



Discover English

Language Awareness for Teachers

Rod Bolitho & Brian Tomlinson

MACMILLAN BOOKS FOR TEACHERS
Series Editor: Adrian Underhill

Bolitho R Tomlinson B Discover English 2nd Edition

Stephen Andrews



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The Complete Guide to the Theory and Practice of Materials Development for Language Learning Brian Tomlinson, Hitomi Masuhara, 2017-07-24 The Complete Guide to the Theory and Practice of Materials Development for Language Learning provides undergraduate and graduate level students in applied linguistics and TESOL researchers materials developers and teachers with everything they need to know about the latest theory and practice of language learning materials development for all media The past two decades have seen historic change in the field of language learning materials development The four main drivers of that change include a shift in emphasis from materials for language teaching to language learning evidenced based development the huge increase in digital delivery technologies and the wedding of materials developed for the learning of English with those for other second or foreign languages Timely authoritative and global in scope this text represents the ideal resource for all those studying and working in the field of language learning

The Cambridge Guide to Pedagogy and Practice in Second Language Teaching Jack C. Richards, Anne Burns, 2012-01-31 This collection of original articles provides an overview of key issues and approaches in contemporary language teaching

Developing Materials for Language Teaching Brian Tomlinson, 2013-12-19 There have been a number of books published on various aspects of materials development for language teaching but Developing Materials for Language Teaching is the only one which provides a comprehensive coverage of the main aspects and issues in the field This second edition brings it completely up to date and expands on the original book It deals with advances in IT and an increasingly globalized world It is the only publication which views current developments in materials development through the eyes of developers and users of materials from all over the world In doing so it applies principles to practice in ways demonstrated to facilitate the effectiveness of language learning materials The chapters are written so that the book provides critical overviews of recent developments in materials development and at the same time acts as a stimulus for development and innovation in the field It is intended both for use as a course book on postgraduate and teacher training courses and as a resource for the stimulus and refreshment of teachers publishers and applied linguists in the field The book contains updated versions of many of the chapters in the 2003 edition plus new chapters on corpus informed materials development materials development for blended learning materials development for EAP materials development for ESOL and materials development for young learners

Classroom Management in Language Education T. Wright, 2005-08-10 A book that develops an understanding of practices at the very centre of language education the classroom It is written for postgraduate students in Applied Linguistics and Education and practitioners whether in TESOL or other language teaching In Part 1 the author explores key concepts in unpacking the complexity of classroom life In Part 2 existing research and practice are examined through a series of research case studies Part 3 provides a template for research activity and suggestions for projects and methodologies and Part 4 collects resources for readers keen to follow up the themes developed

in the book **Materials Development in Language Teaching** Brian Tomlinson, 2011-04-07 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 developments 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.

University English for Academic Purposes in China Xiaofei Rao, 2018-07-07 This book uses an in depth phenomenological interview approach to explain the generational characteristics of today's Chinese university youths and the critical dispositions they believe indispensable in acquiring English as an academic language in and outside school settings. By presenting the authentic voices of the recruited participants the book clarifies how English for academic purposes (EAP) as an emerging global phenomenon and a research informed practice enables and empowers them for conscious self transformation and critical awareness development through language study. The book also explores issues arising in the fields of general English language teaching as well as traditional and critical EAP and discusses university English language learners' learning needs and rights. The book further promotes a dynamic and transformative University EAP pedagogy of particularity, practicality and possibility moving from the oppression of language education to its liberation and the increasing critical consciousness among the present and future university youths in a time of great social changes.

International Handbook of English Language Teaching Jim Cummins, Chris Davison, 2007-12-31 This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English language teaching (ELT) in international contexts. Nearly 70 chapters highlight the research foundation for the best practices, frameworks for policy decisions and areas of consensus and controversy in the teaching and development of English as a second and/or additional language for kindergarten through to adult speakers of languages other than English. In doing so it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field. A wide range of terms has been used to refer to the key players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a whole. At various times and in different contexts the following labels have been used in countries where English is the dominant language to describe programs, learners or teachers of English: English as a second language (ESL), English as an additional language (EAL), limited English proficient (LEP) and English language learners (ELL). In contexts where English is not the dominant language the following terms have been used: English as a foreign language (EFL), English as an international language (EIL) and English as a lingua franca (ELF).

Language

Teacher Education Jon Roberts, 2016-04-29 Language Teacher Education is an introduction to language teacher training and development for teachers and providers in pre service and in service programmes The text outlines the main theories of human learning and applies them to teacher education Based on a broadly social constructivist perspective it suggests a framework for planning pre service and in service programmes and is illustrated both with case studies from a range of training situations around the world and appendices containing teacher education materials Language Teacher Education is intended to inform readers practical decisions and to help them build their own theories of teacher learning

Language in Language Teacher Education Hugh Trappes-Lomax, Gibson Ferguson, 2002-12-11 This volume explores the defining element in the work of language teacher educators language itself The book is in two parts The first part holds up to scrutiny concepts of language that underlie much practice in language teacher education yet too frequently remain under examined These include language as social institution language as verbal practice language as reflexive practice language as school subject and language as medium of language learning The chapters in the second part are written by language teacher educators working in a range of institutional contexts and on a variety of types of program including both long and short courses both pre service and in service courses and teacher education practice focusing variously on metalinguistic awareness for teachers language improvement and classroom communication The unifying factor is that collectively they illuminate how language teacher educators research their practice and reflect on underlying principles

Teacher Language Awareness Stephen Andrews, 2007-08-09 Teacher Language Awareness TLA is an area of increasing interest to those involved in language teacher education This book provides an introduction to the nature of TLA assesses its impact upon teaching and its potential impact on learning The book focuses specifically on grammar It aims to encourage teachers and others involved in language education to think more deeply about the importance of TLA and to adopt a more principled approach to the planning of those parts of their programmes associated with it

Unveiling the Magic of Words: A Review of "**Bolitho R Tomlinson B Discover English 2nd Edition**"

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