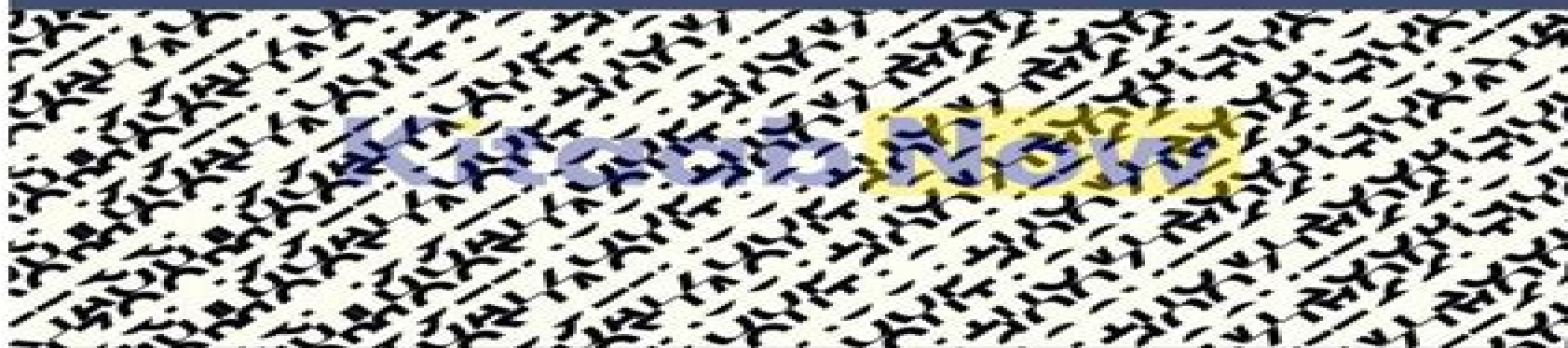


Second Edition

# Language Curriculum Design



John Macalister and I.S.P. Nation

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ESL & APPLIED LINGUISTICS PROFESSIONAL SERIES



# Language Curriculum Design Esl And Applied Linguistics Professional Series

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**Case Studies in Language Curriculum Design** John Macalister, 2013-05-13 This casebook covers a wide range of teaching learning contexts and offers in depth analyses of ESL ELT language curriculum design issues Each case draws on and is linked to the model presented in Nation and Macalister s Language Curriculum Design

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**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

**Teaching ESL/EFL Reading and Writing** I.S.P. Nation, John Macalister, 2020-10-01 The second edition of this bestselling text Teaching ESL EFL Reading and Writing is a fully updated and expanded guide for teaching learners at all levels of proficiency how to develop their reading and writing skills and fluency Practical and accessible this book covers a diverse array of language teaching techniques suitable for all contexts Updated with cutting edge research and theory the second edition is an essential and engaging text Key insights and suggestions are organised around four strands meaning focused input meaning focused output language focused learning and fluency development to allow teachers to design and present a balanced programme for their students Bringing together research and theory in applied linguistics and education the text includes useful examples and practical strategies and features new topics related to technology assessment and genre The second edition includes new tasks and further reading sections in every chapter Teaching ESL EFL Reading and Writing is designed for practising and pre service teachers of all levels and is ideal for certificate diploma masters and doctoral courses in English as a second or foreign language

**Teaching ESL/EFL Listening and Speaking** Jonathan M. Newton, I.S.P. Nation, 2020-10-26 This guide for teachers and teacher trainees provides a wealth of suggestions for helping learners at all levels of proficiency develop their listening and speaking skills and fluency using a framework based on principles of teaching and learning By following these suggestions which are organised around four strands meaning focused input meaning focused output language focused learning and fluency development teachers will be able to design and present a balanced programme for their students Updated with cutting edge research and theory the second edition of Teaching ESL EFL Listening and Speaking retains its hands on focus and engaging format and features new activities and information on emerging topics including Two new chapters on Extensive Listening and Teaching Using a Course Book Expanded coverage of key topics including assessment pronunciation and using the internet to develop listening and speaking skills Easy to implement tasks and suggestions for further reading in every chapter More tools for preservice teachers and teacher trainers such as a sample unit a survival syllabus and topic prompts The second edition of this bestselling book is an essential text for all Certificate Diploma Masters and Doctoral courses for teachers of English as a second or foreign language

**Language Teacher Education for a Global Society** B. Kumaravadivelu, 2012-05-22 This book introduces a state of the art model for second foreign language language teacher education Knowing Analyzing

Recognizing Doing and Seeing KARDS Its goal is to develop prospective and practicing teachers into strategic thinkers exploratory researchers and transformative teachers

