

[eBooks] Practical English Language Teaching Pelt Young Learners

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Practical English Language Teaching-Marc Helgesen 2007 Practical English Language Teaching offers a thorough yet practical overview of language teaching methodology for teachers and teachers in preparation. The principles outlined in each chapter are richly illustrated with vignettes and extracts from real classrooms so the reader can see what the principles "look like" when realized in classroom teaching. The book is divided into three sections: Exploring Skills, Exploring Language, and Supporting the Learning Process. FEATURES: Critical areas of language teaching are comprehensively addressed with a specific focus on practical techniques, strategies, and tips. World-class specialists like Neil Andersen, Kathleen M. Bailey, Mary Ann Christison, and David Nunan offer a variety of perspectives on language teaching and the learning process. Reflection questions invite readers to think about critical issues in language teaching while Action tasks outline strategies for putting new techniques into practice. Thoughtful suggestions for books, articles, and Web sites offer resources for additional, up-to-date information. Expansive glossary offers short and straightforward definitions of core language teaching terms. This package include the PELT Listening text with an accompanying audio CD.

Practical English Language Teaching: PELT Reading-Neil Andersen 2008-03-04 Practical English Language Teaching offers a thorough yet practical overview of language teaching methodology for teachers and teachers in preparation. The principles outlined in each chapter are richly illustrated with vignettes and extracts from real classrooms so the reader can see what the principles "look like" when realized in classroom teaching. The book is divided into three sections: Exploring Skills, Exploring Language, and Supporting the Learning Process. FEATURES: Critical areas of language teaching are comprehensively addressed with a specific focus on practical techniques, strategies, and tips. World-class specialists like Neil Andersen, Kathleen M. Bailey, Mary Ann Christison, and David Nunan offer a variety of perspectives on language teaching and the learning process. Reflection questions invite readers to think about critical issues in language teaching while Action tasks outline strategies for putting new techniques into practice. Thoughtful suggestions for books, articles, and Web sites offer resources for additional, up-to-date information. Expansive glossary offers short and straightforward definitions of core language teaching terms. This is the PELT Reading text.

Practical English Language Teaching PELT Speaking-Kathleen Bailey 2004-12-14 Practical English Language Teaching offers a thorough yet practical overview of language teaching methodology for teachers and teachers in preparation. The principles outlined in each chapter are richly illustrated with vignettes and extracts from real classrooms so the reader can see what the principles "look like" when realized in classroom teaching. The book is divided into three sections: Exploring Skills, Exploring Language, and Supporting the Learning Process. FEATURES: Critical areas of language teaching are comprehensively addressed with a specific focus on practical techniques, strategies, and tips. World-class specialists like Neil Andersen, Kathleen M. Bailey, Mary Ann Christison, and David Nunan offer a variety of perspectives on language teaching and the learning process. Reflection questions invite readers to think about critical issues in language teaching while Action tasks outline strategies for putting new techniques into practice. Thoughtful suggestions for books, articles, and Web sites offer resources for additional, up-to-date information. Expansive glossary offers short and straightforward definitions of core language teaching terms. This is the PELT Speaking text.

Practical English Language Teaching- PELT Grammar-David Nunan 2004-12-14 Practical English Language Teaching offers a thorough yet practical overview of language teaching methodology for teachers and teachers in preparation. The principles outlined in each chapter are richly illustrated with vignettes and extracts from real classrooms so the reader can see what the principles "look like" when realized in classroom teaching. The book is divided into three sections: Exploring Skills, Exploring Language, and Supporting the Learning Process. FEATURES: Critical areas of language teaching are comprehensively addressed with a specific focus on practical techniques, strategies, and tips. World-class specialists like Neil Andersen, Kathleen M. Bailey, Mary Ann Christison, and David Nunan offer a variety of perspectives on language teaching and the learning process. Reflection questions invite readers to think about critical issues in language teaching while Action tasks outline strategies for putting new techniques into practice. Thoughtful suggestions for books, articles, and Web sites offer resources for additional, up-to-date information. Expansive glossary offers short and straightforward definitions of core language teaching terms. This is the PELT-Grammar text.

