English Teaching Forum

The Elements of Language Curriculum: A Systematic Approach to Program Development

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The Second Language Curriculum in Action

Theorizing and Analyzing Agency in Second Language Learning

The Routledge Handbook of Language and Professional Communication provides a broad coverage of the key areas where language and professional communication intersect and gives a comprehensive account of the field. The four main sections of the Handbook cover: Approaches to Professional Communication Practice Aquisition of Professional Competence Views from the Professions This invaluable reference book incorporates not only an historical view of the field, but also looks to possible future developments. Contributions from international scholars and practitioners, focusing on specific issues, explore the major approaches to professional communication and bring into focus recent research. This is the first handbook of language and professional communication to account for both pedagogic and practitioner perspectives and as such is an essential reference for postgraduate students and those researching and working in the areas of applied linguistics and professional communication.

The Second Language Curriculum in Action

English language teaching (ELT), especially English as a Second Language (ESL) and English as a Foreign Language (EFL), has been witnessing unprecedented changes in curriculum, teaching methodology, and the application of learning theories. This has created a demand for teachers who can teach English to learners of varied cultural, socio-economic and psychological backgrounds. The book, in its second edition, continues to discuss the modern trends, innovations, as well as the difficulties and challenges in teaching and learning ESL in a non-native context. The book, with contributions from many experts (each one specializing in a particular field) from countries such as UK, USA, Australia, New Zealand, India, Nigeria, Sri Lanka, China, and Japan, provides new methods, strategies and application-oriented solutions to overcome the problems in a practical way. The book deals with all topics pertinent to English as a Second Language or English for the non-native speakers, and these are further reinforced by a large number of examples and quotations from different sources. The new edition comes along with thoroughly improved chapters on Narrative Inquiry for Teacher Development (Chapter 13) and Mass Media, Language Attitudes and Language Interaction Phenomena (Chapter 23): to provide an insight on the innovative approaches in Teacher training and in classrooms, and new approaches and changing language dimensions in the world of media, and in general. What distinguishes the text is its focus on modern innovations and use of technology in ELT/CLT (Communicative Language Teaching). Postgraduate Students of English, teachers, teacher-trainees (B.Ed./M.A. Education/M.Ed.), and teacher-educators who are concerned with teaching English as a Second Language (ESL) should find this book immensely helpful.

Theorizing and Analyzing Agency in Second Language Learning
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Utilizing a historical and international approach, this valuable two-volume resource makes even the more complex linguistic issues understandable for the non-specialized reader. Containing over 500 alphabetically arranged entries and an expansive glossary by a team of international scholars, the Encyclopedia of Linguistics explores the varied perspectives, figures, and methodologies that make up the field.

Encyclopedia of Linguistics

Issues in Syllabus Design addresses the major types of syllabuses in language course development and provides readers with the theoretical foundations and practical aspects of implementing syllabuses for use in language teaching programs.

Preparing Teachers to Teach English as an International Language

This book is entitled Syllabus Design for English Language Teaching which was written and developed based on a research "Communicative Competence Based Syllabus Design for Speaking Course One for Students of The English Department". It mainly provides detailed elucidation of the process of designing a syllabus as one of systematic steps of curriculum development in language teaching. Curriculum development in language teaching should be done since it implies an effort carried out by the language teachers to improve the quality of language teaching through some stages of systematic planning such as a needs analysis, formulation of learning objectives, development of syllabus and teaching materials, teaching materials' implementation as well as evaluation to find out the effectiveness of the curriculum by taking into account the achievement of learning goals in language teaching program. This book generally includes some information on the discussion of: (1). The status of English in the education system of Indonesia and the outcomes of English teaching all this time according to researchers in the field of language teaching; (2). The distinction between the terms of curriculum and syllabus therewith the syllabus design theory from the standpoint of ESP and Language Program Development; (3). Theory of needs analysis as the main cornerstone in the development of syllabus design; (4). The concept and the theory of communicative competence based syllabus design; (5). The systematic stages in designing a competency-based syllabus ranging from preliminary stages with the needs analysis, the stage of teaching materials development, as well as the stage of reviewing the learning outcomes; (6). A practical example of a study which is presented to make the readers clearly understand how to apply the stages of developing the communicative competence based syllabus design Buku Persembahan Penerbit Prenada Media

