGUITIES AND EXCEPTIONS

INCONSISTENT SPELLING AND PRONUNCIATION

ONE OF THE MOST PROMINENT REASONS WHY THE ENGLISH LANGUAGE IS HARD TO LEARN IS THE INCONSISTENCY BETWEEN ITS SPELLING AND PRONUNCIATION. ENGLISH SPELLING DOES NOT ALWAYS CORRESPOND TO THE WAY WORDS SOUND, WHICH CREATES CONFUSION FOR LEARNERS TRYING TO DECODE OR SPELL NEW WORDS CORRECTLY.

IRREGULAR PRONUNCIATION PATTERNS

ENGLISH PRONUNCIATION VARIES REMARKABLY DEPENDING ON THE WORD'S ORIGIN, REGIONAL ACCENTS, AND HISTORICAL DEVELOPMENT. FOR EXAMPLE, WORDS WITH SIMILAR SPELLINGS CAN HAVE DIFFERENT PRONUNCIATIONS, SUCH AS "THROUGH," "THOUGH," AND "THOUGHT." THESE IRREGULARITIES MAKE IT DIFFICULT FOR LEARNERS TO APPLY CONSISTENT PRONUNCIATION RULES.

HOMOPHONES AND HOMOGRAPHS

HOMOPHONES—WORDS THAT SOUND ALIKE BUT HAVE DIFFERENT MEANINGS AND SPELLINGS, SUCH AS "PAIR" AND "PEAR"—ADD TO THE COMPLEXITY. SIMILARLY, HOMOGRAPHS—WORDS SPELLED THE SAME BUT PRONOUNCED DIFFERENTLY, LIKE "LEAD" (METAL) AND "LEAD" (TO GUIDE)—REQUIRE CONTEXTUAL UNDERSTANDING THAT CHALLENGES LEARNERS FURTHER.

EXAMPLES OF INCONSISTENT SPELLING

- "COUGH," "BOUGH," "THOUGH," AND "THROUGH" ALL END WITH "-OUGH" BUT ARE PRONOUNCED DIFFERENTLY.
- SILENT LETTERS IN WORDS LIKE "KNIGHT," "PSYCHOLOGY," AND "DEBT" COMPLICATE PRONUNCIATION AND SPELLING.
- MULTIPLE VOWEL SOUNDS, SUCH AS SHORT AND LONG VOWELS, ADD LAYERS OF DIFFICULTY.

COMPLEX GRAMMAR RULES

ENGLISH GRAMMAR, WHILE SOMETIMES SIMPLER THAN OTHER LANGUAGES, CONTAINS NUMEROUS EXCEPTIONS AND COMPLEXITIES THAT MAKE IT CHALLENGING FOR LEARNERS. THE RULES GOVERNING TENSE, ASPECT, AND SENTENCE STRUCTURE CAN BE CONFUSING, ESPECIALLY WHEN EXCEPTIONS ARE FREQUENT.

TENSE AND ASPECT VARIATIONS

ENGLISH USES A VARIETY OF TENSES TO EXPRESS TIME, INCLUDING SIMPLE, CONTINUOUS, PERFECT, AND PERFECT CONTINUOUS FORMS. MASTERY OF THESE TENSES AND THEIR CORRECT USAGE IS CRITICAL BUT OFTEN DIFFICULT FOR LEARNERS DUE TO SUBTLE DIFFERENCES AND IRREGULAR VERBS.

IRREGULAR VERBS

UNLIKE MANY LANGUAGES WITH REGULAR VERB CONJUGATIONS, ENGLISH HAS A LARGE NUMBER OF IRREGULAR VERBS THAT DO NOT FOLLOW STANDARD PATTERNS. FOR EXAMPLE, "GO" BECOMES "WENT" IN THE PAST TENSE, AND "BUY" BECOMES "BOUGHT." MEMORIZING THESE IRREGULAR FORMS IS ESSENTIAL BUT CAN BE OVERWHELMING.

ARTICLE USAGE AND PREPOSITIONS

THE USE OF ARTICLES ("A," "AN," AND "THE") AND PREPOSITIONS PRESENTS ANOTHER CHALLENGE. ENGLISH ARTICLES HAVE NO DIRECT EQUIVALENTS IN MANY LANGUAGES, AND PREPOSITIONS OFTEN HAVE IDIOMATIC USAGE THAT DOES NOT TRANSLATE LITERALLY, MAKING THESE SMALL WORDS A SIGNIFICANT HURDLE.

