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Distance Education for Teacher Training - Hilary Perraton
2002-03-11

First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

Understanding Research in Second Language Learning - Brown
1988-09-30

What is research? - Variables - Data organization - Controlling extraneous variables - Critiquing statistical studies - The group and the individuals - Patterns in human behavior - Statistics for testing - Statistical logic - Correlation - Comparing means - Comparing frequencies - Hands-on critique and posttest.

Understanding by Design - Grant Wiggins 2005

Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

DEVELOPING ECONOMIC ENGLISH INSTRUCTIONAL MATERIAL BASED ON SHARIAH ECONOMY SYSTEM - Syamsul Una 2021-05-20

This book shows that: (1) The development of economic English Instructional material based on shariah economy system is very important to be done because it is related students' needs and level. The development of the material is based on the consideration of economic students' wants, necessities and lacks related to the economic English and also other aspects such as existing economic English materials, learning environment, and teaching and learning process; (2) The product of economic English instructional material based on shariah economy system produced is the complete material that contains integrated skills (listening, speaking, reading, and writing); besides that the material also contains all language components (grammar, vocabulary and pronunciation and spelling). All of the language skills and components in the material are provided with some exercises and images to make the students interesting and easy to understand the material.

Teaching Culture - Patrick R. Moran 2001

The process of rethinking the way we integrate language and culture instruction engages the identities, values, and expectations of teachers and learners alike. Teaching Culture: Perspectives in Practice offers multiple viewpoints on the inter-relationship between language and culture and how they serve to teach meaning, offer a lens of identity, and provide a mechanism for social participation. Authentic classroom experiences engage the reader and offer teachers invaluable support as they expand their ideas about how language and culture work together. Book jacket.

Anglophone Literature in Second-Language Teacher Education - Justin Quinn 2021-03-16

Anglophone Literature in Second Language Teacher Education proposes new ways that literature, and more generally culture, can be used to educate future teachers of English as a second language. Arguing that the way literature is used in language teacher education can be transformed, the book foregrounds transnational approaches and shows how these can be applied in literature and cultural instruction to encourage intercultural awareness in future language educators. It draws on theoretical discussions from literary and cultural studies as well as applied linguistics and is an example how these cross-discipline conversations can take place, and thus help make Second-language teacher education (SLTE) programs more responsive to the challenges faced by future English-language teachers. Written in the idiom of literary scholarship, the book uses ideas of intercultural studies that have gained widespread support at research level, yet have not affected literature-cultural curricula in SLTE. As the first interdisciplinary study to suggest how SLTE programs can respond with curricula, this book will be of great interest for academics, scholars and post graduate students in the fields of applied linguistics, L2 and foreign language education, teacher education and post-graduate TESOL. It has universal appeal, addressing teaching faculty in any third-level institution that prepares language teachers and includes literary studies in their curriculum, as

well as administrators in such organizations.

The Blended Course Design Workbook - Kathryn E. Linder 2016-11-30

Blended (also called hybrid) classrooms, in which face-to-face interaction is intentionally combined with online activities to aid student learning, are becoming more and more common. Most recently, "flipped" classrooms have become a popular method for teaching because more time for active learning in-class can be gained by moving content delivery such as lecture to outside-of-class homework using technology tools such as video or lecture capture. The blended model is proving to be an environment that provides more self-directed, technology-mediated learning experiences for students who will be incorporating technology more and more into their professional lives post-college. The Blended Course Design Workbook meets the need for a user-friendly resource that provides faculty members and administrators with instructions, activities, tools, templates, and deadlines to guide them through the process of revising their traditional face-to-face course into a blended format. Providing a step-by-step course design process that emphasizes active learning and student engagement, this book will help instructors adapt traditional face-to-face courses to a blended environment by guiding them through the development of course goals and learning objectives, assignments, assessments, and student support mechanisms with technology integration in mind. It will also help instructors choose the right technologies based on an instructor's comfort level with technology and their specific pedagogical needs. The book will help each instructor who uses the text to develop a unique course by making choices about their course design based on student learning needs for their chosen topic and discipline. Every component of the workbook has been piloted with faculty designing and implementing blended courses and then revised to better meet the needs of faculty across a range of comfort levels with technology use. The Blended Course Design Workbook includes detailed instructions for each stage of course design alongside specific activities that the reader can complete. The book is unique because it facilitates a step-by-step process for blended course design with specific templates and tools that can be used across disciplines. Additional resources and handouts are posted on the book page as well as the author website, a