The Elements of Language Curriculum

This book presents an overview of revisiting the assessment of language abilities. It also showcases how the measurement of such constructs can result in negative or positive washback and how outcomes might be conducive to repercussions that decide on the future of many stakeholders. The 23 chapters were selected among tens of chapters received from different contexts that addressed the issue of revisiting the assessment of language abilities, such as Tunisia, Ukraine, Algeria, Russia, KSA, Sudan, Egypt, Canada, Kurdistan, UK, USA, Iran, Turkey, etc. These contexts have highlighted the necessity to revisit the different constructs which should be assessed with a clear and straightforward foundation on students’ learning objectives and their actual language ability. To do so, most of the chapters present hands-on use of relevant statistical tests that might serve in revisiting the construct definition both theoretically and operationally. Perhaps the sole and intricate question that the authors of these contributions ask is what it means to revisit the assessment of the construct of individualized language ability and how. In addition, the book accentuates the momentousness and significance of reflecting on test fairness and validation as the mainspring and backbone for democratization of assessment. This book appeals to a broad readership, such as English Language Teaching (ELT) practitioners, language teachers, students, testing organizations, policy-makers, test designers, writers of test specifications, testing experts, researchers, program evaluators, especially in the Middle East and North Africa (MENA) as well as other international contexts.

Handbook for Arabic Language Teaching Professionals in the 21st Century

This landmark volume offers an introduction to the field of teaching Arabic as a foreign or second language. Recent growth in student numbers and the demand for new and more diverse Arabic language programs of instruction have created a need that has outpaced the ability of teacher preparation programs to provide sufficient numbers of well-qualified professional teachers at the level of skill required. Arabic language program administrators anticipate that the increases in enrollment will continue into the next decades. More resources and more varied materials are seriously needed in Arabic teacher education and training. The goal of this Handbook is to address that need. The most significant feature of this volume is its pioneer role in approaching the field of Arabic language teaching from many different perspectives. It offers readers the
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opportunity to consider the role, status, and content of Arabic language teaching in the world today. The Handbook is intended as a resource to be used in building Arabic language and teacher education programs and in guiding future academic research. Thirty-four chapters authored by leaders in the field are organized around nine themes: *Background of Arabic Language Teaching; *Contexts of Arabic Language Teaching; *Communicative Competence in Arabic; *The Learners; *Assessment; *Technology Applications; *Curriculum Development, Design, and Models; *Arabic Language Program Administration and Management; and *Planning for the Future of Arabic Language Learning and Teaching. The Handbook for Arabic Language Teaching Professionals in the 21st Century will benefit and be welcomed by Arabic language teacher educators and trainers, administrators, graduate students, and scholars around the world. It is intended to create dialogue among scholars and professionals in the field and in related fields—dialogue that will contribute to creating new models for curriculum and course design, materials and assessment tools, and ultimately, better instructional effectiveness for all Arabic learners everywhere, in both Arabic-speaking and non-Arabic speaking countries.