Practical English Language Teaching PELT Text-David Nunan 2003-03-12 Practical English Language Teaching offers a thorough, yet practical overview of language-teaching strategies and methodology for newer teachers seeking background and guidance, and for experienced professionals looking for refreshing new ideas. The book provides an overall introduction to key aspects of language-teaching methodology in an accessible, non-trivial way.

Practical English Language Teaching: PELT Young Learners-Caroline Linse 2005-10-03 Practical English Language Teaching offers a thorough yet practical overview of language teaching methodology for teachers and teachers in preparation. The principles outlined in each chapter are richly illustrated with vignettes and extracts from real classrooms so the reader can see what the principles "look like" when realized in classroom teaching. The book is divided into three sections: Exploring Skills, Exploring Language, and Supporting the Learning Process. FEATURES: Critical areas of language teaching are comprehensively addressed with a specific focus on practical techniques, strategies, and tips. World-class specialists like Neil Andersen, Kathleen M. Bailey, Mary Ann Christison, and David Nunan offer a variety of perspectives on language teaching and the learning process. Reflection questions invite readers to think about critical issues in language teaching while Action tasks outline strategies for putting new techniques into practice. Thoughtful suggestions for books, articles, and Web sites offer resources for additional, up-to-date information. Expansive glossary offers short and straightforward definitions of core language teaching terms. This is the PELT Young Learners text.

The Practice of English Language Teaching-Jeremy Harmer 2010

The Practice of English Language Teaching-Jeremy Harmer 1983 The Third Edition of this Aclassica text incorporates a broader and more detailed analysis of issues relevant to language teachers. "The Practice of English Language Teaching" is full of practical suggestions and samples from actual teaching materials.

Doing Action Research in English Language Teaching-Anne Burns 2009-12-04 This hands-on, practical guide for ESL/EFL teachers and teacher educators outlines, for those who are new to doing action research, what it is and how it works. Straightforward and reader friendly, it introduces the concepts and offers a step-by-step guide to going through an action research process, including illustrations drawn widely from international contexts. Specifically, the text addresses: action research and how it differs from other forms of research the steps involved in developing an action research project ways of developing a research focus methods of data collection approaches to data analysis making sense of action research for further classroom action. Each chapter includes a variety of pedagogical activities: Pre-Reading questions ask readers to consider what they already know about the topic Reflection Points invite readers to think about/discuss what they have read action points ask readers to carry out action-research tasks based on what they have read Classroom Voices illustrate aspects of action research from teachers internationally Summary Points provide a synopsis of the main points in the chapter Bringing the 'how-to' and the 'what' together, Doing Action Research in English Language Teaching is the perfect text for BATESOL and MATESOL courses in which action research is the focus or a required component.

Issues in Materials Development-Maryam Azarnooosh 2016-03-22 Issues in Materials Development provides readers with theoretical foundations and practical aspects of designing materials for EFL/ESL contexts. It starts with discussing some basic and preliminary principles of materials design followed by scrutinizing critical issues in materials development in an objective and systematic way. This ranges from considering learners' needs, adopting, adapting, selection, and gradation of materials to the specific focus of the book on developing various types of materials for the four language skills, pronunciation, ESP vocabulary, and computer assisted language learning materials. Authenticity of materials to be designed and the inclusion of affective factors to develop motivating materials to engage language learners, in addition to features of materials design at a universal level are other areas to read about. This book finally tries to open new horizons and possible futuristic approaches to improve today's ELT materials.

