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Teaching Unplugged International Perspectives on Teaching the Four Skills in ELT Digital Literacies Exploring English Language Teaching The Routledge Handbook of English Language Teaching Teaching Reading Skills in a Foreign Language Active Listening International Perspectives on CLIL International Perspectives on Critical Pedagogies in ELT Criticality, Teacher Identity, and (In)equity in English Language Teaching International Perspectives on Teachers Living with Curriculum Change International Perspectives on Materials in ELT Doing Action Research in English Language Teaching From Critical Literacy to Critical Pedagogy in English Language Teaching English Language Teaching in Pakistan Extensive Reading Second Handbook of English Language Teaching Reflective Dialogue Perspectives on Teaching Adults English in the Digital World Teaching Listening English Language Teaching and Teacher Education in East Asia How To Plan A Book Innovation in English Language Teaching International Perspectives on Diversity in ELT How To Write Teacher's Books Christian Faith and English Language Teaching and Learning The Practice of English Language Teaching International Handbook of English Language Teaching Techniques and Principles in Language Teaching 3rd edition - Oxford Handbooks for Language Teachers Team Teaching and Team Learning in the Language Classroom The Praxis of English Language Teaching and Learning (PELT) International Perspectives on Teaching English in Difficult Circumstances Teachers Exploring Tasks in English Language Teaching Teacher Development Over Time Teaching English as an International Language The ELT Grammar Book Non-native Educators in English Language Teaching World Englishes in English Language Teaching Communicating Identities Learning Teaching

How To Write Teacher's Books Oct 10 2020 In this book, experienced Teacher's Book writers, Mike Sayer and Ros Wright, demystify the process of creating teacher's materials. The role of the Teacher's Book writer is examined, along with a detailed breakdown of all the essential elements that need to be included in an excellent Teacher's Book. The importance of this component shouldn't be underestimated - it's the key to successful delivery of the student's material, effective classroom management, and much more. This book provides: - a checklist of the type of information to cover in all types of Teacher's Books.- a discussion of the differences between a general English Teacher's Book and an ESP Teacher's Book.- a breakdown of the additional requirements when the teacher isn't a content expert in the students' field of work.- tasks, commentaries and a glossary of terms. This book forms part of the ELT Teacher 2 Writer training course. The course is designed to help you write better ELT materials, either for publication, or simply to improve the quality of your self-produced classroom materials

The Practice of English Language Teaching Aug 08 2020 The Third Edition of this AclassicA text incorporates a broader and more detailed analysis of issues relevant to language teachers. "The Practice of English Language Teaching" is full of practical suggestions and samples from actual teaching materials.

Christian Faith and English Language Teaching and Learning Sep 08 2020 Ideological and educational-political aspects of the link between language and faith—especially between Global English and Christianity—is a topic of growing interest in the field of English language teaching. This book explores the possible role and impact of teachers' and students' faith in the English language classroom. Bringing together studies representing a diversity of experiences and perspectives on the philosophies, purposes, practices, and theories of the interrelationship of Christianity and language learning and teaching, it is on the front line in providing empirical data that offers firm insights into the actual role that faith plays in various aspects of the language learning/teaching experience. By adding a data-based dimension, the volume contributes to the cultivation of valid research methods and innovative ways to analyze and interpret studies of the intersection of Christian faith and the practice of teaching and learning language. .

Communicating Identities Jul 27 2019 Communicating Identities is a book for language teachers who wish to focus on the topic of identity in the context of their classroom teaching. The work provides an accessible introduction to research and theory on language learner and language teacher identity. It provides a set of interactive, practical activities for use in language classrooms in which students explore and communicate about aspects of their identities. The communicative activities concern the various facets of the students' own identities and are practical resources that teachers can draw on to structure and guide their students' exploration of their identities. All the activities include a follow-on teacher reflection in which teachers explore aspects of their own identity in relation to the learner identities explored in the activities. The book also introduces teachers to practical steps in doing exploratory action research so that they can investigate identity systematically in their own classrooms.