Spanish as a Heritage Language in the United States

The Routledge Encyclopedia of Language Teaching and Learning is an authoritative reference dealing with all aspects of this increasingly important field of study. Offering a comprehensive range of articles on contemporary language teaching and its history, it has been produced specifically for language teaching professionals and as a reference work for academic studies at postgraduate level. In this new edition, every single entry has been reviewed and updated with reference to new developments and publications. Coverage has been expanded to reflect new technological, global and academic developments, with particular attention to areas such as online and distance learning, teacher and learner cognition, testing, assessment and evaluation, global English and teacher education. Themes and disciplines covered include: Methods and materials, including new technologies and materials development Contexts and concepts, such as mediation, risk-taking in language learning and intercomprehension Influential figures from the early days of language teaching to the contemporary Related disciplines, such as psychology, anthropology and corpus linguistics It covers the teaching of specific languages, including Japanese, Chinese, Arabic and African languages, as well as English, French, German and Spanish. There are thirty five overview articles dealing with issues such as communicative language teaching, early language learning, teacher education and syllabus and curriculum design. Further 160 entries focus on topics such as bilingualism, language laboratories and study abroad. Numerous shorter items examine language and cultural institutions, professional associations and acronyms. Multiple cross-references enable the user to browse from one entry to another, and there are suggestions for further reading. Written by an international team of specialists, the Routledge Encyclopedia of Language Teaching and Learning is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject.

Principles and Practices for Teaching English as an International Language

Through several unique perspectives and contexts, this volume contributes to current understanding of agency in second language learning. It includes chapters discussing theoretical, analytical and pedagogical approaches, and will serve as a key reference for researchers of language learning and teaching.

International Journal of Language Studies (IJLS) – volume 10(1)

Introducing Needs Analysis and English for Specific Purposes

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.

Curriculum Development in Language Teaching

Despite rapid globalization within contemporary society and the seemingly obvious need for the study of foreign languages (FL) and cultures; recruitment to undergraduate FL degrees has dwindled, graduate programs have disappeared; and institutions have restructured independent language departments into mega-departments of languages, literatures, and cultures. At the same time, the FL and humanities disciplines have engaged in "soul-searching" exercises in an effort to understand and express a renewed
sense of value for the study of foreign language and culture. As a result of these kinds of societal and disciplinary movements, FL programs, along with other educational sectors, are facing the increased need to engage with peripheral forces like accountability and accreditation, to express and ensure their value through outcomes assessment, and to begin to think, innovate, and behave programmatically. Key to enacting these changes systematically and effectively is heightened awareness of the importance of program evaluation, not only as a means to demonstrate how and why FL study is a valuable pursuit in today’s world, but also as a process through which sound improvements can be made, participants can learn, and educational relevance can be sought. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

The Handbook of Language Teaching

Computational Linguistics: Concepts, Methodologies, Tools, and Applications

Applied Linguistics and Language Teacher Education is aimed at applied linguists who are interested in understanding more about the learning of novice teachers in their classes. The 21 studies in this volume provide information on the complexity of novice teachers learning and use of knowledge in a variety of applied linguistics classes such as SLA, Syntax, Pragmatics, Sociolinguistics, Phonetics and Phonology, L2 Reading and Writing, Testing, and Content Based Instruction. These studies were conducted in a variety of contexts, from North and South America to Europe, Asia and Australia, and look at the preparation of teachers of English, Spanish and Chinese. The book also includes a state-of-the-art summary of research on knowledge acquisition and use which provides applied linguists with a solid basis for developing their ideas about their students learning and use of the knowledge presented in their classes.

Routledge Encyclopedia of Language Teaching and Learning

Introducing Needs Analysis and English for Specific Purposes is a clear and accessible guide to the theoretical background and practical tools needed for this early stage of curriculum development in ESP. Beginning with definitions of needs analysis and ESP, this book takes a jargon-free approach which leads the reader step-by-step through the process of performing a needs analysis in ESP, including: how to focus a needs analysis according to the course and student level; the selection and sequencing of a wide variety of data collection procedures; analysis and interpretation of needs analysis data in order to write reports and determine Student Learning Outcomes; personal reflection exercises and examples of real-world applications of needs analysis in ESP. Introducing Needs Analysis and English for Specific Purposes is essential reading for pre-service and in-service teachers, and students studying English for Specific Purposes, Applied Linguistics, TESOL and Education.

