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English for Specific Purposes offers the teacher a new perspective on this important field. The main concern is effective learning and how this can best be achieved in ESP courses. The authors discuss the evolution of ESP and its position today; the role of the ESP teacher; course design; syllabuses; materials; teaching methods, and evaluation procedures. It will be of interest to all teachers who are concerned with ESP. Those who are new to the field will find it a thorough, practical introduction while those with more extensive experience will find its approach both stimulating and innovative.

A novel ELT resource for language specialists and teachers across the world, this selection of papers is a collection of the most compelling and innovative ideas presented at a seminar hosted by the Centre of English Language, Aga Khan University, Pakistan, in January 2011, entitled 'ELT in a Changing World: Innovative Approaches to New Challenges'. The book is divided into three sections, the first of which is 'Global change and language learning'. This section offers a guided tour of language teaching evolution, highlighting the merits of enhanced language awareness, self-immersive and input/output-based learning, and innovative pedagogical interventions. Section Two, 'Developments in Second Language theory and practice in Pakistan', reveals the findings of the latest research conducted in Pakistan on language policy scholarship, the development of traditional and e-learning environments, the relationship between language learning and immigration opportunities, and the impact of language ideologies on individual identities. Section Three, 'Learning innovations', discusses the need for change and fresh approaches to English language education, and highlights the efforts made within the context of Pakistan to ensure the successful implementation of holistic, need-

s-based and socially driven curricula. Highly readable and virtually jargon free, the book will prove to be an excellent resource for those seeking up-to-date information on the teaching of English in Pakistan and other related parts of the developing world today.

The first International Online Language Conference was successfully held in September 2008. This event invited professors, Masters and Ph.D. students, and academicians from around the world to submit papers in areas related to the conference theme. The event was organized by International Online Knowledge Service Provider (IOKSP). The main conference objectives were as follows: to provide a platform for language educators, academicians, and researchers from diverse cultural backgrounds to exchange ideas and the best practices for effective language teaching and learning; to promote better understanding of cultural diversity in language learning; to encourage language educators to be involved in the research process in order to achieve comprehensive excellence; and to produce a collection of scholarly papers.

This volume examines the nature of second language listening proficiency and how it can be assessed. The book highlights the need for test developers to provide a clear explication of the ability constructs which underpin the tests they offer in the public domain. This is increasingly necessary if claims about the validity of test score interpretation and use are to be supported both logically and with empirical evidence. It operationalises a comprehensive test validation framework which adopts a socio-cognitive perspective. The framework embraces six core components, examining and then analysing Cambridge ESOL listening tasks from the following perspectives: Test Taker; Cognitive Validity; Context Validity; Scoring Validity; Criterion-related Validity; and Consequential Validity.

The emergence of new learning environments, technological and institutional, implies a need for language understanding and

autonomous learning. What do they mean? Why are they necessary? How do they interrelate? This book looks at these questions. The authors consider mother tongue and second/foreign language education in relation to 'language understanding', which includes formal knowledge and an ability to use language communicatively, and should cover the 'new' literacies. Autonomous language learning has been interpreted in various ways, and setting language understanding as a goal allows some of these (such as 'training' models) to be challenged and others endorsed. Some implications of the information society for education are considered. Learning increasingly takes place outside educational establishments, and the authors examine changes from face-to-face teacher-student interaction to mixed-mode and distance learning. The new environments create new possibilities, such as knowledge construction through computer-mediated interaction and learner autonomy in online networks, and these are explored. Throughout the book, the centrality of the teacher's role is affirmed, as educator and guide on autonomous second/foreign language programmes, and as a moderator of online discussions and a designer of online materials.

Despite prodigious developments in the field of language assessment in the Middle East and the Pacific Rim, research and practice in these areas have been underrepresented in mainstream literature. This volume takes a fresh look at language assessment in these regions, and provides a unique overview of contemporary language assessment research. In compiling this book, the editors have tapped into the knowledge of language and educational assessment experts whose diversity of perspectives and experience has enriched the focus and scope of language and educational assessment in general, and the present volume in particular. The six 'trends' addressed in the 26 chapters that comprise this title consider such contemporary topics as data mining, in-class assess-

ment, and washback. The contributors explore new approaches and techniques in language assessment including advances resulting from multidisciplinary collaboration with researchers in computer science, genetics, and neuroscience. The current trends and promising new directions identified in this volume and the research reported here suggest that researchers across the Middle East and the Pacific Rim are playing—and will continue to play—an important role in advancing the quality, utility, and fairness of language testing and assessment practices.

