

The Elt Curriculum Ronald White

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From Teacher to Manager Ron White 2008-10-02 A course aimed at ELT managers (eg. Directors and Assistant Director of Studies) and candidates undertaking the Cambridge ESOL International Diploma in Language Teaching Management (IDLTM). **Developing Courses in English for Specific Purposes** H. Basturkmen 2010-10-01 Presented in two parts, this book firstly introduces core considerations in ESP course development drawing on examples from a wide range of ESP and EAP courses. Secondly four case studies show how experienced ESP teachers and course developers went about developing courses to meet the needs of their particular learners.

Vocabulary Matrix Michael McCarthy 2010 Vocabulary Matrix: Understanding, Learning, Teaching is an innovative resource for language teachers, particularly those who are pre-service or new. This dynamic guide to the methodology of vocabulary instruction offers clearly written theory and keeps a compelling focus on practical teaching applications throughout.

Keep Talking Friederike Klippel 1984 This practical book contains over 100 different speaking exercises, including interviews, guessing games, problem solving, role play and story telling with accompanying photocopyable worksheets. **Vocabulary** John Morgan 1986

Plagiarism, the Internet, and Student Learning Wendy Sutherland-Smith 2008-04-24 Written for Higher Education educators, managers and policy-makers, Plagiarism, the Internet and Student Learning combines theoretical understandings with a practical model of plagiarism and aims to explain why and how plagiarism developed. It offers a new way to conceptualize plagiarism and provides a framework for professionals dealing with plagiarism in higher education. Sutherland-Smith presents a model of plagiarism, called the plagiarism continuum, which usefully informs discussion and direction of plagiarism management in most educational settings. The model was developed from a cross-disciplinary examination of plagiarism with a particular focus on understanding how educators and students perceive and respond to issues of plagiarism. The evolution of plagiarism, from its birth in Law, to a global issue, poses challenges to international educators in diverse cultural settings. The case studies included are the voices of educators and students discussing the complexity of plagiarism in policy and practice, as well as the tensions between institutional and individual responses. A review of international studies plus qualitative empirical research on plagiarism, conducted in Australia between 2004-2006, explain why it has emerged as a major issue. The book examines current teaching approaches in light of issues surrounding plagiarism, particularly Internet plagiarism. The model affords insight into ways in which teaching and learning approaches can be enhanced to cope with the ever-changing face of plagiarism. This book challenges Higher Education educators, managers and policy-makers to examine their own beliefs and practices in managing the phenomenon of plagiarism in academic writing.

From Experience to Knowledge in ELT - Oxford Handbooks for Language Teachers Julian Edge 2013-01-10 Strategies and ideas to help you develop your personal teaching style. A guide to help teachers of English to develop teaching skills through drawing on practical classroom experience.

Experiential Learning David A. Kolb 2015 Experiential learning is a singularly powerful approach to teaching and learning that is based on the fact that people learn best through experience. In this extensively updated book, the author offers the most complete and up-to-date statement of the theory of experiential learning and its modern applications in education, work, and adult development.

Language Assessment H. Douglas Brown 2004 Features: Solid foundation in the basics of validity and reliability, as well as all of the different forms of assessment Concise, comprehensive treatment of all four skills includes classification of assessment techniques. Thorough examination of standards-based assessment and standardized testing. Practical examples illustrate principles. End-of-chapter exercises and suggested additional readings provide opportunities for further exploration.

Doing SLA Research with Implications for the Classroom Robert M. DeKeyser 2019-03-15 This book is unique in bringing together studies on instructed second language acquisition that focus on a common question: "What renders this research particularly relevant to classroom applications, and what are the advantages, challenges, and potential pitfalls of the methodology adopted?" The empirical studies feature experimental, quasi-experimental and observational research in settings ranging from the classroom to the laboratory and CALL contexts. All contributors were asked to discuss issues of cost, ethics, participant availability, experimental control, teacher collaboration, and student motivation, as well as the generalizability of findings to different kinds of educational contexts, languages, and structures. This volume should be of interest to graduate students in second language research, practicing teachers who want some guidance to navigate the sometimes overwhelming array of publications, and to researchers who are planning studies on instructed second language learning or teaching and are looking to make principled decisions on which of the existing methodologies to adopt.