Materials development in language teaching


Unterrichtsmanagement

The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics, ELT/TESOL, and Language Teacher Education, and for ELT professionals engaged in in-service teacher development and/or undertaking academic study. Progressing from ‘broader’ contextual issues to a ‘narrower’ focus on classrooms and classroom discourse, the volume’s inter-related themes focus on: ELT in the world: contexts and goals planning and organising ELT: curriculum, resources and settings methods and methodology: perspectives and practices second language learning and learners teaching
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Mindful of the diverse pedagogical, institutional and social contexts for ELT, they convincingly present the key issues, areas of debate and dispute, and likely future developments in ELT from an applied linguistics perspective. Throughout the volume, readers are encouraged to develop their own thinking and practice in contextually appropriate ways, assisted by discussion questions and suggestions for further reading that accompany every chapter. Advisory board: Guy Cook, Diane Larsen-Freeman, Amy Tsui, and Steve Walsh

Transforming Postsecondary Foreign Language Teaching in the United States

This text presents a comprehensive but practical overview of how to develop and implement effective survey projects. This book presents a comprehensive but practical overview of the different phases and activities involved in the development and implementation of effective survey projects by language teaching professionals. It is accessible to graduate students, language teachers, administrators, and researchers. The theoretical and practical issues involved in survey design are defined and discussed. Each chapter includes a list of key terms, a set of review questions, and a collection of exercises for practical application. Language teaching professionals will find all the crucial information needed to survey students and teachers about their beliefs and practices.

Teaching Chinese, Japanese, and Korean Heritage Language Students

This book fills a gap in language education through the application of social theory to curriculum design. It describes an integrated theoretical framework for curriculum design and presents examples of text-based curriculum. As such, it will provide teachers, teacher educators and curriculum planners with a curriculum model for teaching children and adults in different contexts from preschool to adult education as well as serving as a practical guide for students training to become teachers.

Revisiting the Assessment of Second Language Abilities: From Theory to Practice

Language Curriculum Design

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.

Forum

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.

AAUSC 2014 Volume - Issues in Language Program Direction: Innovation and Accountability in Language Program Evaluation
Bringing together an international and interdisciplinary team of contributors, this Handbook is a wide-ranging and invaluable reference guide to language teaching. A comprehensive reference work on language teaching, which combines the latest research findings, coverage of core topics, and examples of teaching experience from a variety of languages and settings Provides a unique breadth of coverage, including: the psycholinguistic underpinnings of language learning; social, political, and educational contexts; program design; materials writing and course design; teaching and testing; teacher education; and assessment and evaluation Offers a balanced evaluation of the major positions and approaches, including examining the increasingly important social and political context of language teaching Written by an international and interdisciplinary group of authors from a dozen different countries; English is only one of the many languages used as examples throughout the volume

**TEACHING ENGLISH AS A SECOND LANGUAGE, Second Edition**

Typically, books on evaluation in the second and foreign language field deal with large programs and often result from large-scale studies done by the authors. The challenge for ordinary second and foreign language classroom teachers is that they must extrapolate techniques or strategies for evaluation from a very large scale to a much smaller scale, that of the course. At the same time, classroom teachers are responsible for outcomes of their courses and need to do evaluation on a scale and for needs of their choosing. Evaluating Second Language Courses is designed for classroom teachers who are dealing with a single course, and who wish to understand and improve some aspect of their course.

**Art - Warhorse, Rider & Flag**

1 The origins of language curriculum development 2 From syllabus design to curriculum development 3 Needs analysis 4 Situation analysis 5 Planning goals and learning outcomes 6 Course planning and syllabus design 7 Providing for effective teaching 8 The role and design of instructional materials 9 Approaches to evaluation.

**The Routledge Handbook of Language and Professional Communication**

**Managing Evaluation and Innovation in Language Teaching**

For teachers of English, connecting with non-native students can pose significant problems, but communication technologies may offer a viable solution. Cases on Communication Technology for Second Language Acquisition and Cultural Learning provides educators with valuable insight into methods and opportunities for using technology to teach students learning a foreign language. Theoretical and pragmatic cases illustrate teaching strategies and methodologies, hardware and software development, administrative concerns, and cross-cultural considerations with respect to effective educational technologies. Educators and students, as well as administrators and developers, will use this book to improve the effectiveness of second language curricula across a variety of intercultural perspectives.