This edited book examines the use of English as a Medium of Instruction (EMI) in a variety of international higher education contexts. The internationalization of education – indicated by increasing mobility of students, staff and ideas, as well as by policies and programmes put in place to facilitate educational exchange – has led to increasing adoption of English as a Lingua Franca (ELF) for educational purposes. In this book, the authors present the results of empirical research into the implementation, assessment, development and use of EMI programmes in different settings, presenting the case for more structured training of teachers and staff. It will be of interest to second/foreign language teaching and administrative staff, as well as anyone else involved in teaching in English at higher education level.

All over the world, educational institutions confronted emergency policy changes caused by the COVID-19 pandemic. Due to this, academic activities were provided mostly by remote teaching and learning solutions. The transition to emergency remote teaching and learning raised some challenges regarding technical, pedagogical, and organizational issues. It is important for higher education institutions to prepare themselves to deal with future emergency scenarios, promoting an in-depth reflection about the future challenges in the post-pandemic era. *Developing Curriculum for Emergency Remote Learning Environments* supports creating and promoting an education-as-a-business strategy for higher education institutions by sharing possible business models. It provides a collection of different approaches to online education in the perspective of the future of education environments. Covering topics such as distance learning experiences, online practice improvement, and remote testing, this premier reference source is an excellent resource for educators and administrators of higher education, pre-service educators, IT professionals, librarians, researchers, and academicians.

Demonstrates the principles involved in planning and designing an effective syllabus. This book examines important concepts, such as needs analysis, goal-setting, and content specification, and serves as a useful introduction for teachers who want to gain an understanding of syllabus design in order to modify the syllabuses with which they work.

"Validating Second Language Reading Examinations describes the development of an empirical framework for test validation and comparison of reading tests at different proficiency levels through a critical evaluation of alignment with the Common European Framework of Reference (CEFR). It focuses on contextual parameters, cognitive processing operations and test results and identifies parameters for the description of different levels of reading proficiency examinations. The volume explores procedures for linking tests to the CEFR and proposes both qualitative and quantitative methods that complement the procedures recommended in the Council of Europe's *Relating Language Examinations to the Common European Framework of Reference for Languages (CEFR): A Manual*, piloted in 2003 and revised 2009. Key features of the book include: - a detailed review of the literature on CEFR alignment, vertical scaling, test specifications and test comparability - a comprehensive and coherent approach to the validation of reading tests - an accessible and systematic description of procedures for collecting validity evidence based on a sound theoretical framework - a case study comparing different testing systems targeting the same CEFR level"--

The *Routledge Handbook of Language and Professional Communication* provides a broad coverage of the key areas where language and professional communication intersect and gives a comprehensive account of the field. The four main sections of the Handbook cover: Approaches to Professional Communication Practice Acquisition of Professional Competence Views from the Professions This invaluable reference book incorporates not only an historical view of the field, but also looks to possible future developments. Contributions from international scholars and practitioners, focusing on specific issues, explore the major approaches to professional communication and bring into focus recent research. This is the first handbook of language and professional communication to account for both pedagogic and practitioner perspectives and as such is an essential reference for postgraduate students and those researching and working in the areas of applied

linguistics and professional communication.

The *Routledge Encyclopedia of Language Teaching and Learning* is an authoritative reference dealing with all aspects of this increasingly important field of study. Offering a comprehensive range of articles on contemporary language teaching and its history, it has been produced specifically for language teaching professionals and as a reference work for academic studies at postgraduate level. In this new edition, every single entry has been reviewed and updated with reference to new developments and publications. Coverage has been expanded to reflect new technological, global and academic developments, with particular attention to areas such as online and distance learning, teacher and learner cognition, testing, assessment and evaluation, global English and teacher education. Themes and disciplines covered include: Methods and materials, including new technologies and materials development Contexts and concepts, such as mediation, risk-taking in language learning and intercomprehension Influential figures from the early days of language teaching to the contemporary Related disciplines, such as psychology, anthropology and corpus linguistics It covers the teaching of specific languages, including Japanese, Chinese, Arabic and African languages, as well as English, French, German and Spanish. There are thirty five overview articles dealing with issues such as communicative language teaching, early language learning, teacher education and syllabus and curriculum design. A further 160 entries focus on topics such as bilingualism, language laboratories and study abroad. Numerous shorter items examine language and cultural institutions, professional associations and acronyms. Multiple cross-references enable the user to browse from one entry to another, and there are suggestions for further reading. Written by an international team of specialists, the *Routledge Encyclopedia of Language Teaching and Learning* is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject.