Pronunciation Myths-Linda Grant 2014-02-21 This volume was conceived as a "best practices" resource for pronunciation and speaking teachers in the way that Vocabulary Myths by Keith S. Folse is one for reading and vocabulary teachers. Like others in the Myths series, this book combines research with good pedagogical practices. The book opens with a Prologue by Linda Grant (author of the Well Said textbook series), which reviews the last four decades of pronunciation teaching, the differences between accent and intelligibility, the rudiments of the English sound system, and other factors related to the ways that pronunciation is learned and taught. The myths highlighted in this book are: § Once you've been speaking a second language for years, it's too late to change your pronunciation. (Derwing and Munro) § Pronunciation instruction is not appropriate for beginning-level learners. (Zielinski and Yates) § Pronunciation teaching has to establish in the minds of language learners a set of distinct consonant and vowel sounds. (Field) § Intonation is hard to teach. (Gilbert) § Students would make better progress if they just practiced more. (Grant) § Accent reduction and pronunciation instruction are the same thing. (Thomson) § Teacher training programs provide adequate preparation in how to teach pronunciation (Murphy). The book concludes with an Epilogue by Donna M. Brinton, who synthesizes some of the best practices explored in the volume.

New Ways in Teaching Speaking-Kathleen M. Bailey 1994 Speaking in a second or foreign language may be the most demanding of the four language skills. This book addresses the varied difficulties learners face in learning to speak another language. The 100+ activities presented in this volume focus on fluency, accuracy, pronunciation, and speaking in specific contexts. These activities use dialogues, role plays, games, and audiovisual aids to practice such speech events as conversation, oral presentations, and interviewing. --From publisher's description.

Issues in Coursebook Evaluation- 2018-10-11 In Issues in Coursebook Evaluation, Azarnooosh, Zeraatpishe, Faravani and Kargozari (Eds.) take a theory to practice approach in investigating basic topics in evaluating English language textbooks. In each case, theoretical foundations, specific evaluation criteria, and practical examples are presented.

English Language Teaching Today-Willy A. Renandya 2016-08-22 English Language Teaching Today: Linking Theory and Practice provides an up-to-date account of current principles and practices for teaching English in the world today. The chapters, written by internationally recognized language teacher educators and TESOL specialists, introduce the reader to key language skill areas (i.e., listening, speaking, reading, writing, pronunciation, grammar and vocabulary) and explain how each skill area can be taught in a principled manner in diverse language learning contexts. Throughout the book, the link between theory and practice is explicitly highlighted and exemplified. This reader-friendly book is suitable for undergraduate and graduate students enrolled in TESOL and other second language education programmes as well as for TESOL professionals who wish to stay current with recent developments in ELT.

New Ways in Teaching Listening-David Nunan 1995 This guide is a collection of practical ideas for teaching listening skills to learners of a second language. Most are contributed by teachers of English as a Second Language, but the activities may be appropriate for other languages. Each idea is described briefly, with information given about appropriate proficiency level(s), specific aims, class time requirements, preparation time, needed resources, procedures, and caveats and options. The first section focuses on development of cognitive strategies: listening to the main idea; listening for details; and predicting. Section 2 contains activities that demonstrated the interlinked nature of listening with speaking, pronunciation, and vocabulary. The third section provides ideas for teaching aspects of stress, intonation, and register, particularly as they relate to pronunciation. A subsequent section deals with the use of technology in the listening classroom, and the next with listening for academic purposes, especially at the higher education level, where instruction is often provided in a second language. The final section draws together disparate tasks that deal with affective aspects of the listening process, using songs and relaxation techniques. An addendum includes tasks for dealing with problems in the listening classroom. (MSE)

Trends in Language Assessment Research and Practice-Vahid Aryadoust 2016-02-29 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 assessment, 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.

Teaching English to Young Learners- 2010-08-30

Classroom Management Techniques-Jim Scrivener 2012-02-23 "Classroom Management Techniques offers a huge range of down-to-earth, practical techniques that will help teachers make the most of their teaching space and get students working in more focused ways. The book helps teachers anticipate and avoid problems in the classroom, allowing more time to be devoted to useful, meaningful activities."--Publisher.

How Biblical Languages Work-Peter James Silzer A practical and easy-to-understand guide to the logical structure of both Hebrew and Greek. Ideal for biblical language students.