**Effective Curriculum for Teaching L2 Writing**

This edited book brings together a collection of research-based chapters that address a variety of topics related to the teaching of English in different contexts around the world. The chapters are informed by a critical approach to research, employing a variety of research methods to question and problematize taken-for-granted definitions and practices in areas such as classroom pedagogy, testing, curriculum, language policy, the position of English as a medium of instruction, educational management, teacher education, materials and evaluation. This book addresses a major gap in theoretical and research literature in the area of teaching English, and it will be of interest to trainee and practising teachers, research students and scholars of EFL and TESOL, and researchers in applied linguistics. Salah Troudi is Associate Professor in the Graduate School of Education at the University of Exeter, UK. He directs the doctorate programme in TESOL in Dubai, and is the International Development Coordinator. His teaching and research interests include language teacher education, critical issues in language education, language policy, curriculum development and evaluation, and classroom-based research.

**Syllabus Design**
This book contributes to building the research knowledge that language teaching professionals need in developing curriculum for the large population of East Asian heritage students (including Chinese, Japanese, and Korean) in countries like the United States, Canada, and Australia, where speakers of East Asian languages are among the fastest growing populations. Heritage learners are defined as those who initially acquired certain levels of linguistic and cultural competence in a non-dominant language mainly through interaction with foreign-born parents and other family members at home. Heritage language instruction is currently a “hot topic” and is becoming a sub-discipline within the fields of foreign language education and applied linguistics. Special instruction for heritage language learners is on the rise, particularly in the U.S. and Canada. Providing theoretical and practical information about heritage-language instruction in terms of curriculum design, learner needs, materials development, and assessment procedures, the goal of this book is not only to promote research about heritage students in East Asian languages but also to improve the teaching of these students in various educational settings and all over the world, especially in English speaking countries. The volume is organized in four sections: *Overview—addressing the timeliness, necessity, and applications of the work and issues and future agendas for teaching Chinese, Japanese, and Korean heritage students; *Language Needs Analysis; *Attitude, Motivation, Identity, and Instructional Preference; and *Curriculum Design, Materials Development, and Assessment Procedures Teaching Chinese, Japanese, and Korean Heritage Language Students is intended as a primary text or reference for researchers, educators, and students in the areas of curriculum, pedagogy, and assessment studies related to teaching bilingual and heritage students in general and East Asian heritage students in particular.

**Using Surveys in Language Programs**

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

**The Routledge Handbook of English Language Teaching**

In a globalized society, effective communication is critical, and study of language from a mathematical perspective can shed light on new ways in which to express meaning across cultures and nations. Computational Linguistics: Concepts, Methodologies, Tools, and Applications explores language by dissecting the phonemic aspects of various communication systems in order to identify similarities and pitfalls in the expression of meaning. With applications in a variety of areas, from psycholinguistics and cognitive science to computer science and artificial intelligence, this multivolume reference work will be of use to researchers, professionals, and educators on the cutting edge of language acquisition and communication science.

**Applied Linguistics and Language Teacher Education**

There is growing interest in heritage language learners—individuals who have a personal or familial connection to a nonmajority language. Spanish learners represent the largest segment of this population in the United States. In this comprehensive volume, experts offer an interdisciplinary overview of research on Spanish as a heritage language in the United States. They also address the central role of education within the field. Contributors offer a wealth of resources for teachers while proposing future directions for scholarship.