<http://www.bcdworkbook.com>

Languaging Experiences - Hadrian Lankiewicz 2014-04-11

This book is dedicated to the notion of languaging, which has recently gained recognition across many disciplines. From philosophy to linguistics, the foundations of the concept rest on the assumption that language is a way of knowing, making personal sense of the world, becoming conscious of oneself, and a means of creating one's identity. The very notion of languaging is still a fresh and unexplored concept in applied linguistics and deserves careful scrutiny. For this reason, the volume is ...

Research on Second Language Teacher Education - Karen E. Johnson 2011-01-17

Embracing a sociocultural perspective on human cognition and employing an array of methodological tools for data collection and analysis, this volume documents the complexities of second language teachers' professional development in diverse L2 teacher education programs around the world, including Asia, South America, Europe, and North America, and traces that development both over time and within the broader cultural, historical and institutional settings and circumstances of teachers' work. This systematic examination of teacher professional development illuminates in multiple ways the discursive practices that shape teachers' knowing, thinking, and doing and provides a window into how alternative mediational means can create opportunities for teachers to move toward more theoretically and pedagogically sound instructional practices within the settings and circumstances of their work. The chapters represent both native and nonnative English speaking pre-service and in-service L2 teachers at all

levels from K-12 through higher education, and examine significant challenges that are present in L2 teacher education programs.

ICLLE 2019 - Syahrul R 2019-07-19

As an annual event, International Conference on Language, Literature, and Education in Digital Era (ICLLE) 2019 continued the agenda to bring together researcher, academics, experts and professionals in examining selected theme by language, literature and education in digital era. In 2019, this event held in 19-20 July 2019 at Padang, Indonesia. The conference from any kind of stakeholders related with Language and literature especially in education. Each contributed paper was refereed before being accepted for publication. The double-blind peer reviewed was used in the paper selection.

Materials Development - Steve Mann 2015-07-15

Materials play a significant part in lessons, so it is important that these materials fit for purpose. Mann and Copland have elicited and included comments and suggestions from several teachers, teacher educators, and coursebook experts to illustrate their discussions and to bring the practitioner voice into play.

Teaching English: A Practical Guide for Language Teachers - Graeme Ching 2019-12-09

Designed as an all-in-one guide, this practical, concise, and easy-to-use text is meant for courses offering instruction to students who are training to become language teachers in North America and abroad. Using practical examples, integrated tasks, sample activities and lessons, and review questions, the text introduces readers to key topics including course design, lesson planning, and classroom management. It also identifies how to teach speaking, listening, reading, writing, vocabulary, grammar, and pronunciation, with special attention to language acquisition and intercultural communication. This book was previously self-published as *Teaching English: A Practical Guide*, which won the 2017 TESL Canada Innovation Award for Teaching Training Resource Materials. This edition has been well updated and includes a new section on using technology in the classroom, expanded coverage of assessment, and new questions and suggested further readings in each chapter.

Planning Lessons and Courses - Tessa Woodward 2001-02-08

This book deals with the kinds of everyday questions working teachers face as they plan lessons and courses. Each chapter contains an analysis of the issue under discussion, as well as practical principles and sample activities.

