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INCEN6 - GRIFFIN WOODARD

This is a handbook for language teachers who would like to develop their own reading materials or who wish to enrich a reading course. It offers a classification and description of exercises aimed at developing different reading skills. While the book is designed primarily for teachers of English as a second language, the exercises are equally appropriate for the teaching of other foreign languages and much of the book is relevant to the teaching of first-language reading skills. The question-types range from the familiar (for example, multiple-choice and open questions) to highly original exercises which require the integration of different skills and an active, creative response from the student. It encourages teachers to introduce variety into the teaching of reading and offers them a great deal of resource material to draw on.

Learning Technology provides a clear guide to how teachers can introduce learning technology in the classroom. • Explains aspects of learning technology in non-technical language. • Features over 70 practical classroom ideas and confidence-building tips to get the best from learning technology. • Shows how to use a range of online tools in an educational setting, including email and instant messaging, blogs, wikis, podcasts, video, and social networks. • Explores different ways of putting learning technology into practice, including virtual learning environments, social learning platforms, blended learning and the flipped classroom, mobile learning, and adaptive learning.

This book explores the relationship between research, teaching, and tasks, and seeks to clarify the issues raised by recent work in this field. The book shows how research and task-based teaching can mutually inform each other and illuminate the areas of task-based course design, methodology, and assessment. The author brings an accessible style and broad scope to an area of contempo-

rary importance to both SLA and language pedagogy.

This book provides a practical overview of the most important methods in the field. Readers are drawn into classrooms where various teaching methods and approaches are being used. They are encouraged to reflect on their own beliefs and to develop their own approach to language teaching. - Publisher.

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 Definitio-

nen 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.

Demonstrates ways to create contexts and audiences for classroom writing. Shows students how the style of writing differs according to purpose and audience. Presents a range of techniques for encouraging good pre-writing and drafting strategies. Helps learners to develop paragraphs coherently, to use cohesive devices, to use a range of sentence structures, and

to develop appropriate vocabulary. Involves students in reviewing their work, revising it, and editing the final draft.

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 • 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 Uni-

versity, Tokyo.

The main objective of this text is to assist language teachers in writing better tests. The author defines a good test as one that contains validity, reliability, practicality and a positive reaction. Hughes offers practical and realistic guidance on how to create a good test. The author pays special attention to the effect of testing on teaching - a test should not only be reliable and valid but should also have a positive effect on teaching. Chapters on the testing of writing, oral ability, reading, listening, grammar and vocabulary, and test administration are included. Also included are testing techniques that have been proven to be useful for teachers, and statistics that enable teachers to interpret test results. Reader activities can be found at the end of each chapter.

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.

Draws on research in a va-riety of fields and applies it to teaching practice Features topics of current concern, including defining the roles of teachers and learners, critical pedagogy, interactive learning, and using innovative teaching materials. Includes criteria for and advice on evaluating classroom activities, especially those provided in the published materials that most teachers typically use. Can be used as a reference text or handbook by individual teachers or as a sourcebook or class text by teacher trainers. Written mainly for practising teachers but can be used by new and inexperienced teachers to give a thorough introductory overview of ELT.

Essential Teacher Knowledge - a unique foundation-level methodology book with over 2 hours of video footage. Essential Teacher Knowledge is the core foundation-level guide for teachers of general English, young learners and CLIL. Units on essential theory, practical teaching advice and classroom ideas are presented across two pages, in full colour. Written in accessible English, Essential Teacher Knowledge is ideal preparation for TKT and other entry-level teacher qualifications, or as a handbook for any ELT teacher. Two hours of video footage includes demonstrations of key teaching techniques, such as giving instructions and correction, so new teachers can see the theory put into practice and global "Teachers' Voices" – teachers from around the world sharing opinions and ideas about key issues for the global English teaching community.PIN--coded access to extra on-line material: audio to accompany the Pronunciation units (23 – 29), down-loadable activities (Revise, Research, Reflect) to accompany every unit, more teachers' voices videos and other resources for teachers, including an up-to-date bibliography .

Includes biblographical references and index.

This book explains problematic areas of English grammar, with an emphasis on meaing. It provides a fresh approach to grammar which focuses on topics - such as articles, and direct and indirect speech - which teachers often find difficult to explain to their students.

