

Language Curriculum Design

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ML Morrison



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Language Curriculum Design John Macalister, I.S.P. Nation, 2009-09-10 Crystal clear and comprehensive yet concise this text describes the steps involved in the curriculum design process elaborates and justifies these steps and provides opportunities for practicing and applying them The description of the steps is done at a general level so that they can be applied in a wide range of particular circumstances The process comes to life through plentiful examples of actual applications of the steps Each chapter includes examples from the authors experience and from published research tasks that encourage readers to relate the steps to their own experience case studies and suggestions for further reading that put readers in touch with others experience Curriculum or course design is largely a how to do it activity that involves the integration of knowledge from many of the areas in the field of Applied Linguistics such as language acquisition research teaching methodology assessment language description and materials production Combining sound research theory with state of the art practice Language Curriculum Design is widely applicable for ESL EFL language education courses around the world

Case Studies in Language Curriculum Design John Macalister, I.S.P. Nation, 2013-05-13 Case studies are a powerful pedagogical tool for illuminating constructs and models in real life contexts Covering a wide range of teaching learning contexts and offering in depth analyses of ESL ELT language curriculum design issues this casebook is distinctive and unique in that each case draws on and is clearly linked to a single model presented in Nation and Macalister s Language Curriculum Design www.routledge.com 9780415806060 giving the book a high degree of coherence A short commentary by the editors after each case highlights features of note and or issues arising from it This is a versatile text designed to work as a companion to Language Curriculum Design adding meaning and depth to the model presented there by relating it to a range of applications as a stand alone text or as a resource for language teacher trainees teacher educators practicing teachers program administrators and materials writers in the field

Resources in Education ,1982 *Linguistics and Language Behavior Abstracts* ,2001 Who's who in American Education ,1990

Course Design for TESOL Florin Mihai, Kerry Purmensity, 2016-03-22 Course Design for TESOL offers a unique approach of integrating curriculum with teaching activities to allow language educators to utilize the text in a variety of courses in a TESOL program Although the authors assume readers have a basic knowledge of English grammar this textbook resource is designed to be comprehensible to those who have not had an SLA or Applied Linguistics course Because each language skill is discussed in detail in terms of important theories and concepts and actual teaching activities are included the book can also be used in a Methods course or a combined Curriculum Design Methods or Methods and Materials course Part I explores the basic language acquisition theories and their influences on current teaching practices in the field Part II then moves on to the core elements of designing a curriculum or course conducting the needs analysis setting of course goals objectives designing the syllabus and writing lesson plans Part III Instructional Activities and Assessment Techniques features chapters on the teaching of listening

speaking reading writing grammar and culture Within each of these chapters the authors address the fundamental issues related to the teaching of each skill and then discuss the components of a good activity for that skill and how to design one and then offer four sample activities one for each type of syllabus and guidance on assessing that skill The activities can be adapted for use in a variety of classrooms and settings Part IV addresses contemporary trends curriculum issues in North America and Europe standards and educational policy practices in teaching in Asia particularly China and Korea and technology enhanced learning

What English Language Teachers Need to Know Volume III MaryAnn Christison, Denise E. Murray, 2014-03-05 What English Teachers Need to Know a set of companion texts designed for pre service teachers and teachers new to the field of ELT addresses the key question What do English language teachers need to know and be able to do in order for their students to learn English These texts work for teachers across different contexts countries where English is the dominant language one of the official languages or taught as a foreign language different levels elementary primary secondary college or university or adult education and different learning purposes general English workplace English English for academic purposes or English for specific purposes Volume I on understanding learning provides the background information that teachers need to know and be able to use in their classroom Volume II on facilitating learning covers the three main facets of teaching planning instructing and assessing Volume III on designing curriculum covers the contexts for processes in and types of ELT curricula linguistic based content based learner centered and learning centered Throughout the three volumes the focus is on outcomes that is student learning Features Situated in current research in the field of English language teaching and other disciplines that inform it Sample data including classroom vignettes Three kinds of activities tasks Reflect Explore and Expand

Who's who in the West ,1987

Language Curriculum Development/Planning Mohammadreza Rast, 2020-06-29 Document from the year 2020 in the subject Didactics for the subject English Miscellaneous grade 100 Islamic Azad University course Language Curriculum Development Planning language English abstract Every veteran EFL teacher is quite familiar with the importance of syllabus design materials preparation curriculum development and textbook evaluation Being able to construct a language curriculum is an important aspect of professionalism in TESOL This book will help you develop the knowledge and the skills required for a professional English language instructor This book can help the readers to acquire the preliminary knowledge which is related to curriculum development and curriculum planning area of studying in a short period of time

Moving Beyond the Grammatical Syllabus Jason Martel, 2021-12-06 In this concise and practical book Martel advocates for a content based approach to foreign language curriculum design that emphasizes communicative competence cognitive engagement and social justice Intended primarily for busy teachers with limited preparation time the book includes An introduction to content based instruction and its use to date in foreign language education Step by step strategies for designing content based unit plans lesson plans and assessments A complete curricular unit that serves as a guiding example including nine lesson plans

and a summative assessment The book is accompanied by a website that will feature additional examples of content based curricular materials across a range of languages and proficiency levels available at <http://cbi.middcreate.net/movingbeyond>