EXTENSIVE VOCABULARY AND BORROWED WORDS

THE ENGLISH LANGUAGE BOASTS ONE OF THE LARGEST VOCABULARIES OF ANY LANGUAGE, PARTLY DUE TO ITS HISTORY OF BORROWING FROM LATIN, FRENCH, GERMANIC LANGUAGES, AND OTHERS. THIS VAST LEXICON CONTRIBUTES TO THE DIFFICULTY LEARNERS FACE WHEN EXPANDING THEIR VOCABULARY.

MULTIPLE SYNONYMS WITH NUANCED DIFFERENCES

ENGLISH OFTEN HAS SEVERAL SYNONYMS FOR A SINGLE CONCEPT, EACH WITH SLIGHTLY DIFFERENT CONNOTATIONS OR USAGE CONTEXTS. FOR INSTANCE, "BIG," "LARGE," "HUGE," AND "ENORMOUS" ALL INDICATE SIZE BUT DIFFER SUBTLY IN INTENSITY AND FORMALITY, MAKING WORD CHOICE CHALLENGING.

LOANWORDS AND THEIR PRONUNCIATIONS

MANY ENGLISH WORDS COME FROM OTHER LANGUAGES, AND THEIR PRONUNCIATIONS SOMETIMES RETAIN FOREIGN CHARACTERISTICS. THIS LEADS TO ADDITIONAL PRONUNCIATION CHALLENGES, AS LEARNERS MUST OFTEN MEMORIZE THE CORRECT PRONUNCIATION WITHOUT RELYING ON PHONETIC RULES.

EXAMPLES OF BORROWED VOCABULARY

- FRENCH: "BALLET," "CAFÉ," "GENRE"

- LATIN: “AGENDA,” “ALUMNI,” “DATA”
- GERMAN: “KINDERGARTEN,” “DOPPELGÄNGER”

IDIOMATIC EXPRESSIONS AND PHRASAL VERBS

IDIOMATIC EXPRESSIONS AND PHRASAL VERBS ARE PERVASIVE IN ENGLISH AND REPRESENT A SIGNIFICANT BARRIER FOR LEARNERS. THESE EXPRESSIONS DO NOT FOLLOW LITERAL MEANINGS, REQUIRING LEARNERS TO UNDERSTAND CULTURAL CONTEXT AND FIGURATIVE LANGUAGE.

Non-Literal Meanings

IDIOMS LIKE “KICK THE BUCKET” OR “BREAK THE ICE” CANNOT BE UNDERSTOOD BY INTERPRETING THE INDIVIDUAL WORDS ALONE. MASTERY OF IDIOMS DEMANDS FAMILIARITY WITH CULTURAL NUANCES AND EXTENSIVE EXPOSURE TO THE LANGUAGE IN CONTEXT.

Complexity of Phrasal Verbs

PHRASAL VERBS COMBINE A VERB WITH ONE OR MORE PARTICLES (PREPOSITIONS OR ADVERBS) TO CREATE NEW MEANINGS, OFTEN UNRELATED TO THE ORIGINAL VERB. EXAMPLES INCLUDE “GIVE UP,” “RUN INTO,” AND “TAKE OFF.” THESE VERBS CAN BE CHALLENGING BECAUSE THEIR MEANING CHANGES DEPENDING ON CONTEXT AND PARTICLE.

Challenges in Usage and Learning

- MANY PHRASAL VERBS HAVE MULTIPLE MEANINGS, INCREASING COMPLEXITY.
- THEY ARE OFTEN INFORMAL, YET WIDELY USED IN SPOKEN ENGLISH.
- CANNOT BE TRANSLATED WORD-FOR-WORD, REQUIRING MEMORIZATION AND PRACTICE.

SYNTACTIC AMBIGUITIES AND EXCEPTIONS

ENGLISH SYNTAX—THE ARRANGEMENT OF WORDS AND PHRASES TO CREATE SENTENCES—CAN BE AMBIGUOUS OR IRREGULAR, ADDING TO THE DIFFICULTY OF LEARNING THE LANGUAGE. SENTENCE STRUCTURES AND WORD ORDER MAY VARY, SOMETIMES LEADING TO CONFUSION.