In order to sustain quality in education, students' and teachers' skills and competencies must be continuously enhanced. We cannot be complacent with the skills and competencies that we currently possess. Not only must we seek to enhance them, we must also learn to use them in new situations. We may even need new skills and competencies to keep up with new developments, technologies and challenges. This book is a compilation of selected pa-

pers presented at the National Conference of Skills and Competencies in Education 2008. Generally these papers may be divided into two groups: English language skills and competencies and instructional strategies in developing students' skills and competencies. The book features in-depth discourses by various academic members on issues, challenges and new trends pertaining to skills and competencies learnt, gained and taught in today's education. It is hoped that the publication of this book will boost interest and promote further studies among educators and researchers in the development of skills and competencies in education. Universiti Sains Malaysia, Penerbit Universiti Sains Malaysia

"This comprehensive collection offers a compendium of research on the design, implementation, and evaluation of online learning technologies, addressing the challenges and opportunities associated with the creation and management of Web-based applications and communities, instructional design, personalized learning environments, and effective educational delivery"--Provided by publisher.

"This book provides a useful reference to the latest advancements in the area of educational technology and e-learning"--Provided by publisher.

This book's innovative approach proposes Language for Teaching Purposes as a distinct field of enquiry and practice within Language for Specific Purposes. It uses robust theoretical and empirical evidence to demonstrate the specificity of language used by teachers teaching language, and the complex decisions teachers make around language choice and use in language classrooms. These complexities are shown to affect Non-native Speaker Language Teachers in particular so that their language needs must be met in teacher training programmes. Set in the Anglophone foreign language teaching world, this book will appeal to anyone involved in teacher training, language teaching or the investigation of classroom discourse.

This anthology consists of selected papers presented by European scholars at the 21st LSP-Conference 2017 on Interdisciplinary knowledge-making: challenges for LSP-research, held at NHH Norwegian School of Economics in Bergen, Norway. The multifarious aspects of LSP-research publication cover issues on terms and terminology, LSP-texts from a text linguistic approach, training in LSP-settings and translation of LSPtexts. The volume gives an up-to-date selection of the ongoing research endeavours in spe-

cialised communication in subject fields ranging from maritime accidents over healthcare and financial accounting to climate change.

As Languages for Specific Purposes have always been defined as student-oriented, the rationale behind this volume is to use the rather neglected niche of the other necessary agent of language instruction and thus focus on the LSP practitioner. This turn towards the instructor has been motivated by the fact that a great number of LSP practitioners enter their jobs without previous expertise. They lack LSP education, or they may not even have a background in applied linguistics. This motivation has proven valid as many of the volume's contributors have faced this particular situation in their professional lives. For insights into the LSP field and guidelines on the best practices, they must rely on their colleagues who offer to share their experience through workshops, conferences, or papers, which is what this volume provides. The primary goal of this volume is to present considerations of what challenges LSP practitioners face and should be prepared for in their jobs and to provide practice-tested methodological guidelines on such demanding teaching techniques as blended and flipped learning or tandem learning. All papers have been written by LSP practitioners and researchers in higher education. Thus, this volume provides both guidance and self-reflection. In other words, it is written by experienced LSP practitioners for aspiring LSP practitioners about how they see themselves and what effort they make to meet the challenges of their jobs. As proof that LSP practice is a global challenge, papers have been collected from many European countries, the USA, Uruguay. Even though most papers are naturally concerned with English, being the lingua franca of today, the collection also features guidelines for teaching Spanish, French and Dutch for specific purposes. Moreover, the target disciplines these languages are taught for encompass business, engineering, sociology or medicine, thus supporting the assumption of the universal character of problems LSP practitioners deal with.