Learning about Language Assessment Kathleen M. Bailey 1998 Learning About Language Assessment is one volume of the authoritative 13-title TeacherSource Series. The author examines the issue of classroom assessment form three distinct perspectives: Teachers' Voices, which are authentic accounts of teachers' experiences; Frameworks, which are comprehensive discussions of theoretical issues; and Investigations, which are inquiry-based activities.

The ELT Curriculum Ronald V. White 1988 ELT teachers today are faced with a bewildering choice of aims, methods and materials. How can they design or choose language curricula best suited to their learners' needs? What options are open to them in designing and introducing new Syllabuses and methods? In answering these questions, the author begins by reviewing historically the development of ideas on language teaching and language curriculum. He describes various types of syllabus, both past and current, and he highlights the assumptions, principles and aims underlying them. Proposing curriculum renewal is one matter; introducing it into an existing system is quite another. The effective management and implementation of curriculum change forms the basis of the successful introduction of new syllabuses, materials and methods, issues about which the author offers theoretical guidance and practical advice based on evidence derived from the study of innovation in education.

A Course in Language Teaching Trainee Book Penny Ur 1999-09-30 This important course provides a comprehensive basic introduction to teaching languages, for use in pre-service or early experience settings. It can be used by groups of teachers working with a trainer, or as a self-study resource. The Trainee's Book provides all the tasks given in the main book but without background information, bibliographies, notes or solutions. It is suitable for those studying on a trainer-led course, where feedback is readily available.

Process Writing Ron White 1992

English Teacher's Handbook Ronald V. White 2001-02-01

Teaching English as an International Language Sandra Lee McKay 2002-03-07 English is the major language of international communication, and everyone wants to learn it. But which English, and how? Teaching English as an International Language provides an accessible overview of this increasingly important field. Sandra Lee McKay questions the cultural assumptions underlying much English teaching, arguing that classroom aims and methodology should be based on the requirements of an international language.

The ELT Curriculum Ronald White 1998-06-29 ELT teachers today are faced with a bewildering choice of aims, methods and materials. How can they design or choose language curricula best suited to their learners' needs? What options are open to them in designing and introducing new Syllabuses and methods? In answering these questions, the author begins by reviewing historically the development of ideas on language teaching and language curriculum. He describes various types of syllabus, both past and current, and he highlights the assumptions, principles and aims underlying them. Proposing curriculum renewal is one matter; introducing it into an existing system is quite another. The effective management and implementation of curriculum change forms the basis of the successful introduction of new syllabuses, materials and methods, issues about which the author offers theoretical guidance and practical advice based on evidence derived from the study of innovation in education.

The E.L.T. Curriculum Ronald V. White 1988

Educational Research L R Gay 2015-10-08 A leader in Introduction to Educational Research courses, Educational Research: Competencies for Analysis and Applications, ninth edition, remains a practical text focused on the skills and procedures students need in order to become competent consumers and producers of educational research. The accessible writing style and light, humorous tone of this book helps to demystify and enliven this demanding course. The text uses a direct, step-by-step approach to theresearch process.Tasks are included throughout the text to guide students through the process of creating their own research report. Published research articles are now included in every research methods chapter to provide students with illustrations of exemplary qualitative and quantitative research.Key changes in the ninth edition include an expanded coverage of qualitative research through a new chapter on Case Study Research (Chapter 17), a new chapter on Survey Research (Chapter 7), an increased emphasis on ethical considerations in the conduct of educational research (Chapter 1), and significant updates to Descriptive Statistics (Chapter 12) and Inferential Statistics (Chapter 13) that increase the coverage of how to use technology in the research process."

Assessing Language Ability in the Classroom Andrew D. Cohen 1994 This second edition presents various principles for guiding teachers through the assessment process (dictation, cloze summary, oral interview, role plays, portfolio assessment techniques).