International Perspectives on CLIL Mar 27 2022 This edited book offers culturally-situated, critical accounts of Content and Language Integrated Learning (CLIL) approaches in diverse educational settings, showcasing authentic examples of how CLIL can be applied to different educational levels from primary to tertiary. The contributors offer a research-based, critical view of CLIL opportunities, challenges and implications in the following areas: teacher education, continuing professional development, assessment, teacher-student dialogue, translanguaging, coursebooks, bilingual education, authenticity, language development and thinking skills. This wide-ranging volume will appeal to students and scholars of English Language Teaching (ELT), language policy and planning, bi- and multilingualism, and applied linguistics more broadly.

Team Teaching and Team Learning in the Language Classroom May 05 2020 This book reignites discussion on the importance of collaboration and innovation in language education. The pivotal difference highlighted in this volume is the concept of team learning through collaborative relationships such as team teaching. It explores ways in which team learning happens in ELT environments and what emerges from these explorations is a more robust concept of team learning in language education. Coupled with this deeper understanding, the value of participant research is emphasised by defining the notion of 'team' to include all participants in the educational experience. Authors in this volume position practice ahead of theory as they struggle to make sense of the complex phenomena of language teaching and learning. The focus of this book is on the nexus between ELT theory and practice as viewed through the lens of collaboration. The volume aims to add to the current knowledge base in order to bridge the theory-practice gap regarding collaboration for innovation in language classrooms.

Techniques and Principles in Language Teaching 3rd edition - Oxford Handbooks for Language Teachers Jun 05 2020 Techniques and Principles in Language Teaching has influenced the way thousands of teachers have taught English. This classic guide to developing the way you teach has been an essential resource to new and experienced teachers worldwide, and is now in its third edition. Each chapter focuses on a different teaching approach, describing it being used in the classroom, analyzing what happened, and helping you think how you could apply it to your own teaching. New features of the third edition include: a new discussion on the political dimensions of language teaching, a new digital technology chapter, and extended coverage of content-based and task-based approaches. On this site you will find additional resources, including author videos in which Diane Larsen-Freeman and Marti Anderson talk about the background to the book and new innovations in language teaching which are discussed in the third edition.

Active Listening Apr 27 2022 Listening is now regarded by researchers and practitioners as a highly active skill involving prediction, inference, reflection, constructive recall, and often direct interaction with speakers. In this new theoretical and practical guide, Michael Rost and JJ Wilson demonstrate how active listening can be developed through guided instruction. With so many new technologies and platforms for communication, there are more opportunities than ever before for learners to access listening input, but this abundance leads to new challenges: how to choose the right input how to best use listening and viewing input inside and outside the classroom how to create an appropriate syllabus using available resources Active Listening explores these questions in clear, accessible prose, basing its findings on a theoretical framework that condenses the most important listening research of the last two decades. Showing how to put theory into practice, the book includes fifty innovative activities, and links each one to relevant research principles. Sample audio recordings are also provided for selected activities, available online at the series website www.pearsoned.co.uk/roswilson. As a bridge between theory and practice, Active Listening will encourage second language teachers, applied linguists, language curriculum coordinators, researchers, and materials designers to become more active practitioners themselves, by more fully utilising research in the field of second language listening.

International Perspectives on Materials in ELT Nov 22 2021 This book brings together different perspectives on ELT materials from a range of international contexts and a variety of educational settings. All the chapters are underpinned by sound theoretical principles while addressing practical concerns and debates in materials design and use.

Teaching Reading Skills in a Foreign Language May 29 2022

Teaching Unplugged Nov 03 2022

The Routledge Handbook of English Language Teaching Jun 29 2022 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 language: knowledge, skills and pedagogy understanding the language classroom. The Handbook's 39 chapters are written by leading figures in ELT from around the world. 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

International Handbook of English Language Teaching Jul 07 2020 This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second language acquisition and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for effective English language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching research.