Crystal-clear and comprehensive yet concise, this text describes the steps involved in the curriculum design process, elaborates and justifies these steps, and provides opportunities for practicing and applying them. The description of the steps is done at a general level so that they can be applied in a wide range of particular circumstances. The process comes to life through plentiful exam-

ples of actual applications of the steps. Each chapter includes: examples from the authors' experience and from published research tasks that encourage readers to relate the steps to their own experience case studies and suggestions for further reading that put readers in touch with others' experience Curriculum, or course, design is largely a 'how-to-do-it' activity that involves the integration of knowledge from many of the areas in the field of Applied Linguistics, such as language acquisition research, teaching methodology, assessment, language description, and materials production. Combining sound research/theory with state-of-the-art practice, Language Curriculum Design is widely applicable for ESL/EFL language education courses around the world.

Becoming and Being an Applied Linguist contains narrative accounts of the lives of thirteen well-established applied linguists. Their professional autobiographies document the development of some of the key areas of applied linguistics - second, language acquisition, motivation, grammar, vocabulary, testing, second language writing, second language classroom research, practitioner research, English as a lingua franca, teacher cognition, and computer-assisted language learning. The book tells how these applied linguists grew into their areas of specialization. It will be of interest to any would-be applied linguist. The book also provides a readable overview of the whole field that will be of value to students of applied linguistics.

Multilingual has played an important role in globalization era as a tool to drive competitiveness among people or countries over the world, such in economic, trade, policy, culture, and also education. It was defined ordinarily as the ability to speak or to communicate using three or more languages (McArthur, 1992: 673; Edwards, 1994: 33; Vildomec, 1963: 28; Kemp, 2009: 11). The benefits of being multilingual exhibit over monolinguals and not restricted to linguistic knowledge only but extend outside the area of language. The substantial long-lived cognitive, social, personal, academic, and professional benefits of enrichment multilingual context have been well documented (Cummins, 1981: 3; Cook, 2001; Diaz R, Klingler, 1991: 167; Lam, Wan Shun Eva and Rosario-Ramos, Enid, 2009: 171).

Bringing together an international and interdisciplinary team of contributors, this Handbook is a wide-ranging and invaluable reference guide to language teaching. A comprehensive reference work on language teaching, which combines the latest research

findings, coverage of core topics, and examples of teaching experience from a variety of languages and settings Provides a unique breadth of coverage, including: the psycholinguistic underpinnings of language learning; social, political, and educational contexts; program design; materials writing and course design; teaching and testing; teacher education; and assessment and evaluation Offers a balanced evaluation of the major positions and approaches, including examining the increasingly important social and political context of language teaching Written by an international and interdisciplinary group of authors from a dozen different countries; English is only one of the many languages used as examples throughout the volume

Traditional education revolves around the teaching of technical skills, especially within STEM fields. However, soft skills—broadly, communication and intrapersonal skills—are essential within all fields, especially those frequently involving research and collaboration. However, the focus on teaching students to be adept communicators and team members remains woefully underdeveloped. *Innovations and Technologies for Soft Skill Development and Learning* is a pivotal reference source that explores the mental and psychological growth of individual learners at different stages of education concerning soft skills and the need for innovation and creativity to lead a successful career. Highlighting topics including higher education, emotional intelligence, and student behavior, this book is ideally designed for educators, curriculum developers, instructional designers, administrators, policymakers, academicians, researchers, and students.

This volume represents a collection of papers from active researchers and practitioners from around the world who came together in their shared interest to discuss recent developments in higher education. Comprehensive in nature, it focuses on the need to address emerging and diverse issues in education, and highlights the necessity of a comprehensive account of recent developments in higher education. It offers insights into the ways in which higher education continuously evolves and how it has risen to face constant challenges, such as the changing perceptions resulting from new instructional practices and current research investigations.

The *Diagnosis of Reading in a Second or Foreign Language* explores the implications of language assessment research on classroom-based assessment practices by providing an in-depth look

at the little-examined field of diagnosis in second and foreign language reading. This volume examines the development of second and foreign language reading and how subsequent research findings, couched in this knowledge, can help facilitate a more-informed teaching approach in second and foreign language classrooms. By contextualizing the latest in classroom settings and presenting implications for future research in this developing area of linguistics, this book is an ideal resource for those studying and working in applied linguistics, second language acquisition, and language assessment and education. About the NPLA Series: Headed by two of its leading scholars, the series captures the burgeoning field of language assessment by offering comprehensive and state-of-the-art coverage of its contemporary questions, pressing issues, and technical advances. It is the only active series of its kind on the market, and will include volumes on basic and advanced topics in language assessment, public policy and language assessment, and the interfaces of language assessment with other disciplines in applied linguistics. Each text presents key theoretical approaches and research findings, along with concrete practical implications and suggestions for readers conducting their own research or developmental studies.

