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Exploring English Language Teaching in Post-Soviet Era Countries analyses different elements of English language teaching from the Soviet era to a new era of Westernised influence. This work provides an insight into the problems that occur in present-day English language education in post-Soviet era countries, considering English language teaching at all stages of education. The book outlines the challenges that many countries of the former Soviet Union experienced at the turn of the twenty-first century and relates these to education as a crucial social phenomenon. It considers the teaching of English as a lingua franca at all education levels in the countries of the former Soviet Union, with particular emphasis on universities. Using empirical research from case studies in Azerbaijan, the book considers whether post-Soviet era countries have truly moved towards a Westernised model of

imitated one. This book is the first of its kind to treat the problem by listening to teachers’ and students’ voices as the major actors of the educational process. This book will be of great interest to academics, researchers and post-graduate students in the fields of English language education, education in Eastern Europe and applied linguistics.

Exploring English Language Teaching in Post-Soviet Era Countries - Tamilla Mammadova - 2020-10-02

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Exploring English Grammar - Caroline Coffin - 2013-04-15
This engaging textbook bridges the gap between grammar. Starting with a traditional approach, students will develop a firm grasp of traditional tools for analysis and learn how SFG (Systemic Functional Grammar) can be used to enrich the traditional formal approach. Using a problem-solving approach, readers explore how grammatical structures function in different contexts by using a wide variety of thought-provoking and motivating texts including advertisements, cartoons, phone calls and chatroom dialogue. Each chapter focuses on a real world issue or problem that can be investigated linguistically, such as "mis"-translation or problems arising from a communication disorder. By working on these problems, students will become equipped to understand and analyze formal and functional grammar in different genres and styles. With usable and accessible activities throughout, Exploring English Grammar is ideal for upper undergraduate and postgraduate students of
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**Emotions and English Language Teaching** - Sarah Benesch - 2017-02-17

Taking a critical approach that considers the role of power, and resistance to power, in teachers’ affective lives, Sarah Benesch examines the relationship between English language teaching and emotions in postsecondary classrooms. The exploration takes into account implicit feeling rules that may drive institutional expectations of teacher performance and affect teachers’ responses to and decisions about pedagogical matters. Based on interviews with postsecondary English language teachers, the book analyzes ways in which they negotiate tension—theorized as emotion labor—between
decisions about pedagogical professional training and/or experience, in particularly challenging areas of teaching: high-stakes literacy testing; responding to student writing; plagiarism; and attendance. Discussion of this rich interview data offers an expanded and nuanced understanding of English language teaching, one positing teachers’ emotion labor as a framework for theorizing emotions critically and as a tool of teacher agency and resistance.

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**Teachers Exploring Tasks in English Language Teaching** - Jane Willis - 2004-11-30
Winner - British Council Innovation in English Language Teaching Award 2006 This book was written for language teachers by language teachers, with a view to encouraging readers
task-based teaching and lessons, and to explore for themselves various aspects of task-based teaching and learning. It gives insights into ways in which tasks can be designed, adapted and implemented in a range of teaching contexts and illustrates ways in which tasks and task-based learning can be investigated as a research activity. Practising language teachers and student professionals on MA TESOL/Applied Linguistics courses will find this a rich resource of varied experience in the classroom and a stimulus to their own qualitative studies.

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**The Routledge Handbook of English Language Education in Bangladesh** - Shaila Sultana - 2020-12-18
This Handbook is a comprehensive overview of English language education in Bangladesh. Presenting descriptive, theoretical, and empirical chapters as well as case studies, this Handbook, on the one hand, provides a comprehensive view of the English language teaching and learning scenario in Bangladesh, and on the other hand comes up with
makers interested in English decolonisation and de-eliticisation of English in Bangladesh. The Handbook explores a wide range of diverse endogenous and exogenous topics, all related to English language teaching and learning in Bangladesh, and acquaints readers with different perspectives, operating from the macro to the micro levels. The theoretical frameworks used are drawn from applied linguistics, education, sociology, political science, critical geography, cultural studies, psychology, and economics. The chapters examine how much generalisability the theories have for the context of Bangladesh and how the empirical data can be interpreted through different theoretical lenses. There are six sections in the Handbook covering different dynamics of English language education practices in Bangladesh, from history, policy and practice to assessment, pedagogy and identity. It is an invaluable reference source for students, researchers, and policy