Innovation and change in English language education-Ken Hyland 2013-06-19 Questions about what to teach and how best to teach it are what drive professional practice in the English language classroom. Innovation and change in English language education addresses these key questions so that teachers are able to understand and manage change to organise teaching and learning more effectively. The book provides an accessible introduction to current theory and research in innovation and change in ELT and shows how these understandings have been applied to the practical concerns of the curriculum and the classroom. In specially commissioned chapters written by experts in the field, the volume sets out the key issues in innovation and change and shows how these relate to actual practice offers a guide to innovation and change in key areas grounded in research relates theory to practice through the use of illustrative case studies and examples brings together the very best scholarship in TESOL and language education from around the world This book will be of interest to upper undergraduate and graduate students in applied linguistics, language education and TESOL as well as pre-service and in-service teachers, teacher educators, researchers and administrators keen to create and manage teaching and learning more effectively.

Teaching Young Learners English-Joan Kang Shin 2013-04-09 This book focuses on teaching English as a foreign language to children aged 7-12.

Words, Words, Words-Janet Allen 1999-01-01 A teacher presents strategies for helping students in grades 4-12 retain vocabulary knowledge, discussing such topics as concept knowledge, word and structural analysis, context as a text support, lasting and meaningful word learning, and using reading as the key vocabulary teaching tool.

Values in English Language Teaching-Bill Johnston 2003-01-30 This book offers a new perspective on language teaching by placing moral issues—that is, questions of values—at the core of what it is to be a teacher. The teacher-student relation is central to this view, rather than the concept of language teaching as merely a technical matter of managing students' acquisition of language. The message is that all language teaching involves an interplay of deeply held values, but in each teaching situation these values are played out in different ways. Johnston does not tell readers what to think, but only suggests what to think about. Values in English Language Teaching explores the complex and often contradictory moral landscape of the language classroom, gradually revealing how teaching is not a matter of clear-cut choices but of wrestling with dilemmas and making difficult decisions in situations often riven with conflict. It examines the underlying values that teachers hold as individuals and as members of their profession, and demonstrates how those values are played out in the real world of language classrooms. Matters addressed include connections between the moral and political dimensions in English language teaching, and between values and religious beliefs; relationship(s) between teacher identity and values; the meaning of professionalism and how it is associated with morality and values; the ways in which teacher development is a moral issue; and the marginality of English language teaching. All the examples are taken from real-life teaching situations—the complexity and messiness of these situations is always acknowledged, including both individual influences and broader social, cultural, and political forces at play in English language classrooms. By using actual situations as the starting point for analysis, Johnston offers a philosophy based in practice, and recognizes the primacy of lived experience as a basis for moral analysis. Examples come from teaching contexts around the world, including Brazil, Thailand, Poland, Japan, Central African Republic, Turkey, and Taiwan, as well as various settings in the United States. This book will change the way teachers see language classrooms—their own or those of others. It is a valuable resource for teachers of ESL and EFL and all those who work with them, especially teacher educators, researchers, and administrators.

Teaching English to Speakers of Other Languages-David Nunan 2015-02-11 David Nunan's dynamic learner-centered teaching style has informed and inspired countless TESOL educators around the world. In this fresh, straightforward introduction to teaching English to speakers of other languages he presents teaching techniques and procedures along with the underlying theory and principles. Complex theories and research studies are explained in a clear and comprehensible, yet non-trivial, manner without trivializing them. Practical examples of how to develop teaching materials and tasks from sound principles provide rich illustrations of theoretical constructs. The content is presented through a lively variety of different textual genres including classroom vignettes showing language teaching in action, question and answer sessions, and opportunities to 'eavesdrop' on small group discussions among teachers and teachers in preparation. Readers get involved through engaging, interactive pedagogical features and opportunities for reflection and personal application. Each chapter follows the same format so that readers know what to expect as they work through the text. Key terms are defined in a Glossary at the end of the book. David Nunan's own reflections and commentaries throughout enrich the direct, up-close style of the text.

