

Principles of Course Design for Language Teaching

Janice Yalden

NEW DIRECTIONS IN LANGUAGE TEACHING

Cambridge University Press

Principles Of Course Design For Language Teaching

Meenakshi Raman



Principles Of Course Design For Language Teaching:

Principles of Course Design for Language Teaching Janice Yalden, 1987-03-27 Outlines theoretical issues relevant to teaching second language courses Principles of Course Design for Language Teaching , 1991 **Appropriate**

Methodology and Social Context Adrian Holliday, 1994-09-22 An ethnographic framework to describe the varying cultures of classrooms teacher communities and student groups in different countries and educational contexts *Teaching the Spoken Language* Gillian Brown, George Yule, 1983-11-24 In this book the authors examine the nature of spoken language and how it differs from written language both in form and purpose A large part of it is concerned with principles and techniques for teaching spoken production and listening comprehension An important chapter deals with how to assess spoken language The principles and techniques described apply to the teaching of English as a foreign and second language and are also highly relevant to the teaching of the mother tongue **Discourse and Context in Language Teaching** Marianne

Celce-Murcia, Elite Olshtain, 2000 Recommends that language teachers incorporate discourse and pragmatics in their teaching if they wish to implement a communicative approach in their classrooms The authors show how a discourse perspective can enhance the teaching of traditional areas of linguistic knowledge and language skills The Routledge Handbook of Language Program Development and Administration Alan V. Brown, Cori Crane, Beatrice C. Dupuy, Estela Ene, 2025-06-30 Second language program development and administration is a long standing area within the larger field of applied linguistics In many ways it is the quintessential applied linguistics field as it crosses disciplinary boundaries while balancing the rigors of scholarly inquiry with the demands of practical application without losing sight of concrete learner outcomes The Routledge Handbook of Language Program Development and Administration provides a scholarly rigorous yet practically relevant treatment of issues implicated in program development and administration with 52 chapters written by leading scholars in the field Authors not only address the theoretical underpinnings of their respective topics but also provide actionable evidence based recommendations concerning eminently practical matters In this way the volume provides both novice and experienced language program administrators with important guidance on how to think about the work that they do and how best to go about it while also validating language program administration as a scholarly area of inquiry The Routledge Handbook of Language Program Development and Administration is essential reading for practicing second language program administrators at the post secondary level in service and pre service second language instructors graduate students in applied linguistics and even upper level undergraduate education students considering second language teaching as a future career Chapters 9 and 11 of this book are freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Teacher Learning in Language Teaching Donald Freeman, Jack C. Richards, 1996-02-23 This book introduces a new field of educational research called teacher learning as it applies to the teaching of languages Up until recently the study of

second language teacher education has focused mainly on the knowledge base and specific skills needed for effective teaching This book invites us to look at teacher education from a fresh point of view through an exploration of the thinking and learning processes of individuals as they learn to teach Seventeen original articles based on studies done in North America Europe Asia and Australia provide examples of pioneering research into the ways that individuals learn to teach languages and the roles that previous experience social context and professional training play in the process The collection thus helps establish a research base for this newly developing field Resources in Education ,1999-04 **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 *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 Quality Assurance and Accreditation in Foreign Language Education Donald F. Staub, 2019-08-01 Greater student mobility increasing demand for access to tertiary education as well as policy changes have spurred rapid expansion of the global higher education sector However with increased demand comes considerable variation in the quality of the supply As higher education is an expensive endeavor for all stakeholders governments funders employers and families there are also increasing expectations for accountability and demonstrations of quality English as a foreign language EFL programs in particular are under considerable pressure to substantiate their value resulting in a significant rise in interest around their quality This volume is the outcome of a May 2018 international conference on quality and specialized accreditation held in Turkey The book's three sections take the reader from the global to the program level examining trends and best practices in quality assurance and accreditation in EFL programs The book's geographic focus is primarily the Middle East and Turkey yet the issues discussed herein are quite global in nature This volume will be of interest to educational administrators at the institutional or program level educational leadership programs focusing on higher education language teacher preparation programs and administrators in centralized education systems or accrediting organizations **Teachers as Course Developers** Kathleen Graves, 1996-02-23 Teachers as Course Developers is a book about how language teachers themselves rather than curriculum specialists develop and implement their own courses It uses a unique case study approach featuring the stories of six teachers who successfully designed their own courses in different settings in Japan the U S and Latin America The book provides a framework for the processes of course development which any teacher can use in developing his or her own courses Each chapter highlights a different aspect of the framework based on the particular teacher's approach and examines how the teacher has utilized or departed from the framework in meeting the challenges of a particular situation Each narrative is followed by a set of tasks and discussion questions An annotated bibliography is also included English Language Teaching Meenakshi Raman, 2004