This fully updated second edition provides a comprehensive and readable introduction to teaching young learners. It gives

an accessible overview of the issues, including child development, L1 and L2 learning, L2 skills, vocabulary and grammar, learning to learn, materials design, and policy issues. Integrating theory and practice in an accessible way, it draws onup-to-date research and classroom practice that is internationally relevant. New for this edition: • Systematic incorporation of ideas related to technology across all chapters • Discussion of current trends in the field of teaching young learners, including CLIL, online learning, issues of assessment, 21st century skills, and ways of giving children more agency in their language learning • A new chapter on intercultural awareness for young learners • Updates to research and practical examples, and new tasks • An extended final chapter on classroom research, complete with innovative ideas for researching with children.

This book offers a new methodological framework for the CLIL classroom, focusing on how to guide input and support output. Full of real-life examples and practical guidelines, the book provides support to both novice and experienced CLIL teachers. Areas cov-

ered include: the language used in CLIL; CLIL teacher training; materials design for CLIL; assessment in CLIL. Extra resources are available on the website: www.oup.com/elt/teacher/ clil Phil Ball is a CLIL author and teacher trainer based in northern Spain. Keith Kelly is a writer and speaker on CLIL worldwide, and is based in Plovdiv, Bulgaria. John Clegg is a textbook author and CLIL consultant based in London.

This book raises the issue of what a teacher needs to know about English in order to teach it effectively. It leads teachers to awareness of the language through a wide range of tasks which involve them in analysing English to discover its underlying system.

In an accessible style, the author demonstrates the link between grammar and vocabulary.

One woman's odyssey tempered by the silence that surrounds her, Listening is Hannah Merker's moving and evocative account of her perceptions on the loss and remembrance of sound after an accident causes her deafness in in young adulthood.- Inside flap.

"Provides an overview of

the current state of materials design in language teaching. The materials discussed include the complete range of language-learning resources from teacher-created materials to commercially-developed tasks, texts, and activities. Seventeen original chapters explore the issues involved in the design, implementation, and evaluation of materials in a wide variety of contexts. The contributors, an international group of established experts, explain the theories and principles underlying their approaches to materials design. They examine the issues that materials writers encounter when developing language-teaching materials, both in print and digital formats, and present a variety of solutions that help resolve those issues. Discussion questions and tasks follow each chapter to make this volume useful to prospective and practicing teachers alike"--P. [4] of cover.

Managing Evaluation and Innovation in Language Teaching focuses on the connections to be made between evaluation and change in language education with a specific focus on English Language Teaching. The book demonstrates the central importance of evaluation in

relation to language projects and programmes, the management of change and innovation, and in improving language teacher development. The introductory chapter provides an overview of the present trends in evaluation as well as offering examples of recent evaluation projects. Subsequent chapters identify contemporary issues in evaluation and their relevance to language teaching, covering a number of cultural and ethnographic studies in evaluation management in different worldwide contexts, as well as drawing insights from other related disciplines. The editors seek to draw attention to the possibilities of inter-disciplinary exchange to inform the reader of current practice, and highlight emerging issues in the expanding field of evaluation in language teaching, especially in ELT. The contemporary nature of the studies presented here will be relevant to both post graduate students following language education programmes as well as to professionals involved in language teaching. It will be of particular interest to those involved in the management of innovation and the evaluation of pro-

jects and programmes, such as curriculum developers, Director of Studies, and professionals with a special responsibility for bringing about change in language teaching contexts.

An invaluable resource helping teachers at all levels of experience to develop their understanding of English grammar. Grammar for English Language Teachers is designed to help practising and trainee teachers to develop their knowledge of English grammar systems. It encourages teachers to appreciate factors that affect grammatical choices, and evaluates the 'rules of thumb' presented to learners in course materials. Consolidation exercises provide an opportunity for teachers to test these rules against real language use and to evaluate classroom and reference materials.

ESL/EFL teachers and trainees will welcome this methodology text, which considers all practical classroom techniques and activities in terms of solid foundation stones of research on second language acquisition. -- Readers develop an overall approach to language teaching from which their classroom practices can

emerge. -- The text has user-friendly, readable prose, interactive end-of-chapter exercises for discussion and action, and end-of-chapter recommendations for further reading.

Beginning with the reasons for carrying out action research, this guide for language teachers can be used by them to analyse and investigate their own expertise and develop it in a systematic way. This book is intended for teachers of English.