Writing and Speaking in the Technology Professions-David F. Beer 2003-07-04 An updated edition of the classic guide to technical communication Consider that 20 to 50 percent of a technology professional's time is spent communicating with others. Whether writing a memo, preparing a set of procedures, or making an oral presentation, effective communication is vital to your professional success. This anthology delivers concrete advice from the foremost experts on how to communicate more effectively in the workplace. The revised and expanded second edition of this popular book completely updates the original, providing authoritative guidance on communicating via modern technology in the contemporary work environment. Two new sections on global communication and the Internet address communicating effectively in the context of increased e-mail and web usage. As in the original, David Beer's Second Edition discusses a variety of approaches, such as: * Writing technical documents that are clear and effective * Giving oral presentations more confidently * Using graphics and other visual aids judiciously * Holding productive meetings * Becoming an effective listener The new edition also includes updated articles on working with others to get results and on giving directions that work. Each article is aimed specifically at the needs of engineers and others in the technology professions, and is written by a practicing engineer or a technical communicator. Technical engineers, IEEE society members, and technical writing teachers will find this updated edition of David Beer's classic Writing and Speaking in the Technology Professions an invaluable guide to successful communication.

Teaching English Language Learners Across the Content Areas-Judie Haynes 2010-02-15 English language learners (ELLs) often face the difficult challenge of learning both a new language and new subject matter at the same time. In Teaching English Language Learners Across the Content Areas, Judie Haynes and Debbie Zacarian offer strategies, tools, and tips that teachers can use to help ELLs at all levels flourish in mainstream classrooms. This book will show teachers how to * Determine their ELLs' stages of English language acquisition. * Modify assignments and assessments in different content areas for ELLs at different stages of language development. * Ensure that all ELLs participate fully in lesson activities alongside their English-fluent peers. * Communicate effectively with parents and guardians of students from diverse cultures. Real-life examples of lessons from elementary, middle, and high school that have been modified for ELLs in language arts, math, science, and social studies classes show how to effectively put the authors' recommendations into practice. A glossary of important ELL and ESL terms is included as well, for those who are new to teaching ELLs. Whether novice or veteran, all teachers of ELLs will benefit from this wonderfully practical guide to ensuring that ELLs learn English by learning content—and learn content while learning English.

English Language Education in a Global World-Lap Tuen Wong 2015 With English becoming the world's foremost lingua franca, the pressure to improve English language education (ELE) has been steadily increasing. Consequently, the nature of ELE has changed drastically in the last decade. This has not only brought about a number of changes in the way English is taught and learnt, but it has also led to various innovative practices around the world. As a result, this edited book aims to shed light on the new theoretical and methodological developments in the field of ELE as well as the major issues and difficulties faced by practitioners in different parts of the globe. One very important variable that the book takes into account is the role that English already plays in a particular society since this may affect the views that teachers and students hold of the language. This in turn can significantly influence the way English is taught and learnt in given political, economic and socio-cultural settings. The purpose of this book is therefore to provide a comprehensive overview of the pedagogical methods, policies and problems that underlie English language education in ten different regions across the world, including: the USA, Canada, the UK, Australia, New Zealand, India, Singapore, Japan, China and Hong Kong. In doing so, the different chapters in the book emphasize the importance of responding to linguistic and other forms of diversity in order to develop English language education in a globalized world. This book will be useful for teachers and students of English language, for English language curriculum and materials developers, and for those involved in educational policy-making and language acquisition research. Written by experts in the field, the range of content covered in the book's chapters will also help policy-makers, researchers and practitioners develop effective English language education practices and policies, and propose solutions to emerging issues in English language teaching and learning in different environments around the world. The newly-developed arguments and concerns pertaining to English language education will serve as future reference for professionals interested in this area of expertise.