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

**English Language Training in the Workplace** Qing Xie, 2016-07-18 Workplace English language training programs represent a corporate investment in language skills enhancement and human capital development This book evaluates English language training programs in Chinese workplaces by examining a range of training effectiveness variables and identifying the factors that facilitate or hinder effective learning outcomes for workplace English training programs and explores the potential benefits of these programs This book will benefit both companies that are developing their training and development strategies and private training organizations that are developing training programs for particular industry and business needs It will also be an excellent resource for learners who are seeking business English communication skills opportunities and trainers who are refining their workplace teaching practice This book reiterates the significance of business English communication skills development programs in terms of the benefits to economic globalization human capital development employability sustainable livelihoods and lifelong learning in China Having conducted a policy evaluation at both the national and local levels this book also informs policy stipulation for corporate employee language training schemes Although this book primarily examines corporate experience in China the findings and recommendations will have important implications for other countries in Asia and worldwide

**Handbook of Research in Second Language Teaching and Learning** Eli Hinkel, 2016-11-18 Volume III of the Handbook of Research in Second Language Teaching and Learning like Volumes I and II is a comprehensive state of the art overview of current research into social contexts of second language L2 foreign language FL teaching and learning language policy curriculum types of instruction incremental language skills such as listening speaking reading writing vocabulary and grammar international communication pragmatics assessment and testing It differs

from earlier volumes in its main purpose to provide a more in depth discussion and detailed focus on the development of the essential language skills required for any type of communication speaking listening reading vocabulary grammar and writing Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2 FL teaching and learning and applied linguistics but rather than offering a historical review of disciplinary traditions it explores innovations and new directions of research acknowledges the enormous complexity of teaching and learning the essential language abilities and offers a diversity of perspectives Chapter authors are all leading authorities in their disciplinary areas What s new in Volume III Updates the prominent areas of research including the sub disciplines addressed in Volumes I and II and represents the disciplinary mainstays Considers and discusses perspectives held by different schools of thought on the what the how and the why of teaching foundational language skills including theories pedagogical principles and their implementation in practice Captures new and ongoing developments and trends in the key areas of L2 FL teaching and learning and innovative research topics that have gained substantial recognition in current publications including the role of corpora technology and digital literacy in L2 FL teaching and learning Examines new trends in language pedagogy and research such as an increased societal emphasis on teaching academic language for schooling somewhat contradictory definitions of literacy and the growing needs for instruction in intercultural communication **Using Statistics in**

**Small-Scale Language Education Research** Jean L. Turner, 2014-02-18 Assuming no familiarity with statistical methods this text for language education research methods and statistics courses provides detailed guidance and instruction on principles of designing conducting interpreting reading and evaluating statistical research done in classroom settings or with a small number of participants While three different types of statistics are addressed descriptive parametric non parametric the emphasis is on non parametric statistics because they are appropriate when the number of participants is small and the conditions for use of parametric statistics are not satisfied The emphasis on non parametric statistics is unique and complements the growing interest among second and foreign language educators in doing statistical research in classrooms Designed to help students and other language education researchers to identify and use analyses that are appropriate for their studies taking into account the number of participants and the shape of the data distribution the text includes sample studies to illustrate the important points in each chapter and exercises to promote understanding of the concepts and the development of practical research skills Mathematical operations are explained in detail and step by step illustrations in the use of R a very powerful online freeware program to perform all calculations are provided A Companion Website extends and enhances the text with PowerPoint presentations illustrating how to carry out calculations and use R practice exercises with answer keys data sets in Excel MS DOS format and quiz midterm and final problems with answer keys English Language Proficiency Testing in Asia Lily I-Wen Su, Cyril J. Weir, Jessica R. W. Wu, 2019-11-19 As the demand for English language education grows in Asia there has been a parallel growth in the development and implementation of standardized tests at the

local level Offering much needed context on locally produced tests in Asia contributors examine emerging models for English language assessment and the impact these large scale tests have on the teaching and learning of English Chapters address the following well known and developing high stakes tests in different regions across Asia the GEPT the TEPS the VSTEP the CET the EIKEN and TEAP and the ELPA Brought together by world renowned testing assessment scholar Cyril Weir and the Language Training and Testing Center LTTC one of Asia s leading testing institutions based in Taiwan this volume is a useful reference for evaluating developing and validating local tests of English and their societal impact Comprehensive and research based chapters cover historic backgrounds sociocultural contexts test quality international standing and future considerations Ideal for graduate students researchers and scholars in language assessment TESOL TEFL and applied linguistics this book will also be of interest to language teaching professionals language test developers and graduate students in Asian studies and international education intercultural communication and intercultural studies