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The Routledge Handbook of English Language Teaching - Graham Hall - 2016-05-12
The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics, ELT/TESOL, and

and for ELT professionals engaged in in-service teacher development and/or undertaking academic study. Progressing from ‘broader’ contextual issues to a ‘narrower’ focus on classrooms and classroom discourse, the volume’s interrelated themes focus on: ELT in the world: contexts and goals planning and organising ELT: curriculum, resources and settings methods and methodology: perspectives and practices second language learning and learners teaching language: knowledge, skills and pedagogy understanding the language classroom. The Handbook’s 39 chapters are written by leading figures in ELT from around the world. Mindful of the diverse pedagogical, institutional and social contexts for ELT, they convincingly present the key issues, areas of debate and dispute, and likely future developments in ELT from an applied linguistics perspective. Throughout the volume, readers are encouraged to develop their
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Language in Focus - Katarzyna Papaja - 2016-12-14

Applied Linguistics is a field of academic enquiry that
Linguistics and ELT, empirical investigation of real issues which focus on language. These issues include aspects of linguistics, first or second language acquisition, literacy, language disorders, foreign language learning and teaching, bilingual education, linguistic discrimination, and language policy, among others. New approaches, new theoretical concepts and new methods are a prerequisite for dealing with particular educational issues, and, as such, this book focuses on the challenges and opportunities that emerge from this. It brings together selected presentations given at the LIF2014 conference, which took place in Antalya, Turkey. The main focus of this event was to reflect the internationality of the English language by drawing academicians, researchers, teachers and educational authorities from all over the world and providing them with the opportunity to exchange an interdisciplinary dialogue on the theoretical as well as purely practical implications of Applied Linguistics.

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relating these practical issues world and providing them with the opportunity to exchange an interdisciplinary dialogue on the theoretical as well as purely practical implications of Applied Linguistics and ELT.

**Exploring Language Pedagogy through Second Language Acquisition Research** - Rod Ellis - 2013-07-31

Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics, primarily designed for those beginning postgraduate studies, or taking an introductory MA course as well as advanced undergraduates. Titles in the series are also ideal for 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 a glossary of key terms, and discussion questions.

Following the back-to-front approach of the series, the book takes problematic issues in language pedagogy as its starting points. These are then examined in terms of second language acquisition. Each chapter begins with a look at the pedagogical proposals found in teacher guides and then asks ‘Do these proposals accord with what we know about how languages are acquired?’ Pedagogical topics covered include teaching methods, syllabus design, explicit instruction, comprehension versus production-based instruction, task-based instruction, authentic materials, the role of the learners’ first language in the classroom, error correction and catering for individual differences. Including a glossary of key terms and questions for discussion at the end of each chapter, and assuming no prior knowledge of second language
a discussion of intervention
text for all students studying
language teaching methods,
language teacher education,
English teaching methodology
and second language
acquisition modules in
advanced undergraduate and
postgraduate/graduate TESOL
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Language Teaching Awareness - Jerry G. Gebhard
- 1999-09-28
This book helps language teachers become more aware of their teaching beliefs, attitudes, and practices. The paperback edition helps language teachers explore their teaching beliefs, attitudes and practices. It provides teachers with the kind of knowledge and guidelines that can empower them to make more informed teaching decisions. As such, teacher educators will find this a practical book to use in training courses.

Teaching Grammar, Structure and Meaning - Marcello Giovanelli - 2014-07-17
Teaching Grammar, Structure and Meaning introduces teachers to some basic ideas from the increasingly popular field of cognitive linguistics as a way of explaining and teaching key grammatical concepts. Particularly suitable for those teaching post-16 English Language, this book offers a methodology for teaching key aspects of linguistic form and an
Teaching Grammar, Structure activities. Written by an experienced linguist and teacher, this book contains:

- an evaluation of current approaches to the teaching of grammar and linguistic form
- a revised pedagogy based on principles from cognitive science and cognitive linguistics
- a comprehensive set of activities and resources to support the teaching of key linguistic topics and text types
- a detailed set of suggestions for further reading and a guide to available resources

Arguing for the use of drama, role play, gesture, energy dynamics, and visual and spatial representations as ways of enabling students to understand grammatical features, this book explores and analyses language use in a range of text types, genres and contexts. This innovative approach to teaching aspects of grammar is aimed at English teachers, student teachers and teacher trainers.