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

Beyond Language Learning Instruction: Transformative Supports for Emergent Bilinguals and Educators Slapac, Alina, Coppersmith, Sarah A., 2019-11-22 Educators all over the world are being challenged to provide effective instruction for culturally and linguistically diverse learners and immigrant communities while valuing and celebrating students cultural backgrounds This task requires training professional development cultural sensitivity and responsibility to promote positive outcomes Beyond Language Learning Instruction Transformative Supports for Emergent Bilinguals and Educators is a critical research publication that bridges linguistics theory and practice and comprehensively addresses all fundamentals of linguistics through the English language learning lens Featuring topics such as curriculum design immigrant students and professional development this book is essential for educators academicians administrators curriculum designers instructional designers researchers policymakers and students

Language for Specific Purposes Mary K. Long, 2017-05-01 In the United States today there is lively discussion both among educators and employers about the best way to prepare students with high level language and cross cultural communication proficiency that will serve them both professionally and personally in the global environment of the twenty first century At the same time courses in business language and medical language have become more popular among students Language for Specific Purposes LSP which encompasses these kinds of courses responds to this discussion and provides curricular models for language programs that build practical language skills specific to a profession or field Contributions in the book reinforce those models with national survey results demonstrating the demand for and benefits of LSP instruction With ten original research based chapters this volume will be of interest to high school and university language educators program directors linguists and anyone looking to design LSP courses or programs in any world language

Amplifying the Curriculum

Aída Walqui, George C. Bunch, 2019-06-28 This book presents an ambitious model for how educators can design high quality challenging and supportive learning opportunities for English Learners and other students identified to be in need of language and literacy support Starting with the premise that conceptual analytic and language practices develop simultaneously as students engage in disciplinary learning the authors argue for instruction that amplifies rather than simplifies expectations concepts texts and learning tasks The authors offer clear guidance for designing lessons and units and provide examples that demonstrate the approach in various subject areas including math science English and social studies This practical resource will guide teachers through the coherent design of tasks lessons and units of study that invite English Learners and all students to engage in productive meaningful and intellectually engaging activity This book offers the most detailed guide available for designing instruction for students categorized as ELLs Theoretically grounded and informed by years of implementation and study this work is without equal in the field I recommend the book enthusiastically as required reading in all teacher preparation programs Guadalupe Vald s Bonnie Katz Tenenbaum Professor of Education Stanford Graduate School of Education Reflecting its title this book is an amplification of what it means to provide the best learning opportunities for English Language learners Drawing on classroom based research Amplifying the Curriculum offers many practical examples of intellectually engaging units and tasks This innovative book belongs on the bookshelves of all teachers Pauline Gibbons UNSW Sydney This timely book is a call to educators across the nation to integrate language literacy and disciplinary knowledge to improve the education of our new American students Tatyana Kleyn The City College of New York

Teaching Academic ESL Writing Eli Hinkel, 2003-10-17 Teaching Academic ESL Writing Practical Techniques in Vocabulary and Grammar fills an important gap in teacher professional preparation by focusing on the grammatical and lexical features that are essential for all ESL writing teachers and student writers to know The fundamental assumption is that before students of English for academic purposes can begin to successfully produce academic writing they must have the foundations of language in place the language tools grammar and vocabulary they need to build a text This text offers a compendium of techniques for teaching writing grammar and lexis to second language learners that will help teachers effectively target specific problem areas of students writing Based on the findings of current research including a large scale study of close to 1 500 non native speakers essays this book works with several sets of simple rules that collectively can make a noticeable and important difference in the quality of ESL students writing The teaching strategies and techniques are based on a highly practical principle for efficiently and successfully maximizing learners language gains Part I provides the background for the text and a sample of course curriculum guidelines to meet the learning needs of second language teachers of writing and second language writers Parts II and III include the key elements of classroom teaching what to teach and why possible ways to teach the material in the classroom common errors found in student prose and ways to teach students to avoid them teaching activities and suggestions and questions for discussion in a teacher

training course Appendices to chapters provide supplementary word and phrase lists collocations sentence chunks and diagrams that teachers can use as needed The book is designed as a text for courses that prepare teachers to work with post secondary EAP students and as a professional resource for teachers of students in EAP courses *Innovation and change in English language education* Ken Hyland, Lillian L C Wong, 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 *Technology for the Language Classroom* Leo Mercado, 2017-09-16 This volume in the ALLC series offers current and soon to be professionals in the ESL EFL field a comprehensive guide to how to make the best use of technology to enhance the English language learning experience The book has a predominant focus on practical insights that are based on successful real life experiences at the classroom and study program level including contributions from teachers in various countries Nevertheless there is also a strong foundation in existing research and literature as they relate to the needs of English language teachers To promote reflective and exploratory practice there is plenty of food for thought for the reader Although pre service and in service teachers represent the primary audience the book is likely to be just as useful for language program administrators researchers curriculum and materials writers and e learning developers **The Routledge Handbook of Language Education Curriculum Design** Peter Mikan, Ilona Wallace, 2023-01-09 This book presents a comprehensive collection of essays on these issues by 31 established practitioners and new researchers Informed by experienced scholarship and fresh studies this handbook shares international perspectives on language education from policy and curriculum to teacher training and future directions **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 *What English Language Teachers Need to Know: Linguistic-based curricula. The structural approach* Denise E. Murray, MaryAnn Christison, 2011 Designed for pre service teachers and teachers new to the field of ELT these companion textbooks are organized around the key question What do teachers need to know and be able to do in order for their students to learn English All English language teachers need to understand the nature of language and language learning and with that understanding they need to be able to facilitate student learning Book Jacket

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