Professional development of educators is an complex process through which teachers strive continuously for pedagogical improvement. In that sense, professional growth benefits learners and teachers while also promoting the quality of the schools, colleges, and academic departments where it takes place. *Innovative Professional Development Methods and Strategies for STEM Education* is an authoritative publication featuring the latest scholarly research on a wide range of professional advancement topics in STEM education with special emphasis on content, process, implementation, and impact, as well as on the implications for teachers, educators, and administrators. Highlighting comprehensive research across a broad scope of relevant issues including, but not limited to, teacher training, development models, and the implementation of leadership practices, this book is a seminal reference source for STEM professionals working in schools, colleges, and various science and mathematics departments at secondary and post-secondary institutions.

Typically, books on evaluation in the second and foreign language field deal with large programs and often result from large-scale studies done by the authors. The challenge for ordinary second

and foreign language classroom teachers is that they must extrapolate techniques or strategies for evaluation from a very large scale to a much smaller scale, that of the course. At the same time, classroom teachers are responsible for outcomes of their courses and need to do evaluation on a scale and for needs of their choosing. *Evaluating Second Language Courses* is designed for classroom teachers who are dealing with a single course, and who wish to understand and improve some aspect of their course. Second language assessment is ubiquitous. It has found its way from education into questions about access to professions and migration. This volume focuses on the main debates and research advances in second language assessment in the last fifty years or so, showing the influence of linguistics, politics, philosophy, psychology, sociology, and psychometrics. There are four parts which, when taken together, address the principles and practices of second language assessment while considering its impact on society. Read separately, each part addresses a different aspect of the field. Part I deals with the conceptual foundations of second language assessment with chapters on the purposes of assessment, and standards and frameworks, as well as matters of scoring, quality assurance, and test validation. Part II addresses the theory and practice of assessing different second language skills including aspects like intercultural competence and fluency. Part III examines the challenges and opportunities of second language assessment in a range of contexts. In addition to chapters on second language assessment on a national scale, there are chapters on learning-oriented assessment, as well as the uses of second language assessment in the workplace and for migration. Part IV examines a selection of important issues in the field that deserve attention. These include the alignment of language examinations to external frameworks, the increasing use of technology to both deliver and score second language tests, the responsibilities associated with assessing test takers with special needs, the concept of 'voice' in second language assessment, and assessment literacy for teachers and other test and score users.

This volume brings together articles based on experimental and theoretical research from teachers working in diverse teaching backgrounds with varying experience, from research scholars to school teachers, from college and university teachers in India to a British native teaching in China. The contributions here provide a mix of global and local teaching scenarios, addressing the need

for diagnostic tests, developing need-based material, using the mother tongue to ensure active participation of the masses, and re-examining the language policies in Asian countries. The papers collected here also explore the implementation of Task-based Language Teaching, the integration of technology in developing language skills, and the use of games and activities to engage the interest of low level learners while teaching both literature and language, further linking them with their culture and society. The book offers a reflection of the changes that have taken place in the teaching environment in the last two decades, with the introduction of Communicative Language Teaching, and, as such, will be of immense help for policy framers and educators in South-Asian countries and in countries where English is a second or foreign language. Furthermore, the volume offers valuable information for researchers working in the field of English Language Teaching (ELT), which can be used for reviewing literature and exploring the directions in which the new teaching methods and approaches are leading, and establishing the validity of research.

Introducing Needs Analysis and English for Specific Purposes is a clear and accessible guide to the theoretical background and practical tools needed for this early stage of curriculum development in ESP. Beginning with definitions of needs analysis and ESP, this book takes a jargon-free approach which leads the reader step-by-step through the process of performing a needs analysis in ESP, including: how to focus a needs analysis according to the course and student level; the selection and sequencing of a wide variety of data collection procedures; analysis and interpretation of needs analysis data in order to write reports and determine Student Learning Outcomes; personal reflection exercises and examples of real-world applications of needs analysis in ESP. Introducing Needs Analysis and English for Specific Purposes is essential reading for pre-service and in-service teachers, and students studying English for Specific Purposes, Applied Linguistics, TESOL and Education.