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This book offers a wide range of topics for the scholar interested in the study of English in this unsettling era of disruption in our lives - from linguistics to literature to language teaching and learning. The chapters present snippets of thoughts and critical reflections, findings from action research and other methodologies, and essays on troubling topics for language teachers. The authors are researchers, experienced teachers, and students engaged in exploratory research. The many ideas and suggestions for further reflection and research will inspire teachers and researchers working in educational and regional. There is something in this book for everybody.
Exploring Classroom Discourse - Steve Walsh - 2011-03-08
Routledge Introductions to Applied Linguistics consists of introductory level textbooks covering the core topics in Applied Linguistics, 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 which takes the reader from real life problems and issues in the field, then enters into a discussion of intervention and how to engage with these concerns. The final section concludes by tying the practical issues to theoretical foundations. Additional features include tasks with commentaries, a glossary of key terms, and an annotated further reading section. This book looks particularly at the relationship between language, interaction and learning. Providing a comprehensive account of current perspectives on classroom discourse, the book aims to promote a fuller understanding of interaction, regarded as being central to effective teaching and introduces the concept of classroom interactional competence (CIC). The case is made in this book for a need not only to describe classroom discourse, but to ensure that teachers and learners develop the kind of interactional competence which will result in more engaged, dynamic classrooms where learners are actively involved in the learning process. This approach makes an invaluable resource for language teachers, as well as students of language and education, and language acquisition within the field of applied linguistics.

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Exploring Psychology in Language Learning and Teaching - Marion Williams - 2016-06-28
This book explores key areas of educational and social psychology and considers their relevance to language learning and teaching, using activities and questions for reflection. The topics discussed in the book include:

- learners' and teachers' beliefs about how a language should be learned and taught
- learning and working in groups
- relationships with others
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- motivation to start and persist with tasks
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• learning and working in groups • relationships with others • the role of the self in teaching and learning • motivation to start and persist with tasks • the role of emotions in learning. The authors provide useful insights for the understanding of language learning and discuss the important implications for language teaching pedagogy. Extra resources are available on the website: www.oup.com/elt/teacher/exploringpsychology

Marion Williams was formerly Reader in Applied Linguistics at the University of Exeter and is a past president of IATEFL. Sarah Mercer is Professor of Foreign Language Teaching at the University of Graz, Austria. Stephen Ryan is Professor in the School of Economics at Senshu University, Tokyo.

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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
successful learners take 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.

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**The Routledge Handbook of Language Learning and Technology** - Fiona Farr - 2016-02-26
The exponential growth and development of modern technologies in all sectors has made it increasingly difficult for students, teachers and teacher educators to know which technologies to employ and how best to take advantage of them. The Routledge Handbook of Language Learning and Technology brings together experts in a number of key areas of development and change, and opens the field of language learning by exploring the pedagogical importance of technological innovation. The handbook is
and how best to take historical and conceptual contexts core issues interactive and collaborative technologies for language learning corpora and data driven learning gaming and language learning purpose designed language learning resources. Led by fundamental concepts, theories and frameworks from language learning and teaching research rather than by specific technologies, this handbook is the essential reference for all students, teachers and researchers of Language Learning and TESOL. Those working in the areas of Applied Linguistics, Education and Media Studies will also find this a valuable book.

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methodological designs

New Perspectives on Intercultural Language Research and Teaching - Melina Porto - 2016-06-10
Illustrated by an empirical study of English as a Foreign Language reading in Argentina, this book argues for a different approach to the theoretical rationales and methodological designs typically used to investigate cultural understanding in reading, in particular foreign language reading. It presents an alternative approach which is more authentic in its methods, more educational in its purposes, and more supportive of international understanding as an aim of language teaching in general and English language teaching in particular.