Word Order Variations

WHILE ENGLISH GENERALLY FOLLOWS A SUBJECT-VERB-OBJECT ORDER, VARIATIONS OCCUR IN QUESTIONS, PASSIVE CONSTRUCTIONS, AND CONDITIONAL SENTENCES, WHICH CAN CONFUSE LEARNERS UNFAMILIAR WITH THESE PATTERNS.

Exceptions to Rules

ENGLISH IS NOTORIOUS FOR EXCEPTIONS TO GRAMMATICAL RULES. FOR EXAMPLE, PLURAL FORMATION CAN BE IRREGULAR, AS

SEEN IN “CHILD” TO “CHILDREN” OR “MOUSE” TO “MICE.” SUCH EXCEPTIONS REQUIRE MEMORIZATION RATHER THAN RULE APPLICATION.

AMBIGUITY IN MEANING

SOME ENGLISH SENTENCES CAN HAVE MULTIPLE INTERPRETATIONS DUE TO AMBIGUOUS SYNTAX OR WORD MEANINGS, COMPLICATING COMPREHENSION. FOR INSTANCE, “VISITING RELATIVES CAN BE ANNOYING” CAN MEAN EITHER THAT THE ACT OF VISITING RELATIVES IS ANNOYING OR THAT RELATIVES WHO VISIT ARE ANNOYING.

FREQUENTLY ASKED QUESTIONS

WHY IS ENGLISH PRONUNCIATION DIFFICULT FOR LEARNERS?

ENGLISH PRONUNCIATION IS DIFFICULT BECAUSE IT HAS MANY IRREGULARITIES, SILENT LETTERS, AND SOUNDS THAT DO NOT CORRESPOND CONSISTENTLY TO SPELLING, MAKING IT CHALLENGING FOR LEARNERS TO PREDICT HOW WORDS ARE PRONOUNCED.

HOW DO IRREGULAR VERBS MAKE ENGLISH HARD TO LEARN?

IRREGULAR VERBS DO NOT FOLLOW STANDARD CONJUGATION RULES, REQUIRING LEARNERS TO MEMORIZE MANY DIFFERENT FORMS INSTEAD OF APPLYING CONSISTENT PATTERNS, WHICH ADDS TO THE COMPLEXITY OF MASTERING ENGLISH.

WHY DOES ENGLISH HAVE SO MANY WORDS WITH MULTIPLE MEANINGS?

ENGLISH HAS ABSORBED VOCABULARY FROM MANY LANGUAGES OVER CENTURIES, RESULTING IN WORDS THAT HAVE DEVELOPED MULTIPLE MEANINGS, WHICH CAN CONFUSE LEARNERS TRYING TO UNDERSTAND CONTEXT AND USAGE.

HOW DO HOMOPHONES AFFECT LEARNING ENGLISH?

HOMOPHONES ARE WORDS THAT SOUND THE SAME BUT HAVE DIFFERENT MEANINGS AND SPELLINGS, SUCH AS ‘THERE,’ ‘THEIR,’ AND ‘THEY’RE,’ WHICH CAN CAUSE CONFUSION IN BOTH WRITING AND COMPREHENSION FOR ENGLISH LEARNERS.

WHY IS ENGLISH GRAMMAR CONSIDERED COMPLICATED?

ENGLISH GRAMMAR CAN BE COMPLICATED DUE TO EXCEPTIONS TO RULES, IRREGULAR PLURAL FORMS, COMPLEX TENSE STRUCTURES, AND THE USE OF ARTICLES, WHICH DO NOT EXIST OR DIFFER SIGNIFICANTLY IN MANY OTHER LANGUAGES.

HOW DO PHRASAL VERBS CONTRIBUTE TO THE DIFFICULTY OF LEARNING ENGLISH?

PHRASAL VERBS COMBINE VERBS WITH PREPOSITIONS OR ADVERBS TO CREATE NEW MEANINGS THAT ARE OFTEN IDIOMATIC AND UNPREDICTABLE, MAKING THEM CHALLENGING FOR LEARNERS TO UNDERSTAND AND USE CORRECTLY.

WHY IS SPELLING CHALLENGING IN ENGLISH?

ENGLISH SPELLING IS CHALLENGING BECAUSE IT IS NOT PHONETIC; MANY WORDS ARE SPELLED DIFFERENTLY THAN THEY SOUND, AND THERE ARE NUMEROUS EXCEPTIONS AND INCONSISTENCIES DERIVED FROM ITS DIVERSE LINGUISTIC ROOTS.