Listening Goodith White 2003

The Communicative Approach to Language Teaching Christopher Brumfit 1979 Cet ouvrage recense différents articles sur l'enseignement de l'anglais. Il aidera à mieux saisir le développement des idées et des théories liées à l'éducation. **The Future of Teaching English for Academic Purposes** Tijen Akşit 2020-12-01 As a result of current global and international forces, teaching English for academic purposes (EAP) is going through the most dynamic period in its rather short history. The internationalization of higher education, English further solidifying its role as the lingua franca every single day, and the increasing number of higher education institutions around the globe opting for instruction in the medium of English (EMI) are all contributing forces behind this book. The text disentangles the conflicting views and beliefs regarding the standards, provision and practices of EAP. Across its chapters, it closely looks at the world of EAP through the lenses of academic practice, learners, curriculum development, program implementation, and teaching and assessment practices. This book will guide all stakeholders of EAP settings to better

understand ways in which research and teaching interact, and inform each other from a number of vital and relevant perspectives.

Syllabus Design David Nunan 1988-07-07 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.

The Cambridge Guide to Teaching English to Speakers of Other Languages David Nunan 2001-02-15 This book, written by leading practitioners, brings together a comprehensive overview of TESOL.

Designing Language Courses Kathleen Graves 2000 Designing Language Courses: A Guide for Teachers is a clear and comprehensive overview of course design. This text provides a practical guide to designing language courses by encouraging teachers to explore ways of planning and organizing content, and evaluating materials.

From Experience to Knowledge in ELT Julian Edge 2009-08-13 Includes sections on teaching materials, classroom environment, and equipment Explains principles of lesson planning and classroom management Suggests ways of improving students' language skills Surveys different types of language test and how to use them Supports professional development, including preparation for gaining a recognised teaching qualification, such as the Cambridge Teaching Knowledge Test Authors have a wide experience of teacher training in a variety of contexts

Materials Evaluation and Design for Language Teaching Ian McGrath 2013-04-13 Teaching materials play a crucial role in teaching-learning. When these take the form of a textbook it is essential that it is carefully selected to meet both external requirements and the needs of the teachers, as well as allowing teacher to mediate between the textbook and the learners, adapting and supplementing the book as necessary. Providing a systematic approach to the selection and subsequent evaluation of coursebooks, this textbook gives practical advice on adaptation and supplementation, and beyond. Suggestions on systematising the process of materials development and on the use of learner-generated materials are included for teachers who prefer to prepare their own materials. With integrated and wide-ranging coverage of the topic, this is the ideal book for those studying or practising language teaching or applied linguistics. Key Features:* Numerous examples* Interleaved tasks which can be utilised by an instructor* Extensive bibliography

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.

Fundamental Considerations in Language Testing Lyle F. Bachman 1990-06-14 Offers a discussion of the basic concerns which underlie the development and use of language tests. Presenting a synthesis of research on testing, this book is useful for students on teacher education courses. It is also helpful for those professionally involved in designing and administering tests, acting as a complement to 'how to' books.

Best Practices in Writing Instruction Steve Graham 2013-03-19 Highly practical and accessible, this indispensable book provides clear-cut strategies for improving K-12 writing instruction. The contributors are leading authorities who demonstrate proven ways to teach different aspects of writing, with chapters on planning, revision, sentence construction, handwriting, spelling, and motivation. The use of the Internet in instruction is addressed, and exemplary approaches to teaching English-language learners and students with special needs are discussed. The book also offers best-practice guidelines for designing an effective writing program. Focusing on everyday applications of current scientific research, the book features many illustrative case examples and vignettes.

Teaching Listening Comprehension Penny Ur 1984-02-09 Elementary to advanced activities illustrating techniques appropriate for both adults and children.

Lexical Priming Michael Hoey 2012-10-12 Lexical Priming proposes a radical new theory of the lexicon, which amounts to a completely new theory of language based on how words are used in the real world. Here they are not confined to the definitions given to them in dictionaries but instead interact with other words in common patterns of use. Using concrete statistical evidence from a corpus of newspaper English, but also referring to travel writing and literary text, the author argues that words are 'primed' for use through our experience with them, so that everything we know about a word is a product of our encounters with it. This knowledge explains how speakers of a language succeed in being fluent, creative and natural.