Exploring Vocabulary - Dee Gardner - 2013-08-15
Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics, primarily designed for those beginning postgraduate studies, or taking an introductory MA course as well as advanced undergraduates. Titles in the series are also ideal for 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
two of the most well-known 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. Vocabulary is the foundation of language and language learning and as such, knowledge of how to facilitate learners’ vocabulary growth is an indispensable teaching skill and curricular component. Exploring Vocabulary is designed to raise teachers’ and students’ awareness of the interplay between the linguistic, psychological, and instructional aspects of vocabulary acquisition. It focuses on meeting the specific vocabulary needs of English language learners in whatever instructional contexts they may be in, with a special emphasis on addressing the high-stakes needs of learners in academic settings and the workplace. Dee Gardner also introduces a new Common Core Vocabulary, constructed from

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Leadership in English Language Education
MaryAnn Christison - 2012-12-06
Leadership in English Language Education: Theoretical Foundations and Practical Skills for Changing Times presents both theoretical approaches to leadership and practical skills leaders in English language education need to be effective. Discussing practical skills in detail, and providing readers with the opportunity to acquire new skills and apply them in their own contexts, the text is organized around three themes: The roles and characteristics of
Leadership theories and approaches from business and industry are applied to and conclusions are drawn for English language teaching in a variety of organizational contexts, including intensive English programs in English-speaking countries, TESOL departments in universities, ESL programs in community colleges, EFL departments in non-English speaking countries, adult education programs, and commercial ELT centers and schools around the world. This is an essential resource for all administrators, teachers, academics, and teacher candidates in English language education.

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Assessment and Testing

Anthony Green - 2013-10-01
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Exploring Language Assessment and Testing - Anthony Green - 2013-10-01
Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics, primarily designed for those beginning
designing, developing and taking an introductory MA course as well as advanced undergraduates. Titles in the series are also ideal for 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 Language Assessment and Testing is a straightforward introduction to the field that provides an inclusive and impartial survey of both classroom based assessment by teachers and larger scale testing, using concrete examples to guide students to the relevant literature. Ranging from theory to classroom based scenarios, the author provides practical guidance on using assessments, with flexible, step by step processes for improving the quality of tests and assessment systems to make them fairer and more accurate. This book is an indispensable introduction to the areas of language assessment and testing, and will be of interest to language teachers as well as postgraduate and advanced undergraduate students studying Language Education, Applied Linguistics and Language Assessment.

Learner-centered English Language Education - David Nunan - 2012
This carefully crafted collection provides a snapshot of the evolution of David Nunan’s theoretical and empirical contributions to the field of second language education over the last 40 years. The volume focuses on the development of his work on second language curricula, and in particular, the work for which he is best known: learner-centered education and task-based learning and
Learner-centered education has been a language teacher, researcher and consultant for 40 years. He has lived and worked in many countries, principally in the Asia-Pacific region, but also in the Americas, Europe and the Middle-East. In addition to his research and scholarly work, he is the author of several major textbook series for the teaching and learning of English as a foreign Language. These texts are based on his task-based language teaching approach, and are widely used in schools, school systems and universities around the world.

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**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-
Teaching is the perfect text for BATESOL and MATESOL courses in which action research is the focus or a required component.

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Teaching Language
Variation in the Classroom
- Michelle D. Devereaux -
2019-01-15
Bringing together the varied
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diversity in the ELA
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**Exploring Language and Linguistics** - Natalie Braber - 2015-09-30
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**Critical Literacy with Adolescent English Language Learners** - Jennifer Alford - 2021-05-25
This book examines critical literacy within language and literacy learning, with a particular focus on English as an Additional Language learners in schools who traditionally are not given the same exposure to critical literacy as native-English speakers. An important and innovative addition to extant literature, this book explains how English language teachers understand critical literacy and enact it in classrooms with adolescent English language learners from highly diverse language backgrounds. This book brings together the study of two intersecting phenomena: how critical literacy is constructed in English language education policy for adolescent English language learners internationally and how critical literacy is understood and enacted by teachers amid the so-called
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and seeks to clarify questions
Drawing on case study research, it provides a comparative analysis of how policy in these countries constructs critical literacy, and how this then positions critical engagement as a focus for teachers of English language learners.
Empirically based and accessibly written, this timely book will be of interest to a wide range of academics in the fields of adolescent literacy education, English language learning and teaching, education policy analysis, and critical discourse studies. It will also appeal to teachers, postgraduate students and language education policy makers.