Transparent Design in Higher Education Teaching and Leadership - Mary-Ann Winkelmes 2019-04-18

This book offers a comprehensive guide to the Transparency in Learning and Teaching (TILT) framework that has convincingly demonstrated that implementation increases retention and improved outcomes for all students. Its premise is simple: to make learning processes explicit and equitably accessible for all students. Transparent instruction involves faculty/student discussion about several important aspects of academic work before students undertake that work, making explicit the purpose of the work, the knowledge that will be gained and its utility in students' lives beyond college; explaining the tasks involved, the expected criteria, and providing multiple examples of real-world work application of the specific academic discipline. The simple change of making objective and methods explicit - that faculty recognize as consistent with their teaching goals - creates substantial benefits for students and demonstrably increases such predictors of college students' success as academic confidence, sense of belonging in college, self-awareness of skill development, and persistence. This guide presents a brief history of TILT, summarizes both past and current research on its impact on learning, and describes the three-part Transparency Framework (of purposes, tasks and criteria). The three sections of the book in turn demonstrate why and how transparent instruction works suggesting strategies for instructors who wish to adopt it; describing how educational developers and teaching centers have adopted the Framework; and concluding with examples of how several institutions have used the Framework to connect the daily work of faculty with the learning goals that departments, programs and institutions aim to demonstrate.

What English Language Teachers Need to Know Volume III - MaryAnn Christison 2021-10-26

Designed for pre-service and novice teachers in ELT, *What English Language Teachers Need to Know* Volumes I, II, and III are companion textbooks organized around the key question: What do teachers need to know and be able to do in order to help their students to learn English? Thoroughly revised and updated, the second edition of Volume III explores the contexts for ELT curricula; explains key processes in

curriculum design; and sets out approaches to curricula that are linguistic-based, content-based, learner centered, and learning centered. Organized around the three pillars of teaching—planning, instructing, and assessing—chapters in the second edition are updated to include current research and theory to meet the needs of today's teachers, and feature new or revised vignettes and activities. New chapters help teachers understand both the technological and multilingual approaches that learners need to succeed today. The comprehensive texts of this series are suitable resources for teachers across different contexts—where English is the dominant language, an official language, or a foreign language; for different levels—elementary/primary, secondary, university, or adult education; and for different learning purposes—general English, workplace English, English for academic purposes, or English for specific purposes.

Curriculum Design and Praxis in Language Teaching - Fernanda Carra-Salsberg 2022-01-15

This edited collection bridges successful teaching and learning ideas across the fields of languages, literatures, and linguistics.

Language Assessment for Classroom Teachers - Lyle Bachman 2018-01-25

This book provides teachers with an entirely new approach to developing and using classroom-based language assessments. This approach is based on current theory and practice in the field of language assessment and on an understanding of the assessment needs of classroom teachers. The following key questions are addressed: • Why do I need to assess? What beneficial consequences do I want to help bring about? How can my assessments help my students learn better and help me improve my teaching? • When and how often do I need to assess? What decisions do I need to make to help bring about these beneficial consequences? • What do I need to assess? How can I define the abilities that I want to assess? • How can I assess my students? What kinds of assessment tasks should I create? How can I score my students' responses to these tasks? The authors guide the reader step-by-step through the process of developing and using classroom-based assessments with clear explanations and definitions of key terms, illustrative examples, and activities for applying the approach in practice. Extra resources are available on the website: www.oup.com/elt/teacher/lact Lyle Bachman is Professor Emeritus of Applied Linguistics at the University of California, Los Angeles. He serves as a consultant in language testing research projects and in developing language assessments for universities and government agencies around the world, and he conducts courses and training workshops in language assessment. Barbara Damböck was Director of Studies of the English Department at the Teacher Training Academy in Dillingen, Germany, from 2003 to 2011. From 2003 to 2017 she supervised the training of oral examiners for the certification examination for elementary school English teachers in Bavaria. She has extensive experience as a classroom teacher, teacher trainer, and teacher of teacher trainers. She conducts courses and workshops for teachers and teacher trainers around the world.

The Understanding by Design Guide to Creating High-quality Units - Grant P. Wiggins 2011

This book introduces version 2.0 of the UbD Template and allows you to download fillable electronic forms to help you more easily incorporate standards, advance your understanding of backward design, and improve student learning.