Teaching English as a Foreign Language-Carla Surkamp 2018-03-24 Diese Einführung in englischer Sprache präsentiert in 14 Kapiteln die grundlegenden Themen und Gegenstandsbereiche der Englischdidaktik. Gleichermaßen praxisnah wie theoretisch fundiert, behandelt der Band zentrale Prinzipien und Kompetenzbereiche eines modernen Fremdsprachenunterrichts. Ausgehend von den zentralen Akteur/innen (Lehrende und Lernende) und mit Blick auf die Teilbereiche der Sprach-, Literatur- und Kulturdidaktik werden zudem Vorschläge für den Einsatz unterschiedlicher Materialien und Medien diskutiert. Weitere Kapitel widmen sich den institutionellen Organisationsstrukturen und dem Bereich Assessment/Diagnose. Der Band erscheint in zweifarbiger Gestaltung, mit Definitionen und Beispielen sowie mit zahlreichen Abbildungen. This comprehensive introduction presents the fundamental topics and issues of TEFL (Teaching English as a Foreign Language) in 14 chapters. Integrating both profound theoretical and creative practical considerations, the central principles and competence domains of modern foreign language teaching are discussed. Starting with the main classroom agents (teachers and learners), the chapters outline a variety of content areas (language, literature, cultural issues) and thoroughly review materials, media and methods. Additional chapters are concerned with the historical development of English language teaching, its current institutional organisation as well as assessment and evaluation.

Genre in the Classroom-Ann M. Johns 2001-11-01 For the first time, the major theoretical and pedagogical approaches to genre and related issues of social construction are presented in a single volume, providing an overview of the state of the art for practitioners in applied linguistics, ESL/EFL pedagogies, rhetoric, and composition studies around the world. Unlike volumes that present one theoretical stance, this book attempts to give equal time to all theoretical and pedagogical camps. Included are chapters by authors from the Sydney School, the New Rhetoric, and English for Specific Purposes, as well as contributions from other practitioners who pose questions that cross theoretical lines. Genre in the Classroom: *includes all of the major theoretical views of genre that influence pedagogical practice; *takes an international approach, drawing from all parts of the world in which genre theory has been applied in the classroom--Australia, Canada, Hong Kong, the Middle East, the United States; *features contributors who are all both theorists and classroom practitioners, lending credibility and authenticity to the arguments; *combines theory and practice in every chapter, showing how particular theoretical views influence classroom practice; *grounds pedagogical practices in their own regional and theoretical histories; *openly discusses problems and questions that genre theory raises and presents some of the solutions suggested; and *offers a concluding chapter that argues for two macro-genres, and with responses to this argument by noted genre theorists from three theoretical camps.

Language to Language-Christopher Taylor 1998-11-12 A practical and theoretical guide for Italian/English translators.

Expertise in Second Language Learning and Teaching-K. Johnson 2005-11-10 Understanding what constitutes expertise in language learning and teaching is important for theoretical reasons related to psycholinguistic, and applied linguistic, enquiry. It also has many significant applications in practice, particularly in relation to the training and practice of language teachers and improvements in students' strategies of learning. In this volume, methodologies for establishing what constitutes expert practice are discussed and the contributions address the fields of listening, reading, writing, speaking and communication strategies, looking at common characteristics of the 'expert teacher' and the 'expert learner'.

Teaching English from a Global Perspective-Anne Burns 2005-01-01 "To be an English teacher today is to play an inevitable part in the globalizing of English. This volume canvasses important questions for English language teachers that are posed by the phenomenon of a global English."--BOOK JACKET.