Errors in Language Learning and Use - Carl James - 2013-12-02
Errors in Language Learning and Use is an up-to-date introduction and guide to the study of errors in language, and is also a critical survey of previous work. Error Analysis occupies a central position within Applied Linguistics, such as `Does correctness matter?', `Is it more important to speak fluently and write imaginatively or to communicate one's message?'
Carl James provides a scholarly and well-illustrated theoretical and historical background to the field of Error Analysis. The reader is led from definitions of error and related concepts, to categorization of types of linguistic deviance, discussion of error gravities, the utility of teacher correction and towards writing learner profiles. Throughout, the text is guided by considerable practical experience in language education in a range of classroom contexts worldwide.
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**Teaching Language in Context** - Beverly Derewianka - 2016

Language is at the heart of the learning process. We learn through language. Our knowledge about the world is constructed in language—the worlds of home and the community, the worlds of school subjects, the worlds of workplace, and so on. It is through language that we interact with others and build our identities. Teachers' explanations, classroom discussions, assessment of student achievement, and students' understanding, composition, and evaluation of texts are all mediated through language. In this book, we will be exploring how an explicit understanding of how language works enables students to make informed choices in their use and understanding of texts. As educators, our job is to make sure that all students have a good command of the language needed to succeed in school and beyond. In order to do this, teachers need to know about language and how it works. This book is intended as an introduction to the language that students encounter in the various curriculum areas as they move through the years of schooling, and it will enable teachers to: plan units of work that are sensitive to the language demands placed on students' design activities with
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New to this Edition
Substantial revision and extension of all chapters.
New Chapter 10 addressing inquiry genres and mixed genres.
Section on the language challenges of middle and senior secondary.
Additional activities.
Language development from the early years through to late secondary.
Increased emphasis on the multimodal nature of contemporary texts.
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exploring-english-language-teaching-language-in-action-routledge-introductions-to-applied-linguistics
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**Exploring Language Teacher Efficacy in Japan** - Gene Thompson - 2020-05-14

This book examines language teacher efficacy beliefs, focusing on the individual and collective beliefs of Japanese high school teachers. It discusses personal and collective dimensions of language teacher efficacy related to personal second language (L2) capability, instructional L2 efficacy and collective capability towards collaboration. The book provides a detailed discussion about the ways in which these beliefs develop and situates the findings within the wider field of teacher efficacy research. It helps further understanding of factors that may influence teacher self-efficacy and suggests new directions for research to explore in future studies. It will appeal to postgraduates and researchers with an
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Exploring the Dynamics of
Second Language Writing -
Barbara Kroll - 2003-04-14
The book addresses issues in
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The 13 chapters provide
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each chapter authored by recognized experts in the field. In addition to helping train new teachers, the book will serve as an updated reference book for practicing teachers and scholars to consult.

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Writing as a Tool for Learning; Talking it Out: Class Discussion and Literary Understanding—the 14 fascinating chapters in this book extend and challenge Applebee’s insights.

**English Language Arts Research and Teaching** - Russel K. Durst - 2017-04-21
Taking as a starting point the most enduring insights to emerge from acclaimed researcher Arthur Applebee’s scholarship, this volume brings together leading experts to fully examine his work for its explanatory power and its potential to shape current and future research agendas. Focused on the ways in which students learn, schools teach, and assessors evaluate the forms and uses of language needed to flourish and grow, Applebee’s work reconceptualized how educators view language development and use in relation to schooling. Organized around three themes—Considering Curriculum as Conversation; Writing as a Tool for

Class Discussion and Literary Understanding—the 14 fascinating chapters in this book extend and challenge Applebee’s insights.

**Corpus-Based Approaches to English Language Teaching** - Mari Carmen Campoy - 2010-06-07
Corpus-Based Approaches to ELT presents a compilation of research exploring different ways to apply corpus-based and corpus-informed approaches to English language teaching. Starting with an overview of research in the field of corpus linguistics and language teaching, various scenarios including academic and professional settings, as well as English as International Language, are described. Corpus-Based Approaches to ELT goes on to put forward several chapters focusing on error analysis using learner corpora and comparable native speaker corpora. Some of these chapters use translations and their original sources, while others compare the production of learners
including academic and multilingual learner corpora. Also presented are new tools for corpus processing: a query program for parallel corpora, and the provision of tools to implement pedagogical annotation. The last section discuss the challenges and opportunities that multilayered and multimodal corpora may pose to corpus linguistic investigation. This book will be indispensable to those teaching in higher education and wishing to develop corpus-based approaches, as well as researchers in the field of English Language Teaching.