International Perspectives on Diversity in ELT Nov 10 2020 This edited book provides professionals in the field of English Language Teaching (ELT) with a situated and culturally-responsive account of diversity and inclusion in English language education, from primary to higher education and in a wide range of settings. The volume focuses on three overlapping areas: interculturality, special education needs, and gender. The chapters in each section seek to help readers reflect on the opportunities and challenges of diversity as a step towards inclusive practices, and raise awareness of critical topics across the curriculum and beyond by engaging in wider social issues. This book will be of interest to language teachers and teacher trainers, as well as scholars working in applied linguistics, higher education, intercultural studies, and related fields.

Reflective Dialogue May 17 2021 Reflective Dialogue presents professional educators with the necessary background and skills to engage in reflective dialogue with language learners effectively. It draws on work in the fields of advising in language learning, reflective practice, sociocultural theory, language learner autonomy, counseling, and life coaching to provide both an introduction to the field and guidance for researching advising in action. The book also includes a wide variety of practical ideas and over 30 sample dialogues that offer clear demonstrations of the concepts discussed in practice. This dynamic textbook's practical approach illustrates how reflective dialogue can promote language learner autonomy and how language advising can be implemented successfully both inside and outside the classroom.

World Englishes in English Language Teaching Aug 27 2019 This book provides an in-depth exploration of World Englishes and their place in the English as a Foreign Language (EFL) classroom. It opens with a critical assessment of the research to date that includes analysis of competing and complementary terms such as English as an International Language (EIL), Global English, English as a Lingua Franca (ELF) and 'Glocal English'. Here, and throughout the work, the author problematizes the terminologies used to define and describe Englishes, arguing for example for the need to distinguish between Chinglish and China English. The book then turns to an examination of three case study varieties of non-inner circle English: Konglish, Singlish and Indian English; before exploring the results of an original empirical study into language attitudes concerning several varieties of English among language teachers and learners. Finally, sample exercises for the classroom are provided. This book will be of particular interest to language teachers and teacher trainers, and to students and scholars of EFL and applied linguistics more broadly.

Exploring English Language Teaching Jul 31 2022 This title will provide a single volume introduction to the field of ELT from an applied linguistics perspective.

Non-native Educators in English Language Teaching Sep 28 2019 The place of native and non-native speakers in the role of English teachers has probably been an issue ever since English was taught internationally. Although ESL and EFL literature is awash, in fact dependent upon, the scrutiny of non-native learners, interest in non-native academics and teachers is fairly new. Until recently, the voices of non-native speakers articulating their own concerns have been even rarer. This book is a response to this notable vacuum in the ELT literature, providing a forum for language educators from diverse geographical origins and language backgrounds. In addition to presenting autobiographical narratives, these authors argue sociopolitical issues and discuss implications for teacher education, all relating to the theme of non-native educators in ETL. All of the authors are non-native speakers of English. Some are long established professionals, whereas others are more recent initiates to the field. All but one received part of the higher education in North America, and all except two of the chapters are at least partially contextualized in North America. Particularly relevant for non-native speakers who aspire to enter the profession, graduate students in TESOL programs, and teacher educators, the unique nature of this book's contributors and its contents will interest researchers and professionals in applied linguistics generally and in ELT, and all those who are concerned with the role of non-native speakers in English-language teaching.

From Critical Literacy to Critical Pedagogy in English Language Teaching Sep 20 2021 With a Foreword by Hugh Starkey and Audrey Osler, and Afterwords by Graham Crookes, Hilary Janks and Allan Luke, this book promotes critical language education and illustrates how a critical agenda can be enacted in English language education in real classrooms. It presents four cases located in primary and secondary schools in the province of Buenos Aires in Argentina in contexts that can be characterised as vulnerable or difficult. It describes the possibilities, challenges and limitations of this critical agenda using students' drawings, posters, leaflets, artwork, classroom activities and conversational data as foundation, and including the voices of local teachers in their classrooms. Importantly, these teachers used teacher-made, locally produced, critical post-method materials, described by the author of those materials in one of the chapters. In this way, the book offers a unique balance of researcher, teacher and materials writer voices. These materials are included in the

book and can help language teachers around the world to introduce critical perspectives in their specific contexts. The book is appealing to researchers, classroom teachers, teacher educators, and materials writers and developers interested in critical language education.