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The Developing Teacher Duncan Foord 2009-01-01

Second Language Teaching and Learning with Technology: Views of Emergent Researchers Linda Bradley 2011

The Science of Learning and Development Pamela Cantor 2021-06-22 This essential text unpacks major transformations in the study of learning and human development and provides evidence for how science can inform innovation in the design of settings, policies, practice, and research to enhance the life path, opportunity and prosperity of every child. The ideas presented provide researchers and educators with a rationale for focusing on the specific pathways and developmental patterns that may lead a specific child, with a specific family, school, and community, to prosper in school and in life. Expanding key published articles and expert commentary, the book explores a profound evolution in thinking that integrates findings from psychology with biology through sociology, education, law, and history with an emphasis on institutionalized inequities and disparate outcomes and how to address them. It points toward possible solutions through an understanding of and addressing the dynamic relations between a child and the contexts within which he or she lives, offering all researchers of human development and education a new way to understand and promote healthy development and learning for diverse, specific youth regardless of race, socioeconomic status, or history of adversity, challenge, or trauma. The book brings together scholars and practitioners from the biological/medical sciences, the social and behavioral sciences, educational science, and fields of law and social and educational policy. It provides an invaluable and unique resource for understanding the bases and status of the new science, and presents a roadmap for progress that will frame progress for at least the next decade and perhaps beyond.

An Introduction to Language and Linguistics Ralph Fasold 2006-03-06 This accessible textbook is the only introduction to linguistics in which each chapter is written by an expert who teaches courses on that topic, ensuring balanced and uniformly excellent coverage of the full range of modern linguistics. Assuming no prior knowledge the text offers a clear introduction to the traditional topics of structural linguistics (theories of sound, form, meaning, and language change), and in addition provides full coverage of contextual linguistics, including separate chapters on discourse, dialect variation, language and culture, and the politics of language. There are also up-to-date separate chapters on language and the brain, computational linguistics, writing, child language acquisition, and second-language learning. The breadth of the textbook makes it ideal for introductory courses on language and linguistics offered by departments of English, sociology, anthropology, and communications, as well as by linguistics departments.

Management in English Language Teaching Ron White 1991-08-29 In the course of their careers, foreign language teachers can expect at various times to be involved in areas such as the management of students and of colleagues, the organization of their institutions, the development of curricula, staff recruitment, and the financial aspects of running a school or program, including marketing and promotion. This book is the first to provide a comprehensive, practical introduction to these areas, particularly in relation to ESL institutions. The authors each have specialist expertise in the fields of organizational management, personnel management, marketing management, and commercial management in the context of ESL, which form the four main sections of the book.

Exploring English Language Teaching Graham Hall 2011-03-08 Winner of the BAAL Book Prize 2012 Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics, primarily designed for those entering postgraduate studies and language professionals returning to academic study. The books take an innovative "practice to theory" approach, with a 'back-to-front' structure. This leads the reader from real-world problems and issues, through a discussion of intervention and how to engage with these concerns, before finally relating these practical issues to theoretical foundations. Additional features include tasks with commentaries, a glossary of key terms, and an annotated further reading section. Exploring English Language Teaching provides a single volume introduction to the field of ELT from an applied linguistics perspective. The book addresses four central themes within English language teaching: 'Classroom interaction and management'; 'Method, Postmethod and methodology'; 'Learners'; and the 'Institutional frameworks and social contexts' of ELT. For each, the book identifies key dilemmas and practices, examines how teachers and other language teaching professionals might intervene and deal with these concerns, and explores how such issues link to and inform applied linguistic theory. Exploring English Language Teaching is an indispensable textbook for language teachers, and for post-graduate/graduate students and advanced undergraduates studying in the areas of Applied Linguistics, Language Teacher Education, and ELT/TESOL.