Essentials for Successful English Language Teaching-Thomas S. C. Farrell 2020-11-26 This book is about how to teach English as a second language and how second language students learn. With Communicative Language Teaching (CLT) at its centre, it takes a practical approach to second language teaching backed up by clearly explained theory. Presenting eight essential principles across twelve chapters, the book covers Learner Autonomy, Social Learning, Integrated Curriculum, Meaning, Diversity, Thinking Skills, Alternative Assessment and Teacher Co-learning, and shows how technology and reflective teaching can be used to support and enhance these essentials in the classroom. Combining theory and practice, Essentials for Successful English Language Teaching explains how these principles interweave and support each other within the CLT paradigm, demonstrating why they are best implemented as a whole, rather than one at a time. Now revised and brought fully up to date, this new edition includes: - A brand new chapter covering technology and cooperation in teaching practice and how they support CLT-based activities - Vignettes for each essential principle to consolidate theory and demonstrate best practice - Updated real world examples, drawing on teaching experiences from North America, Africa and Asia Taking a 'big picture' view that assumes no prior knowledge of linguistics or language education, Essentials for Successful English Language Teaching is an engaging and fun guide for language practitioners.

Basics of Ancient Ugartic-Michael Williams 2012-11-20 This teaching grammar on Ugartic--Basics of Ancient Ugartic by Michael Williams--begins with the alphabet, and each new lesson builds on the ones before it. Each chapter concludes with a set of exercises that enables students to know whether he or she is grasping the fundamentals of the language.

English Teaching Forum- 2009

Language and Culture-David Nunan 2010-05-07 This state-of-the-art exploration of language, culture, and identity is orchestrated through prominent scholars' and teachers' narratives, each weaving together three elements: a personal account based on one or more memorable or critical incidents that occurred in the course of learning or using a second or foreign language; an interpretation of the incidents highlighting their impact in terms of culture, identity, and language; the connections between the experiences and observations of the author and existing literature on language, culture and identity. What makes this book stand out is the way in which authors meld traditional 'academic' approaches to inquiry with their own personalized voices. This opens a window on different ways of viewing and doing research in Applied Linguistics and TESOL. What gives the book its power is the compelling nature of the narratives themselves. Telling stories is a fundamental way of representing and making sense of the human condition. These stories unpack, in an accessible but rigorous fashion, complex socio-cultural constructs of culture, identity, the self and other, and reflexivity, and offer a way into these constructs for teachers, teachers in preparation and neophyte researchers. Contributors from around the world give the book broad and international appeal.

The Sociopolitics of English Language Teaching-Joan Kelly Hall 2000-01-01 The sociopolitical dimensions of English language teaching are central to the English language professional. These dimensions include language policies, cultural expectations, and the societal roles of languages. This book aims to present these issues to practicing and aspiring teachers in order to raise awareness of the sociopolitical nature of English language teaching.

How To Teach English-Jeremy Harmer 2006-09 The full text downloaded to your computer. With eBooks you can: search for key concepts, words and phrases make highlights and notes as you study share your notes with friends Print 5 pages at a time Compatible for PCs and MACs No expiry (offline access will remain whilst the Bookshelf software is installed. eBooks are downloaded to your computer and accessible either offline through the VitalSource Bookshelf (available as a free download), available online and also via the iPad/Android app. When the eBook is purchased, you will receive an email with your access cod.

Language Learning Beyond the Classroom-David Nunan 2015-01-30 This volume presents case studies of language learning beyond the classroom. The studies draw on a wide range of contexts, from North and South America to Europe and the Asia-Pacific region. Each provides principled links between theory, research and practice. While out-of-class learning will not replace the classroom, ultimately all successful learners take control of their own learning. This book shows how teachers can help learners bridge the gap between formal instruction and autonomous language learning. Although English is the primary focus of most chapters, there are studies on a range of other languages including Spanish and Japanese.

Bilingualism and Special Education-Jim Cummins 1984-01 This book has a practical focus in that it examines the effectiveness of alternatives to traditional assessment and pedagogical practices for bilingual children. However, a central theme of the book is that progress can be made in improving practice only by means of a thorough re-examination of the assumptions underlying the entire special education enterprise, and particularly the diagnostic-prescriptive medical model that dominates much current practice. It argues that despite its laudable intentions, much special education practice with respect to bilingual students is fundamentally misdirected. Concrete suggestions are made both for changing the structure of special education services for bilingual students and for instituting more appropriate assessment and pedagogical practices.

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