Perspectives on Teaching Adults English in the Digital World Apr 15 2021 Perspectives on Teaching Adults English in the Digital World presents an overview of adult ESL online in the USA illustrating a number of important points, and focuses on teaching and learning English online, specifically at the tertiary level in the US. The book also presents a clear and concise summary, this time of adult education and workplace English language learning and teaching online in the US.

Teachers Exploring Tasks in English Language Teaching Jan 31 2020 Winner - British Council Innovation in English Language Teaching Award 2006 This book was written for language teachers by language teachers, with a view to encouraging readers to use more tasks in their lessons, and to explore for themselves various aspects of task-based teaching and learning. It gives insights into ways in which tasks can be designed, adapted and implemented in a range of teaching contexts and illustrates ways in which tasks and task-based learning can be investigated as a research activity. Practising language teachers and student professionals on MA TESOL/Applied Linguistics courses will find this a rich resource of varied experience in the classroom and a stimulus to their own qualitative studies.

Learning Teaching Jun 25 2019 A guide to English. Suitable for initial training courses, and for practising ELT teachers, it covers developments in ELT and includes a DVD featuring a full lesson as well as demonstrations of practical teaching techniques.

Criticality, Teacher Identity, and (In)equity in English Language Teaching Jan 25 2022 This edited volume, envisioned through a postmodern and poststructural lens, represents an effort to destabilize the normalized “assumption” in the discursive field of English language teaching (ELT) (Pennycook, 2007), critically-oriented and otherwise, that identity, experience, privilege-marginalization, (in)equity, and interaction, can and should be apprehended and attended to via categories embedded within binaries (e.g., NS/NNS; NEST/NNEST). The volume provides space for authors and readers alike to explore fluidly critical-practical approaches to identity, experience, (in)equity, and interaction envisioned through and beyond binaries, and to examine the implications such approaches hold for attending to the contextual complexity of identity and interaction, in and beyond the classroom. The volume additionally serves to prompt criticality in ELT towards reflexivity, conceptual clarity and congruence, and dialogue.

Teaching Listening Mar 15 2021 This study recognizes the importance of developing the listening skills, and aims to guide teachers both at a theoretical and a practical level in how to develop these skills in the classroom.

Extensive Reading Jul 19 2021 Extensive Reading is an innovative resource bridging theory and practice for those seeking to learn about extensive reading (ER) for L2 students' language development, including ways to motivate students to read extensively and to assess learning. Grounded in contemporary theory and the latest research both on ER and motivation, experts Sue Leather and Jez Uden offer a rich array of original activities to help teachers in the classroom and beyond with this effective but difficult-to-implement pedagogical tool. Advanced students, researchers, teacher trainers, and pre- and in-service teachers - and ultimately their students themselves - will benefit from this book.

The Praxis of English Language Teaching and Learning (PELT) Apr 03 2020 This edition of Critical New Literacies: The Praxis of English Language Teaching and Learning (PELT) begins with an examination of bricolage as a way to engage in critical research in TEFL/TESOL teaching and research. The volume considers the quality of ‘encounter’ needed in the global and intercultural classroom. The authors address validity, reliability and an authentic need for research which has at its heart ethical practice. Disenfranchisement of the co-participants in research, which is usually not considered, is reviewed in the volume. The manner in which quantitative methods can be used to deliberate on “praxis” is also explored. Self-reflexive practice is at the heart of EFL research and remains central to this volume. The authors are all praxis based research practitioners and make the work of research accessible, equitable and socially just. This series has at its core the need to state that equitable research is about shared authority and shared power. These nine authors address the periphery and in doing so contest the way the world sees research. The PELT series has a disruptive quality as its raison d’etre and Steinberg et al are asking us to revisit; review and re-assess the notion of our life work as researchers in EAL, ESL, TEFL and TESOL. These nine authors are all global leaders in research inquiry and the provocations offered here are unified in the parading by questioning the more traditional field of research inquiry. The ethic of care and courage is encapsulated in this edition.