Starting from the premise that each person develops a unique and personal code for communication, Christopher Brumfit examines the roles of teachers and learners and the approaches that education professionals should develop in support of learners. The book draws upon linguistic, psychological, philosophical, and sociolinguistic principles and uses practical examples from second, foreign, and mother tongue teaching. It attempts to inte-

grate theoretical and empirical work with the practical needs of institutions and of teachers without losing sight of learners' needs for free personal choice combined with effective communication. Drawing upon the author's extensive experience in the field, it considers the roles of literature and culture, as well as language policy in relation to learners' rights, and attempts to outline a humane and realistic philosophy for language teaching.

This book fully explicates current trends and best practices in LSP, surveying the field with critical insightful commentary and analyses. Covering course areas such as planning, implementation, assessment, pedagogy, classroom management, professional development and research, it is indispensable for teachers, researchers, students.

The book is devoted to Professor Qladele Awobuluyi of Adekunle Ajasin University, Akungba-Akoko, Nigeria. It contains forty (40) well-researched papers selected through a rigorous assessment process out of the many submitted for consideration. The papers are grouped into four sections: Language and Society; Formal Linguistics; Applied Linguistics; Pragmatics, Language Acquisition & Lexicography. We hope readers will find these papers useful in their continuous quest for invaluable knowledge in African linguistics.

The Routledge Handbook of English for Academic Purposes provides an accessible, authoritative and comprehensive introduction to English for Academic Purposes (EAP), covering the main theories, concepts, contexts and applications of this fast growing area of applied linguistics. Forty-four chapters are organised into eight sections covering: Conceptions of EAP Contexts for EAP EAP and language skills Research perspectives Pedagogic genres Research genres Pedagogic contexts Managing learning Authored by specialists from around the world, each chapter focuses on a different area of EAP and provides a state-of-the-art review of the key ideas and concepts. Illustrative case studies are included wherever possible, setting out in an accessible way the pitfalls, challenges and opportunities of research or practice in that area. Suggestions for further reading are included with each chapter. The Routledge Handbook of English for Academic Purposes is an essential reference for advanced undergraduate and postgraduate students of EAP within English, Applied Linguistics and TESOL. This book is entitled Syllabus Design for English Language Teach-

ing which was written and developed based on a research "Communicative Competence Based Syllabus Design for Speaking Course One for Students of The English Department". It mainly provides detailed elucidation of the process of designing a syllabus as one of systematic steps of curriculum development in language teaching. Curriculum development in language teaching should be done since it implies an effort carried out by the language teachers to improve the quality of language teaching through some stages of systematic planning such as a needs analysis, formulation of learning objectives, development of syllabus and teaching materials, teaching materials' implementation as well as evaluation to find out the effectiveness of the curriculum by taking into account the achievement of learning goals in language teaching program. This book generally includes some information on the discussion of: (1). The status of English in the education system of Indonesia and the outcomes of English teaching all this time according to researchers in the field of language teaching; (2). The distinction between the terms of curriculum and syllabus therewith the syllabus design theory from the standpoint of ESP and Language Program Development; (3). Theory of needs analysis as the main cornerstone in the development of syllabus design; (4). The concept and the theory of communicative competence based syllabus design; (5). The systematic stages in designing a competency-based syllabus ranging from preliminary stages with the needs analysis, the stage of teaching materials development, as well as the stage of reviewing the learning outcomes; (6). A practical example of a study which is presented to make the readers clearly understand how to apply the stages of developing the communicative competence based syllabus design Buku Persembahan Penerbit PrenadaMedia

"The aim of this volume is to cater to a wide range of audiences associated with the field of Computer Assisted Language Learning (CALL). In a true cross-disciplinary fashion it brings together instances of research in second language acquisition, language awareness, computer assisted language learning, artificial intelligence and natural language processing. It is intended for language teachers, students of applied linguistics and language engineering as well as for applied linguists in general."--BOOK JACKET.

This book provides a model for specifying the syllabus content relevant to the differing needs of ESP learners.