**Issues in Syllabus Design**
Evaluating Second Language Courses

This volume addresses critical challenges and issues facing foreign language departments in colleges and universities across the U.S. It presents the insights of individuals who have built or are in the process of building foreign language curricula during a major transition period in postsecondary institutions. The authors of this volume come from various language departments and institutional experience from across the U.S., including private and public postsecondary foreign language teachers, researchers and administrators. The chapters address issues and provide templates for curricular change at all learning levels. The five sections of this book explore: Changing Perceptions about Foreign Language Learning; The Case for a Multi-literacy FL Curriculum in Concept and Assessment Praxis; Curricular Transformations: Historical Hurdles and Faculty Heuristics; Rethinking the Graduate Curriculum; Foreign Languages’ Integration into the Interdisciplinary University. “This thought-provoking and timely volume addresses the question of how historic and current disciplinary, institutional and political conditions affect curricular transformation in collegiate foreign language programs. Responding to the issues raised in the 2007 MLA Report, this collection of nine essays presents a diversity of curricular models and approaches from different theoretical perspectives focusing on the integration of language and content. The book will undoubtedly be of great interest to a broad audience, such as foreign language educators, curriculum designers, administrators, graduate students and researchers.” Nelleke Van Deusen-Scholl, Yale College, CT, USA.

Systemization in Foreign Language Teaching

This text provides a practical, comprehensive overview of the different phases and activities involved in developing and implementing a sound, rational, and effective language program. It systematically describes and exemplifies all the elements of language curriculum design. Activities and exercises, graphic organizers, and sample language programs illustrate and promote pedagogically sound practice and effective integration of material.

Cases on Communication Technology for Second Language Acquisition and Cultural Learning

What general principles should inform a socioculturally sensitive pedagogy for teaching English as an International Language and what practices would be consistent with these principles? This text explores the pedagogical implications of the continuing spread of English and its role as an international language, highlighting the importance of socially sensitive pedagogy in contexts outside inner circle English-speaking countries. It provides comprehensive coverage of topics traditionally included in second language methodology courses (such as the teaching of oral skills and grammar), as well as newer fields (such as corpora in language teaching and multimodality); features balanced treatment of theory and practice; and encourages teachers to apply the pedagogical practices to their own classrooms and to reflect on the effects of such practices. Designed for pre-service and in-service teachers of English around the world, Principles and Practices for Teaching English as an International Language fills a critical need in the field.

Doing Second Language Research

Foreign language learning is a progressive endeavor. Whatever the method, the learner should advance from one point to another, constantly improving. Growing proficiency entails growing language content. Content is complex, displaying many dimensions. Syllabus designers, textbook authors, and teachers often struggle with the monitoring of content. Computer-assisted systemization helps to handle it in a manageable framework. Besides inventorying content, it ensures more balanced selections, calculated progression, and controlled repetition of previously learned material. It gauges the usability of authentic material in relation to the level attained. During the teaching process, it allows the instant selection of items needed for a communicative situation, focus on forms, or particular exercises. This book first describes the theoretical background for systemization, including a historical overview, with special attention to the Common European Framework and the new Profiles and Referentials. Next the practical steps for computer-assisted implementation with examples taken from French and English, but applicable to any language.

Language Curriculum Design and Socialisation

An accessible introduction to language learning research, which provides a ‘feel’ for what research activities are like by engaging the reader in several roles across a range of research design types, both quantitative and qualitative. Roles include research subject, research organizer, data collector, data analyst, and research reporter. The book systematically explains the characteristics and purposes of various types of research, including terminology, the logic underlying selection, and the steps typical of each type.
of research design. It also offers an introduction to some classic research studies.

Critical Issues in Teaching English and Language Education

This book explores ways to prepare teachers to teach English as an International Language (EIL) and provides theoretically-grounded models for EIL-informed teacher education. The volume includes two chapters that present a theoretical approach and principles in EIL teacher education, followed by a collection of descriptions of field-tested teacher education programs, courses, units in a course, and activities from diverse geographical and institutional contexts, which together demonstrate a variety of possible approaches to preparing teachers to teach EIL. The book helps create a space for the exploration of EIL teacher education that cuts across English as a Lingua Franca, World Englishes and other relevant scholarly communities.

Syllabus Design Of English Language Teaching