Course Design for TESOL - Florian Mihai 2016-03-22

Course Design for TESOL offers a unique approach of integrating curriculum with teaching activities to allow language educators to utilize the text in a variety of courses in a TESOL program. Although the authors assume readers have a basic knowledge of English grammar, this textbook/resource is designed to be comprehensible to those who have not had an SLA or Applied Linguistics course. Because each language skill is discussed in detail in terms of important theories and concepts and actual teaching activities are included, the book can also be used in a Methods course or a combined Curriculum Design-Methods (or Methods and Materials) course. Part I explores the basic language acquisition theories and their influences on current teaching practices in the field. Part II then moves on to the core elements of designing a curriculum or course: conducting the needs analysis, setting of course goals/objectives, designing the syllabus, and writing lesson plans. Part III: Instructional Activities and Assessment Techniques features chapters on the teaching of listening, speaking, reading, writing, grammar, and culture. Within each of these chapters, the authors address the fundamental issues related to the teaching of each skill and then discuss the components of a good activity for that skill (and how to design one),

and then offer four sample activities (one for each type of syllabus) and guidance on assessing that skill. The activities can be adapted for use in a variety of classrooms and settings. Part IV addresses contemporary trends--curriculum issues in North America and Europe (standards and educational policy), practices in teaching in Asia (particularly China and Korea), and technology-enhanced learning.

Tasks for Language Teachers - Martin Parrott 1993-05-13

This book contains 40 tasks of two types: discussion tasks and classroom-based tasks.

How to Teach for Exams - Sally Burgess 2005

This text offers a thorough analysis of how listening, speaking, reading and writing, as well as grammar and vocabulary, are tested in a range of exams, along with appropriate teaching strategies for each. Also includes a guide to all major international English language exams.

Teaching Language Online - Victoria Russell 2020-08-24

Practical and accessible, this book comprehensively covers everything you need to know to design, develop, and deliver successful online, blended, and flipped language courses. Grounded in the principles of instructional design and communicative language teaching, this book serves as a compendium of best practices, research, and strategies for creating learner-centered online language instruction that builds students' proficiency within meaningful cultural contexts. This book addresses important topics such as finding and optimizing online resources and materials, learner engagement, teacher and student satisfaction and connectedness, professional development, and online language assessment. Teaching Language Online features: A step-by-step guide aligned with the American Council on the Teaching of Foreign Languages (ACTFL), the Common European Framework of Reference (CEFR) for Languages: Learning, Teaching and Assessment, and the World-Class Instructional Design and Assessment (WIDA) standards Research-based best practices and tools to implement effective communicative language teaching (CLT) online Strategies and practices that apply equally to world languages and ESL/EFL contexts Key takeaway summaries, discussion questions, and suggestions for further reading in every chapter Free, downloadable eResources with further readings and more materials available at www.routledge.com/9781138387003 As the demand for language courses in online or blended formats grows, K-16 instructors urgently need resources to effectively transition their teaching online. Designed to help world language instructors, professors, and K-12 language educators regardless of their level of experience with online learning, this book walks through the steps to move from the traditional classroom format to effective, successful online teaching environments.

Designing the Modern World Language Classroom - Megan King 2022-03

In world language teaching, there are many complementary and conflicting ideas about the "right" way to teach, and sometimes even about what our goals are for students. Students and teachers share a common goal of language proficiency, but teachers can only design the "right" work to meet that proficiency goal by focusing on the qualities that motivate and engage the students in their classrooms. Using the framework of the Schlechty Center's Design Qualities, this book guides world language teachers to craft the kinds of lessons that help student learning take flight. In addition to explaining how the philosophy of design is integral to world language teaching and learning, readers will benefit from practical examples, models, and reflection questions that they can use immediately to increase student engagement in world language learning. Megan King is in her second decade teaching Spanish in middle Georgia public high schools. Her classroom serves students across academic, economic, linguistic, and ethnic spectra. She started her career with Foreign Language Teaching Certification and a BA in Spanish from Agnes Scott College in Atlanta and is working toward an EdD in Curriculum & Instruction at Georgia College & State University.