HOW DOES THE VAST VOCABULARY OF ENGLISH IMPACT LEARNERS?

THE VAST VOCABULARY, INCLUDING SYNONYMS, IDIOMS, AND BORROWED WORDS, CAN OVERWHELM LEARNERS, MAKING IT DIFFICULT TO ACQUIRE ENOUGH WORDS FOR EFFECTIVE COMMUNICATION AND TO UNDERSTAND NUANCES IN MEANING.

ADDITIONAL RESOURCES

1. *"THE QUIRKS OF ENGLISH: WHY LEARNING IT IS A CHALLENGE"*

THIS BOOK EXPLORES THE UNIQUE CHARACTERISTICS OF THE ENGLISH LANGUAGE THAT MAKE IT DIFFICULT FOR LEARNERS WORLDWIDE. IT DELVES INTO IRREGULAR SPELLING, INCONSISTENT GRAMMAR RULES, AND THE VAST VOCABULARY INFLUENCED BY MANY LANGUAGES. READERS GAIN INSIGHT INTO WHY ENGLISH DEFIES STRAIGHTFORWARD LEARNING METHODS.

2. *"ENGLISH PUZZLES: THE COMPLEXITY BEHIND THE LANGUAGE"*

FOCUSING ON THE LINGUISTIC PUZZLES POSED BY ENGLISH, THIS BOOK DISCUSSES HOMOPHONES, IDIOMS, AND PHRASAL VERBS THAT CONFUSE LEARNERS. IT EXPLAINS HOW CULTURAL AND HISTORICAL FACTORS HAVE SHAPED THESE COMPLEXITIES. THE BOOK OFFERS STRATEGIES TO OVERCOME COMMON STUMBLING BLOCKS.

3. *"FROM SHAKESPEARE TO SLANG: THE EVOLUTION OF ENGLISH AND ITS LEARNING CURVE"*

TRACING THE HISTORICAL EVOLUTION OF ENGLISH, THIS BOOK SHOWS HOW CENTURIES OF CHANGE HAVE CONTRIBUTED TO ITS DIFFICULT LEARNING PROCESS. IT HIGHLIGHTS THE SHIFTING GRAMMAR, VOCABULARY, AND PRONUNCIATION THAT LEARNERS MUST NAVIGATE. THE BOOK ALSO EXAMINES MODERN SLANG AND DIALECTS THAT ADD LAYERS OF COMPLEXITY.

4. *"GRAMMAR MINEFIELD: NAVIGATING ENGLISH SYNTAX"*

THIS TITLE FOCUSES ON THE INTRICACIES OF ENGLISH GRAMMAR THAT CHALLENGE LEARNERS, SUCH AS TENSE USAGE, ARTICLES, AND SENTENCE STRUCTURE. IT PROVIDES CLEAR EXPLANATIONS AND EXAMPLES TO DEMYSTIFY THESE ASPECTS. THE BOOK SERVES AS A GUIDE TO MASTERING ENGLISH SYNTAX.

5. *"SPELLING NIGHTMARES: UNDERSTANDING ENGLISH ORTHOGRAPHY"*

ADDRESSING THE NOTORIOUS UNPREDICTABILITY OF ENGLISH SPELLING, THIS BOOK EXPLAINS THE HISTORICAL REASONS BEHIND IRREGULAR SPELLINGS. IT DISCUSSES PATTERNS AND EXCEPTIONS THAT OFTEN CONFUSE LEARNERS. THE BOOK OFFERS PRACTICAL TIPS TO IMPROVE SPELLING SKILLS.

6. *"THE SOUND OF CONFUSION: PRONUNCIATION CHALLENGES IN ENGLISH"*

THIS BOOK EXAMINES THE DIFFICULTIES LEARNERS FACE WITH ENGLISH PRONUNCIATION, INCLUDING VOWEL SOUNDS, STRESS, AND INTONATION. IT EXPLAINS WHY ENGLISH PRONUNCIATION OFTEN DOESN'T MATCH ITS SPELLING. THE TEXT PROVIDES EXERCISES AND TECHNIQUES TO IMPROVE SPEAKING SKILLS.