Nvention Of New Classroom Practices And Innovative Approaches To Designing Language Programmes And Materials Reflect A Commitment To Finding More Efficient And More Effective Ways Of Teaching Languages The Classroom Teacher Has A Wider Variety Of Methodological Options To Choose From Than Ever Before They Can Choose Methods And Materials According To The Needs Of The Learners The Preferences Of Teachers And The Constraints Of Their Institution Or Educational Setting Though Technology Can Play A Dominant Role In English Language Teaching ELT In The Contemporary Society The Need For Developing The Four Basic Language Skills In ELT Classrooms Still Prevails The Perspicacious Papers Presented In This Volume Provide An Insight Into The Deeper Understanding Of The Various Issues Involved In Teaching English At The University Level These Papers Cover A Broad Spectrum Of Topics Under ELT Ranging From Theoretical Aspects Such As Form And Function In Language Learning To The Most Useful Practical Aspects Such As Communicative Language Teaching In A Multimedia Language Laboratory Both The Teachers And The Researchers May Find This Volume

On ELT Extremely Useful In Identifying Appreciating And Comprehending The Nuances Of English Language Teaching

Materials and Methods in ELT Jo McDonough, Christopher Shaw, Hitomi Masuhara, 2013-01-04 Featuring extensive updates and revisions the 3rd edition of *Materials and Methods in ELT* offers a comprehensive and useful introduction to the principles and practice of teaching English as a foreign second language A popular and practical guide for teachers in training and for students studying methods and materials Features a new chapter on IT in English language teaching new samples from current teaching materials plus a new section on technology for materials and methods Covers how to approach materials and methods evaluation and adaptation technology for materials and methods and teaching in under resourced classrooms Examines the different methods available to teachers for organizing and managing an ELT classroom including group and pair work individualization and classroom observation *Innovative Practices in Early English Language Education* David Valente, Daniel Xerri, 2023-02-08 This book shines a light on novel and less familiar domains of early English language education for children aged 3 to 12 in mainstream and out of school settings Enveloping the volume is the making of creative connections to wider educational philosophies which extend beyond the confines of a narrow linguistic lens In reconciling the theory practice divide in English language education each chapter presents a synthesis of research issues leading to a practical showcase of ideas Organised in two main parts the first focuses on innovations within classroom practice curriculum development and child centred assessment exploring areas which have either received insufficient attention and or have been reimaged through fresh perspectives The second part explores innovations in pre and in service teacher education contexts and focuses on lesser known and or underexplored topics including bridging general and language education multilingualism in depth learning metacognition and pragmatics This is a timely publication for teacher educators and practitioners alike **Current Perspectives on the TESOL Practicum** Andrzej Cirocki, Irshat Madyarov, Laura Baecher, 2020-01-30 This volume presents the current state of the TESOL Teaching English to Speakers of Other Languages practicum in 13 countries including Armenia Australia Chile Costa Rica Croatia England Indonesia Japan Malta Poland South Korea Sweden and the USA Together the contributions offer a unique and contemporary view of how teachers are being educated and brought into the TESOL worldwide community of practice This is the first publication to present diverse models frameworks of the TESOL practicum from several international teaching contexts focusing on exemplary practicum cases in the selected countries *Course Design* Fraida Dubin, Elite Olshtain, 1986-09-26 Course planning and development in the context of current theories of language learning *Russian Language Teaching Methodology and Course Design* James Davie, Neil Landsman, Lindsay Silvester, 1999 *Handbook of Research on Effective Online Language Teaching in a Disruptive Environment* LeLoup, Jean W., Swanson, Pete, 2021-11-26 The COVID 19 pandemic radically and rapidly and perhaps forever changed the K 20 educational landscape In March 2020 K 12 schools and institutions of higher education were forced to pivot quickly to online and remote teaching This new paradigm resulted in

many teachers regardless of content area being unprepared In the field of second language teaching and learning world language and TESOL educators require the investigation of techniques used during the global pandemic to ensure continued success in online teaching practice The Handbook of Research on Effective Online Language Teaching in a Disruptive Environment provides strong and cogent guidance in the use of pedagogically sound methods of online language instruction This book builds an innovative knowledge base about teaching during disruptive times in the context of K 20 language learning that is supported with empirical evidence Covering topics such as online work engagement reflective practice and flipped classroom methods this handbook serves as a powerful resource for instructors of English language arts and TESOL TESOL professionals pre service teachers professors administrators instructional designers curriculum developers students researchers and academicians

Online World Language Instruction Training and Assessment Carmen King
Ramírez, Barbara A. Lafford, James E. Wermers, 2021 This new guide provides a much needed critical pedagogical approach to computer assisted language learning CALL teacher education CTE By combining best CTE training and evaluation practices with assessment tools to address all facets of learning online the authors explain how teachers can use technology to build successful online programs

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