The Complete Guide to Lesson Planning and Preparation - Anthony Haynes 2010-07-01

This book provides expert advice on perennial issues in teaching - planning and preparation. By taking the best ideas from a variety of sectors, and drawing on an unusual breadth of experience as a teacher, parent and business manager, the author's advice is uniquely well-rounded and pragmatic. Packed with anecdotes, reflective questions and exercises, this enjoyable read covers everything a teacher needs to plan and prepare effectively, and use assessment to inspire more professional and fruitful lessons.

Language Teachers and Teaching - Selim Ben Said 2013-10-08

This volume gathers contributions from a range of global experts in

teacher education to address the topic of language teacher education. It shows how teacher education involves the agency of teachers, which forms part of their identity, and which they take on when integrating into the teaching community of practice. In addition, the volume explores the teachers' situated practice--the dynamic negotiation of classroom situations, socialization into the professional teaching culture, and "on the ground experimentation" with pedagogical skills/techniques.

Designing Curriculum for English Learners - Ilka Kostka 2017-12-15

A well-designed curriculum directly impacts how a teacher teaches and a student learns. Design effective curricula with your students in mind to increase student success. Learn the basics of this fundamental skill and walk through the essential steps to take when designing curriculum -- Provided by the publisher.

Designing Language Courses - Kathleen Graves 2000

Designing Language Courses: A Guide for Teachers is a clear and comprehensive overview of course design. This text provides a practical guide to designing language courses by encouraging teachers to explore ways of planning and organizing content, and evaluating materials.

Essentials of Online Course Design - Marjorie Vai 2015-10-14

In spite of the proliferation of online learning, creating online courses can still evoke a good deal of frustration, negativity, and wariness in those who need to create them. The second edition of Essentials of Online Course Design takes a fresh, thoughtfully designed, step-by-step approach to online course development. At its core is a set of standards that are based on best practices in the field of online learning and teaching. Pedagogical, organizational, and visual design principles are presented and modeled throughout the book, and users will quickly learn from the guide's hands-on approach. The course design process begins with the elements of a classroom syllabus which, after a series of guided steps, easily evolve into an online course outline. The guide's key features include: a practical approach informed by theory clean interior design that offers straightforward guidance from page one clear and jargon-free language examples, screenshots, and illustrations to clarify and support the text a checklist of online course design standards that readers can use to self-evaluate. a Companion Website with examples, adaptable templates, interactive learning features, and online resources: <http://essentialsofonlinecoursedesign.com> Essentials of Online Course Design serves as a best practice model for designing online courses. After reading this book, readers will find that preparing for online teaching is a satisfying and engaging experience. The core issue is simply good design: pedagogical, organizational, and visual. For more of Marjorie Vai in her own words, listen to this 2011 interview from the On Teaching Online podcast:

<http://onteachingonline.com/oto-16-essentials-of-online-course-design-with-marjorie-vai/>

A Guide to Teaching in the Active Learning Classroom - Paul Baepler 2016-06-03

While Active Learning Classrooms, or ALCs, offer rich new environments for learning, they present many new challenges to faculty because, among other things, they eliminate the room's central focal point and disrupt the conventional seating plan to which faculty and students have become accustomed. The importance of learning how to use these classrooms well and to capitalize on their special features is paramount. The potential they represent can be realized only when they facilitate improved learning outcomes and engage students in the learning process in a manner different from traditional classrooms and lecture halls. This book provides an introduction to ALCs, briefly covering their history and then synthesizing the research on these spaces to provide faculty with empirically based, practical guidance on how to use these unfamiliar spaces effectively. Among the questions this book addresses are: • How can instructors mitigate the apparent lack of a central focal point in the space? • What types of learning activities work well in the ALCs and take advantage of the affordances of the room? • How can teachers address familiar classroom-management challenges in these unfamiliar spaces? • If assessment and rapid feedback are critical in active learning, how do they work in a room filled with circular tables and no central focus point? • How do instructors balance group learning with the needs of the larger class? • How can students be held accountable when many will necessarily have their backs facing the instructor? • How can instructors evaluate the effectiveness of their teaching in these spaces? This book is intended for faculty preparing to teach in or already working in this new classroom environment; for administrators planning to create ALCs or experimenting with provisionally designed rooms; and for faculty developers helping teachers transition to using these new spaces.