7. *"IDIOMS AND EXPRESSIONS: THE HIDDEN BARRIERS IN ENGLISH LEARNING"*

FOCUSING ON IDIOMATIC EXPRESSIONS, THIS BOOK REVEALS HOW FIGURATIVE LANGUAGE CAN BE A MAJOR HURDLE FOR LEARNERS. IT EXPLAINS THE ORIGINS AND MEANINGS OF COMMON IDIOMS AND THEIR IMPACT ON COMPREHENSION. THE BOOK HELPS READERS NAVIGATE THESE LINGUISTIC NUANCES.

8. *"BORROWED WORDS AND LANGUAGE BLENDS: ENGLISH'S MIXED HERITAGE"*

THIS BOOK EXPLORES HOW ENGLISH'S INCORPORATION OF WORDS FROM MANY LANGUAGES CREATES BOTH RICHNESS AND CONFUSION. IT DETAILS THE INFLUENCE OF LATIN, FRENCH, GERMANIC, AND OTHER TONGUES ON ENGLISH VOCABULARY. THE BOOK CLARIFIES HOW THIS DIVERSITY COMPLICATES LEARNING.

9. *"WHY ENGLISH LEARNERS STRUGGLE: A LINGUISTIC PERSPECTIVE"*

OFFERING AN ACADEMIC APPROACH, THIS BOOK ANALYZES THE COGNITIVE AND LINGUISTIC REASONS BEHIND THE DIFFICULTIES IN LEARNING ENGLISH. IT COVERS PHONOLOGY, MORPHOLOGY, SYNTAX, AND SEMANTICS CHALLENGES. THE BOOK IS IDEAL FOR EDUCATORS AND LEARNERS SEEKING A DEEPER UNDERSTANDING OF ENGLISH'S COMPLEXITIES.

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why the english language is hard to learn: Readable English Chris Stephen, Ann Fitts, 2016-03-15 Why do children learning to read English take more than two years to attain basic literacy, while children learning to read phonetic languages such as Italian achieve the same level within a year? Why are the effects of dyslexia so much more limiting for readers of English than for those reading phonetic languages? Over 40% of people in English-speaking countries are functionally illiterate, and the implications of this startling figure extend beyond the individual. Health care costs of people with low literacy are significantly higher than those with high literacy. Studies have even revealed a link between low literacy and higher rates of imprisonment. The list of social impacts goes on. *Readable English: Why learning to read English is so hard and how to make it easier* is a compact book bursting with big ideas. It explains in simple terms just why the English language is so hard to learn to read. It also describes a revolutionary new system called Readable English, which draws on recent developments in neuroscience and brain plasticity to help everyone learn to read, write and speak English more easily. People who are interested in the English language or the science of reading will find this book interesting. Specifically, English language educators will be introduced to a new teaching method and parents of children learning to read, struggling with reading or learning English as a second language will find this book informative and helpful. The book includes the sound for each of the phonemes in English accompanied by videos and instructions for how to make each of the sounds. It also includes the videos used for teaching Readable English, such as videos that explain to students the complexities of the English language. The program is designed to convince students that any difficulties they face with reading aren't their fault: the problems are the fault of the language, which Readable English 'fixes'. Based on theory and data, I can recommend Readable English in the strongest possible terms. It has the potential to transform the teaching of English. Emeritus Professor John Sweller Educational psychologist and creator of cognitive load theory

why the english language is hard to learn: Writing Made Easy: Just the Basics Timothy Sharkey, 2022-05-03 *Writing Made Easy: Just the Basics* by Timothy Sharkey explains how to make writing easy. It provides a "just-the-basics" approach to writing and it eliminates the complicated information that gets in the way. It includes expert definitions and helpful examples of what is really needed in writing - with professional scholarship and a literary sensibility - from an author who has taught English 101 and English 102 classes in college for over 15 years. *Writing Made Easy: Just the Basics* is the culmination of Timothy Sharkey's 15-year effort to put the good information about writing into one book. *Writing Made Easy: Just the Basics* covers the following information:

- Grammar, Syntax, Usage, Diction, Etymology
- Mechanics: abbreviations, capitalization, spelling
- Agreement Tips: past, present, and future; singular and plural; first, second, and third person voices
- Using whom correctly
- Punctuation Marks: apostrophe, brackets, colon, comma, dash, ellipsis, exclamation point, hyphen, parentheses, quotation marks, semicolon, slash
- Sentences: required ingredients, sentence mistakes (sentence fragments, run-on sentences, and comma-splice sentences - and how to correct them)
- Paragraphs: required ingredients; introduction, body, and concluding paragraphs; transition words
- Rhetorical Techniques: alliteration, allusion, hyperbole, metaphor, onomatopoeia, irony, parallel construction, personification
- Arguing Well: critical thinking, dialectics; Aristotle's ethos, pathos, & logos; the Socratic Method, common ground
- Fallacies: ad hominem attack, begging the question, coded language, double-edged sword, hasty analogy, red herring, slippery slope, straw man, etc.
- Research Tips: advanced Google searches, Boolean operators, databases, Google Scholar, Google News, WolframAlpha, the CIA Factbook, etc.
- Research Paper (MLA 9th Edition): direct quotes, indirect quotes, interpolations, in-text citations, works cited page, hanging indents, correct formatting
- Writing Terms defined: bombastic, cliché, colloquial, concise, diction, etymology, euphemism, figure of speech, hyperbole, jargon, metaphor, oxymoron, redundant, rhetoric, slang, succinct, verbose, etc.
- Latin Terms for Writers defined: a priori, ad hoc, ad infinitum, ad nauseam, alumnus, bona fide, de facto, ibidem (ibid.), ipso facto, non sequiter, per se, prima facie, quasi, reductio ad absurdum, sic, summa cum laude, magna cum laude, verbatim, etc.
- Sample Essays included: descriptive essay, argumentative essay, research paper

(MLA 9th Edition) —Writing approaches, insights, and advice Timothy Sharkey (author) has a Master of Liberal Arts degree in English & American Literature & Language from Harvard University. He has a Bachelor of General Studies degree (with a concentration in Film) from The University of Michigan. He has taught English 101 and English 102 classes in college in Chicago for over 20 years, and he has succeeded in taking complicated information and simplifying it for the demanding students in his classes.

why the english language is hard to learn: Say What When You Sneeze? German for Kids (Paperback) Carole Marsh, 2004-01-01 History, trivia, humor, language and more!

why the english language is hard to learn: The Anamosa Prison Press , 1905

why the english language is hard to learn: 9 Steps To Effective Communication Saapan Saahibi, 2023-01-18 This book is a transformational journey, towards becoming a better communicator. 9 powerful but simple steps are actually 9 different aspects of communication skill. Every step will take you closer towards your final goal, i.e. becoming a Master Communicator. 'Remember every successful journey starts with a single step. So start your journey of being a better communicator.' "Saapan is an amazing human being with excellent skills of training and mentorship. Highly regarded by his learners and he truly cares about his mentees. Good luck for his knowledge launch in the form of this wonderful book. It's a MUST read for everyone." – Jayant Kr. Chauhan Regional Head- Nepal & North India, City and Guilds

why the english language is hard to learn: Success on Your Certificate Course in English Language Teaching Caroline Brandt, 2006-07-21 `Extremely comprehensive and well written in terms of style - accessible to the reader, but intelligent and expressing some fairly subtle concepts. Would that more ELT practitioners could do the same!... Certainly a good read for those thinking about and also those engaged in initial training - or even post initial training stage' - Jenny Pugsley, Head of TESOL, Trinity College London 'It's essential reading whether you are simply curious about what is involved in training in ELT, need advice on choosing the right course, have already enrolled and want to make the most of your course, or are a new teacher just starting out. It's a book I wish I'd had when I was starting out in my ELT career, and that I wish had been available to many of the course participants I have tutored' - Lyn Strutt, ELT author and Chair of the British Council Families Association Each year, thousands of people all over the world take one of the hundreds of available short pre-service courses that lead to the award of a certificate in English Language Teaching (ELT) or Teaching English to Speakers of Other Languages (TESOL). Caroline Brandt's book is an invaluable guide to anyone thinking of enrolling on one of these courses. With a clear and concise structure that follows your general interest in TESOL right through to the intricacies of the course itself, it can be used from initial research stages to final qualifications, and beyond. Brandt's decades of experience in this field across the globe shine through. Chapters include: -introducing English Language Teaching -becoming qualified -knowing your certificate course -getting started -learning -working together -being qualified. Throughout the book there are snapshots of students' experiences in their own words, and summaries of key points for you to take with you - whether into the next stage of learning or the next day's teaching. The chapters are stand alone resources as well as the building blocks to becoming a fully-qualified English Language teacher. The book is supported by a companion website, which provides quizzes to test understanding of each chapter, lesson plan proformas, a full glossary and annotated website links.