Materials Development in Language Teaching aims to help readers apply current theoretical principles and research findings to the practical realities of developing and exploiting classroom materials. The authors also suggest new ideas and directions in materials development, which readers can pursue for themselves. This book is accessible to readers with little previous experience in the field, and is essential reading for all those involved in developing materials for language teaching. In the second edition of this highly popular title, each chapter has been comprehensively revised and updated to take into account both recent research and the significant technological devel-

opments since the first edition was published in 1998. Two new chapters have been added to assess the potential of electronic media for materials development. These chapters include an overview of the technologies available, as well as individual case studies and activities.
Elementary to advanced activities illustrating techniques appropriate for both adults and children. Seminar paper from the year 2008 in the subject Pedagogy - Common Didactics, Educational Objectives, Methods, grade: 1,0, Technical University of Braunschweig, course: „Teaching English as a Foreign Language: Grammar and Lexis in Context" , 6 entries in the bibliography, language: English, abstract: In the seminar „Teaching English as a Foreign Language: Grammar and Lexis in Context" (WS 07/08) "English-minor" students are obligated to write a term paper about an issue which fits into the course subject matter. In this case, the topic "How to teach Lexis and Dictionary Usage according to the Curriculum" was chosen. The topic can be seen as one of the most important issues because the "future-teachers" need to be aware of

what is expected and demanded from them due to the curriculum. This topic and respectively this term paper is a summary of what is meant by Lexical teaching and learning. Also, the "Niedersächsiches Kerncurriulum Englisch" is exposed inside of this paper in order to reveal the teaching/learning expectations related to Lexis. An obviously important question is "How is Lexis learned and being taught in school and how can dictionaries help to acquire a language?" Furthermore, in this case, the curriculum has to be considered as well. This term paper describes some of the opportunities German teachers have, according to the curriculum, to enhance Lexis acquisition especially with the addition of using a particular dictionary. It mainly deals with the ideas of the Lexical Approach (Michael Lewis). The Lexical part of language acquisition is seen as the most important one within this approach. The term paper creates a relationship between how Lexis is involved in "ideal" language acquisition and the national standards of the particular German school curriculum (in this case "Hauptschule" is reflected on). As a result, it shows whether there is

a conflict between language acquisition referring to the Lexical Approach and curriculum guidelines or unison between those two aspects. In order to do so, both parts of the discussion are particularly identified. To describe and define the most important expressions, the paper starts with the definitions of Lexis, vocabulary, grammar, Lexical Approach and Lexis teaching in school. Then, different types of dictionaries and dictionary usage in school are portrayed. After that, the "Niedersächsiches Kerncurriculum" is depicted before teaching Lexis and dictionary usage according to it is explained. Moreover, it is shown how dictionaries can possibly help to enhance language/Lexis acquisition and some examples are supplied. [...]
This volume was conceived as a "best practices" resource for teachers of ESL listening courses. It was written to help ensure that teachers of listening are not perpetuating the myths of teaching listening.

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.

How can you use technology for pedagogic purposes in the language classroom? Technology Enhanced Language Learning discusses how the use of technology opens up opportunities for learning, how it enables different types of learning, and how it affects language use.

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

Winner of the CWA Silver Dagger Award, The Dead of Jericho is the fifth novel in Colin Dexter's Oxford-set Inspector Morse series. Morse switched on the gramophone to 'play', and sought to switch his mind away from all the terrestrial troubles. Sometimes, this way, he almost managed to forget. But not tonight . . . Anne Scott's address was scribbled on a crumpled note in the pocket of Morse's smartest suit. He turned the corner of Canal Street, Jericho, on the afternoon of Wednesday, 3rd October. He hadn't planned a second visit. But he was back later the same day – as the officer in charge of a suicide investigation . . . The Dead of Jericho is followed by the sixth book in the detective series, The Riddle of the Third Mile.

This book is unique in

bringing together theory, research, and practice about English encountered outside the classroom – extramural English – and how it affects teaching and learning. The book investigates ways in which learners successfully develop their language skills through extramural English and provides tools for teachers to make use of free time activities in primary and secondary education. The authors demonstrate that learning from involvement in extramural English activities tends to be incidental and is currently underutilized in classroom work. A distinctive strength is that this volume is grounded in theory, builds on results from empirical studies, and manages to link theory and research with practice in a reader-friendly way. Teacher-educators, teachers and researchers of English as a foreign language and teachers of English as a second language across the globe will find this book useful in developing their use of extramural English activities as tools for language learning.

This book provides specific support to teachers who need to accommodate learners with dyslexia in their ELT classrooms – guiding them

through the main steps of the process with clear explanations, suggestions, and practical tools. Areas covered include: • the nature and causes of dyslexia • emotional, cognitive, and linguistic factors connected to dyslexia and English as a foreign, second, or other language • methodological guidelines for making English language teaching accessible for learners with dyslexia • strategies for phonological and orthographic work • developing communicative skills in oral and written language • accessible language testing and assessment in classroom-based and official contexts. Extra resources are available on the website: www.oup.com/elt/teacher/supportingdyslexia