Applied Linguistics and Language Teacher Education - Nat Bartels

2006-07-02

Applied Linguistics and Language Teacher Education is aimed at applied linguists who are interested in understanding more about the learning of novice teachers in their classes. The 21 studies in this volume provide information on the complexity of novice teachers learning and use of knowledge in a variety of applied linguistics classes such as SLA, Syntax, Pragmatics, Sociolinguistics, Phonetics and Phonology, L2 Reading and Writing, Testing, and Content Based Instruction. These studies were conducted in a variety of contexts, from North and South America to Europe, Asia and Australia, and look at the preparation of teachers of English, Spanish and Chinese. The book also includes a state-of-the-art summary of research on knowledge acquisition and use which provides applied linguists with a solid basis for developing their ideas about their students learning and use of the knowledge presented in their classes.

Language Curriculum Design - John Macalister 2009-09-10

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 examples 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.

The Routledge Handbook of English Language Teacher Education - Steve Walsh 2019-07-03

The Routledge Handbook of English Language Teacher Education provides an accessible, authoritative, comprehensive and up-to-date resource of English language teacher education. With an overview of historical issues, theoretical frameworks and current debates, this handbook provides unique insights into a range of teacher education contexts, focusing on key issues relating to teacher and learner priorities, language and communication, current practices, reflective practice, and research. Key features include: a cross-section of current theories, practices and issues, providing readers with a resource which can be used in a variety of contexts; the use of data, transcripts and tasks to highlight and illustrate a range of practices, including examples of 'best practice'; 'snapshots' of ELTE from a number of contexts taken from all around the world; and examples of current technological advances, contemporary thinking on reflective practice, and insights gained from recent research. This wide-ranging and international collection of chapters has been written by leading experts in the field. The Routledge Handbook of English Language Teacher Education is sure to be core reading for students, researchers and educators in applied linguistics, TESOL and language education.

Chinese Language Education in the United States - Jiening Ruan 2015-11-10

This book offers historical, philosophical, and sociocultural perspectives on Chinese language education for speakers of other languages with a special focus on Chinese language education in the United States. It provides a comprehensive, cross-disciplinary look at changes in CFL/CSL education over time in China and the U.S. and the philosophical, political and sociocultural influences that led to these changes. The essays address a wide array of topics related to Chinese language education, including: A historical overview of the field Theories that apply to CFL/CSL learning Policies and initiatives for CFL/CSL by the Chinese and U.S. governments Medium of instruction Curriculum and instruction for CFL/CSL learners at K-12 and college levels Technology for CFL/CSL education Chinese language learning for heritage learners CFL in study abroad contexts CFL teacher education and training This work is essential reading for scholars and students interested in gaining a greater understanding of Chinese language education in the two countries and around the world.

Creating Effective Blended Language Learning Courses - Daria Mizza 2020-08-31

Blended language courses, which combine face-to-face and online instruction, are becoming increasingly popular due to the need for more

flexible yet effective learning opportunities. This book recognizes the associated opportunities and challenges for teachers, and provides the rationale, strategies and tools to design blended learning courses or to guide the transition from fully face-to-face or fully online courses to blended instruction. The authors propose a framework based on four phases, Design, Build, Teach and Evaluate, which facilitates a systematic approach to course development. The volume simplifies the connection between theory and practice, by including examples that readers can relate to and immediately implement as they build or teach a course. Including case studies of successful implementations, and effective instructional strategies and techniques, this book is accessible even for teachers without previous experience in course design, whilst also acting as a reference for more experienced language educators.