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**The Expert Teacher of**
The Expert Teacher of English is for all passionate teachers – both novice and expert - who aspire to become outstanding professionals. It considers what we mean by ‘expert’ and ‘expertise’, explores concepts that are vital to understanding what expertise in teaching is ‘for’, and discusses the characteristics of excellent teaching. As increasing attention is being paid to the concept of the professional who can model excellent teaching and mentor and develop others, it provides a critical analysis of The Advanced Skills Teacher and the Excellent Teacher, as well as the Chartered Teacher in Scotland and the ‘highly accomplished teacher’ in the US. Ideas and issues considered include: The nature of English as a school subject What it means to be part of a profession Curriculum design, lesson planning and assessment Opportunities for technologies in the English classroom Working collaboratively with colleagues, mentoring and professional development and research Drawing on the views, ideas and experiences of a group of skilful teachers, The Expert Teacher of English aims to stimulate personal and professional development, help you reflect on the concept of expertise, and support you as you develop as a highly accomplished teacher.
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Exploring Learner Language - Elaine Tarone - 2009-07-02 Gives you a unique 'hands-on' introduction to studying ESL learners' language using video interviews and footage of students doing language tasks Uses linked exercises in the book to guide you through the stages of analysing learners' language Provides full transcripts and an answer discussion section to help you to study and refer back to the input and explanations. Case study approach gives you the skills that will help you to explore learner language in your own classroom Recommended for TESOL Masters and Diploma students and language teacher.
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Language Through Literature - Paul Simpson - 1997
Language Through Literature provides a definitive introduction to the English language through the medium of English literature. Through the use of illustrations from poetry, prose and drama, this book offers a lively guide to important concepts and techniques in English language study. Among the many topics covered in the book are the form and meaning of words, the structure of narrative discourses and the organization of dialogue and conversation. Each chapter explores a specific aspect of the modern English language using a combination of exposition and practical activities. Each chapter also provides points for further discussion and includes project work for use individually, or as part of a group. Readers will find the author's selection and presentation of topics helpful, as Paul Simpson progressively widens the scope of topics from single words to the structure of whole conversations. Language Through Literature is designed for the non-specialist who is new to the study of the English language and will be particularly relevant to anyone interested in the in the relationship between the
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**Exploring New Paths in Language Pedagogy** - María Moreno Jaén - 2010

This volume brings together current research and practical innovations in the field of foreign language teaching. The contributions are all by well-known experts in the area. More specifically, the volume aims to give some comprehensive and updated coverage of theory, research and practice in two of the most challenging issues in today's English language teaching scenarios: the development of L2 vocabulary knowledge and the contribution of new corpus-based evidence to language
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**English as an International Language** - Dr. Farzad Sharifian - 2009-01-08

The rapid global spread of the English language has serious linguistic, ideological, socio-cultural, political, and pedagogical implications as it creates both positive
debate about issues such as tensions between global and local forces. Accordingly, debate about issues such as the native/non-native divide, the politics of an international language, communication in a Lingua Franca, the choice of a model for ELT, and the link between English and identity(ies) has stimulated scholarly inquiry in an unprecedented way. The chapters in this volume revisit, challenge, and expand upon established arguments and positions regarding the politics, policies, pedagogies, and practices of English as an international language, as well as its sociolinguistic and socio-psychological complexities.

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**Language Teacher Psychology** - Sarah Mercer - 2018-01-05
To date, the majority of work in language learning psychology has focused on the learner. In contrast, relatively little attention has been paid to teacher psychology. This volume seeks to redress the imbalance by bringing together various strands of research into the psychology of language teachers. It consists of 19 contributions
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**English Language Teaching Textbooks** - Nigel Harwood - 2013-11-29

English language teaching textbooks (or coursebooks, as they are sometimes known) play a central role in the life of a classroom and in many contexts constitute the syllabus the teacher is expected to follow. However, there is a need to extend and strengthen research in this area. Following a substantial state-of-the-art survey of research on ELT textbooks and a discussion of appropriate methods to study them, this volume contains
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