*Sociocultural Theory and the Pedagogical Imperative in L2 Education* James P. Lantolf, Matthew E. Poehner, 2014-03-05 Explicating clearly and concisely the full implication of a praxis oriented language pedagogy this book argues for an approach to language teaching grounded in a significant scientific theory of human learning a stance that rejects the consumer approach to theory and the dichotomy between theory and practice that dominates SLA and language teaching This approach is based on Vygotsky s sociocultural theory according to which the two activities are inherently connected so that each is necessarily rooted in the other practice is the research laboratory where the theory is tested From the perspective of language education this is what is meant by the pedagogical imperative Sociocultural Theory and the Pedagogical Imperative in L2 Education Elaborates a new approach to dealing with the relationship between theory and practice an approach grounded in praxis the dialectical unity of theory and practice Presents an analysis of empirical research illustrating praxis based principles in real language classrooms Brings together cognitive linguistics and sociocultural theory the former provides the theoretical knowledge of language required of praxis and the latter furnishes the theoretical principles of learning and development also called for in a praxis approach Offers recommendations for redesigning teacher education programs Its timely focus on the theory practice gap in language education and its original approach to bridging it put this book at the cutting edge of thinking about Vygotskian sociocultural theory in applied linguistics and SLA

**English L2 Reading** Barbara M. Birch, Sean Fulop, 2020-07-22 English L2 Reading Getting to the Bottom uses research based insights to examine bottom up skills in reading English as a second language This fourth edition clearly presents core concepts alongside their practical applications to teaching contexts with updated research findings a new focus on metalinguistic awareness and new resources for students The text s pedagogical features help readers connect linguistic details and psycholinguistic theory with practical explanations and teaching suggestions Pre reading Questions challenge readers to analyze their own experiences Study Guide Questions allow readers to review discuss and assess their knowledge Discussion Questions elaborate on themes in

each chapter while the new Language Awareness Activities help develop metalinguistic awareness Three Appendices provide tables that list the graphemes and the phonemes of English as well as a brand new dictionary pronunciation guide New to the fourth edition Substantially revised and updated research on linguistics New evidence based models on the reading process Language Awareness Activities that highlight metalinguistic awareness Word study examples in each chapter For teachers teacher trainers reading researchers or anyone interested in teaching reading this popular comprehensive myth debunking text provides clear and practical guidance towards effectively supplementing top down teaching approaches with bottom up reading strategies

**Nonnative Speaker English Teachers** George Braine, 2010-04-05 This book traces the origins and growth of the nonnative speaker teacher movement in TESOL since its birth a decade ago summarizes the research that has been conducted highlights the challenges faced by NNS teachers and promotes NNS teachers professional growth

Teaching Chinese as a Second Language Jane Orton, Andrew Scrimgeour, 2019-01-21 Grounded in analysis of Chinese and international educational concepts and classroom techniques currently used to teach Chinese as a Second Language and a thorough review of recent research in the field this volume identifies the learning challenges of the language for native English speakers Orton and Scrimgeour assess the gap in knowledge and skills between learners initial and future proficiency levels as L2 Chinese speakers map their needs as learners towards achieving a high language proficiency and set out an informed integrated teaching orientation and practice for the Chinese classroom that responds to those needs Chapters in the volume address curriculum design teaching diverse learners and levels the learning challenges of Chinese oral and literacy skills grammar and vocabulary discourse development cultural understanding and the affordances of a visit to China Filled with original and engaging teaching and learning tools and techniques this book is an essential and rich content resource for primary and secondary teachers and teacher candidates and educators in Chinese as a Second Language education

Conversation Analysis and Second Language Pedagogy Jean Wong, Hansun Zhang Waring, 2020-08-03 Now in its second edition this volume offers a strong synthesis of classic and current work in conversation analysis CA usefully encapsulated in a model of interactional practices that comprise interactional competence Through this synthesis Wong and Waring demonstrate how CA findings can help to increase language teachers awareness of the spoken language and suggest ways of applying that knowledge to teaching second language interaction skills The Second Edition features Substantial updates that include new findings on interactional practices Reconceptualized reorganized and revised content for greater accuracy clarity and readability Expanded key concepts glossary at the end of each chapter New tasks with more transcripts of actual talk New authors stories The book is geared towards current and prospective second or foreign language teachers material developers and other language professionals and assumes neither background knowledge of conversation analysis nor its connection to second language teaching It also serves as a handy reference for those interested in key CA findings on social interaction

**Pragmatics for Language Educators** Virginia LoCastro, 2013-03 This



text makes pragmatics accessible to a wide range of language professionals through explanations of topics and concepts that are often difficult for uninitiated readers a wealth of examples and attention to the needs of readers who are non native English speakers Arnulfo G Ramirez The Modern Language Journal

**Doing Action Research in English Language Teaching** Anne Burns, 2009-12-04 This hands on practical guide for ESL EFL teachers and teacher educators outlines for those who are new to doing action research what it is and how it works Straightforward and reader friendly it introduces the concepts and offers a step by step guide to going through an action research process including illustrations drawn widely from international contexts Each chapter includes a variety of pedagogical activities Bringing the how to and the what together this is the perfect text for BATESOL and MATESOL courses in which action research is the focus or a required component

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

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