Effective Curriculum for Teaching L2 Writing - Eli Hinkel 2015-02-20
Effective Curriculum for Teaching L2 Writing sets out a clear big picture for curricular thinking about L2 writing pedagogy and offers a step-by-step guide to curriculum design with practical examples and illustrations. Its main purpose is to help pre-service and practicing teachers design courses for teaching academic writing and to do this as efficiently and effectively as possible. Bringing together the what and the how-to with research-based principles, what sets this book apart is its overarching focus on language pedagogy and language building. Part 1 examines curricular foundations in general and focuses on what is socially valued in L2 writing and pedagogy at school and at the college and university level. Part 2 is concerned with the nitty-gritty—the daily realities of curricular design and classroom instruction. Part 3 takes a close look at the key pedagogical ingredients of teaching academic L2 writing: vocabulary and collocations, grammar for academic writing, and down-to-earth techniques for helping L2 writers to organize discourse and ideas. The Appendix provides an extensive checklist for developing curricula for a course or several courses in language teaching.

Teaching and Researching: Autonomy in Language Learning - Phil Benson 2013-11-04

Autonomy has become a keyword of language policy in education systems around the world, as the importance of independent learning and new technologies has grown. Now in a fully revised and updated second edition, Teaching and Researching Autonomy provides an accessible and comprehensive critical account of the theory and practice of autonomy. Examining the history of the concept, it addresses important questions of how we can identify autonomy in language learning behaviours and how we can evaluate the wide variety of educational practices that have been designed to foster autonomy in learning. Topics new to this edition include: - Autonomy and new technologies - Teacher autonomy - The sociocultural implications of autonomy With over three hundred new references and five new case studies of research on autonomy providing practical advice on research methods and topics in the field, Teaching and Researching Autonomy will be an essential introduction for teachers and students to a subject at the cutting edge of language teaching and research.

Studying Second Language Acquisition from a Qualitative Perspective - Danuta Gabrys-Barker 2014-09-18

This book presents a selection of empirical papers dealing with second and multiple language acquisition, in which qualitative research methodology is employed. Each of the studies reported in individual chapters is based on a solid theoretical background and an overview of studies in a given area. Although the main focus is on qualitative methods, some of the papers demonstrate the complementarity of quantitative and qualitative approaches in studying language acquisition.

Exploring English Language Teaching - Graham Hall 2017-09-18
Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics, primarily designed for those entering postgraduate studies and language professionals returning to academic study. The books take an innovative 'practice to theory' approach, with a 'back-to-front' structure. This leads the reader from real-world problems and issues, through a discussion of intervention and how to engage with these concerns, before finally relating these practical issues to theoretical foundations. Additional features include tasks with commentaries, a glossary of key terms, and an annotated further reading section. Exploring English Language Teaching provides a single volume introduction to the field of ELT from an applied linguistics perspective. The book addresses four central themes within English language teaching: 'Classroom interaction and management'; 'Method, Postmethod and methodology'; 'Learners'; and the 'Institutional frameworks and social contexts' of ELT. For each, the book identifies key dilemmas and practices, examines how teachers and

other language teaching professionals might intervene and deal with these concerns, and explores how such issues link to and inform applied linguistic theory. This second edition has been extensively revised and updated to explore the latest practical developments and theoretical insights in the field of ELT. With new material, including expanded discussions of CLIL, the role of new technologies in ELT, and the teaching of large classes in difficult circumstances, and with an updated glossary and suggestions for additional reading, this is an indispensable textbook for language teachers and students studying in the areas of Applied Linguistics, Language Teacher Education, and ELT/TESOL.

Doing Task-Based Teaching - Dave Willis 2007-04-19

Gives a clear explanation of the basic principles of task-based teaching
Contains many examples of tasks and lesson plans from teachers around

the world Provides sample materials and lesson plans showing how to focus on meaning, language, and form Includes guidance on adapting existing course materials to include a task-based element Suitable for teacher training courses or for individual teachers Authors are leading world experts on task-based teaching

Technical and Geoinformational Systems in Mining - Genadiy Pivnyak 2011-09-05

New trends of mineral deposits mining in the world consist of intensifying and concentration of mining operations. This is achieved with the help of new technical equipment that is more reliable, having greater service life and more available power. Consideration is given to quantity reduction of stopes and development workings together with t