why the english language is hard to learn: Confusing Words, Including Heteronyms; Or Why English is Difficult to Learn Charlotte Smith, 2023-01-26 This book was written for those who already have some knowledge of English and want to improve. It was written especially for ESL students and uses English words that are similar to the same word in Spanish whenever possible. It also tries to educate the reader about a variety of subjects whenever possible. The sentences are short and informal. Confusing Words includes when to use fewer and less, bring and take, may and can, lend and borrow, and farther and further, to list a few. It also lists some common homophones--words that sound alike. Heteronyms are words that look alike but may be pronounced differently, like present, record, and wound.

why the english language is hard to learn: Big Ideas for Little Books Shevonne Elliott, Dawn LaFleur, 2011-09 The secondary ELA classroom is an amazingly important place. It's where students transition from learning to read to reading to learn, and they need a tremendous amount of guidance to make that leap. In *Big Ideas for Little Books*, authors Shevonne Elliott and Dawn LaFleur present opportunities to help teachers tap into secondary students' childhoods and carry the excitement of story time into more complex concepts. Detailed and engaging, these forty-five lessons use the simple text of children's books to introduce and reinforce the skills required in the secondary ELA classroom. The easy-to-follow lesson plans require little prep work and employ creative methods for helping students learn about concepts such as argumentation, characterization, dialect, imagery, irony, parody, parallelism, and more. Ideas for extension accompany every lesson and provide opportunities for teachers to differentiate instruction and meet the needs of all learners. *Big Ideas for Little Books* is an ideal resource for teachers who want to engage their students' imaginations while teaching literary analysis and cohesive writing skills. It offers a fresh approach to energizing students and generating excitement about learning.

why the english language is hard to learn: Indirect Care Handbook for Advanced Nursing Roles Patti Rager Zuzelo, 2018-08-27 *Indirect Care Handbook for Advanced Nursing Roles: Beyond the Bedside* addresses the indirect care responsibilities that confront nurses in a variety of advanced practice roles

why the english language is hard to learn: My English Language Journey Ghassoub Sharif Mustafa, 2023-11-29 This is the story of Ghassoub, a child from Palestine, who falls in love with the English language and with everything British after meeting a British lady tourist by chance at the Dead Sea, where she teaches him a few English words and treats him well. This incident makes him dream to be something 'English' and it plays a significant role in shaping his future as, within a few decades, he rises the ranks to become a professor of English and an author. Ghassoub's long and tough journey in the English language as a learner and as a teacher offers the reader valuable lessons in some aspects of English language learning and of its complex teaching profession. His dedication and passion for teaching have enabled him to innovate and come up with his own theories that are vital to achieve success and greatness in the teaching profession. This story, which is written in a simple, humorous, sarcastic, and sometimes metaphorical style, is not just a story, but a guide or a self-improvement book for anyone who wants to have a more effective life, a more effective study style, a more effective career, and a deep understanding of the painful process of writing a book.

why the english language is hard to learn: Internet Joke Book - Volume Two Keith Evans, 2001-01-30 This book, *Internet Joke Book*, comes to you packed with fresh jokes, bizarre stories and the wittiest of satires gathered from throughout the United States and abroad, collected and compiled for your enjoyment. Beyond the book's jacket (cover) you will discover pages of humorous and sidesplitting and gut-wrenching witticisms. The jokes within, being of age-old and brand-new is all hilarious, and the ones we've heard before . . . still laughable! This book was not tailor-made for younger readers, and various contents may be inappropriate. After all, any book of this nature should rest with the judgement of the parent or guardian. I myself, being a single parent, would not recommend the contents of this book be disclosed to any teenager under the age of sixteen. In any event, there may be parents who chose to allow children as young as fourteen or fifteen to take in the contents. Again, this is not recommended by the author. I can only hope that all my readers savor, and receive as much enjoyment from the book, as we did while assembling it. We, my daughter and I, are now working on the third book of the series, *Internet Joke Book-Volume Three*.

why the english language is hard to learn: Roadmap to the Grade 10 MCAS English Language Arts Gloria Levine, Princeton Review (Firm), 2003-11-18 *If Students Need to Know It, It's in This Book* This book develops the English and language arts skills of high school students. It fosters skill mastery that helps them succeed both in school and on the Massachusetts Comprehensive Assessment System (MCAS). Why The Princeton Review? We have more than 20 years of experience helping students master the skills needed to excel on standardized tests. Each

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