International Perspectives on Teaching English in Difficult Circumstances Mar 03 2020 This book offers a holistic practitioner and research-based perspective on English Language Teaching and teacher education in difficult circumstances. In addition to extending the current conceptualization of ‘difficult circumstances’ in ELT to include the broader policy issues that may affect ELT in low-to-mid income countries, the book focuses on the challenges faced by practitioners and learners in contexts of confinement, conflict and special education. The chapters in this collection examine the challenges and problems that emerge from the complex current ELT environment, and present examples of contextualized inquiry-based strategies and interventions to address these challenges. Underlining the need to extend the boundaries of the discipline of ELT to include teaching-learning in less privileged contexts, this wide-ranging volume will appeal to students, scholars and practitioners of English Language Teaching.

How To Plan A Book Jan 13 2021 In this practical module, experienced and bestselling ELT author Lindsay Clandfield describes different approaches to coursebook planning. He starts by outlining different types of syllabus, then compares traditional and modern approaches, before going into more detail about what is involved in building a syllabus. The analysis is punctuated with practical tasks which guide the reader through the thinking process involved in planning a syllabus. This book provides: an examination of what elements make up a modern coursebook.- an exploration of syllabuses for language learning courses and how these are translated into a book.- an overview of trends in syllabus design right now.- guidance on planning individual units of study and designing a sequence of tasks or activities within them.- some thoughts on the books of the future. This book forms part of the ELT Teacher 2 Writer training course. The course is designed to help you write better ELT materials, either for publication, or simply to improve the quality of your self-produced classroom materials.

Teacher Development Over Time Jan 01 2020 Teacher Development Over Time: Practical Activities for Language Teachers addresses teacher learning over the span of the careers of both novice and experienced teachers in English Language Teaching (ELT). It is designed to a) help novice ELT teachers to see the ways in which their learning may open up careers and communities over a professional life span; and b) support experienced ELT teachers in understanding where they are in their careers and how they may respond creatively to the challenges in that particular career phase. Part 1 synthesises the views of major research on teaching as it is experienced over time by teachers and discusses the implications. Readers engage with these ideas via the activities in Part 2, which encourage them to reflect on their career paths and on possible themes for future work. Part 3 describes ways teachers can set the Part 2 activities within a busy professional life, and Part 4 helps teachers to engage in further explorations on their own or with others. By merging a strong line of research with very practical tools for understanding professional development, Teacher Development Over Time proves to be an indispensable resource for language teachers as well as teacher educators and mentors.

English Language Teaching and Teacher Education in East Asia Feb 11 2021 This book uncovers the challenges posed by globalization to Asian jurisdictions in English language teaching and teacher education.

International Perspectives on Teaching the Four Skills in ELT Oct 02 2022 This book offers a range of perspectives and insights from around the world on the teaching and learning of listening, speaking, reading and writing. It brings together contributors from across six continents, who analyse a wide range of teaching and learning contexts, including primary, secondary, tertiary, private, and adult ESL/EFL classes. In doing

so, they provide locally relevant accounts that nonetheless resonate with other contexts and wider concerns. This informative and practical edited collection will appeal to students and scholars who are interested in the four building blocks of language learning, as well as language education and teacher education.

Second Handbook of English Language Teaching Jun 17 2021 The Second Handbook of English Language Teaching provides a comprehensive examination of policy, practice, research and theory related to English language teaching in international contexts. Over 70 chapters focus on the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second-language acquisition and pedagogy. In countries around the globe, English has become the second language taught most frequently and intensively. In many countries, particularly in Asia, government policies have made English a part of the curriculum from primary school on. Demand for English teaching by parents and adult learners is fueled by the desire to increase economic competitiveness, globalization of the workforce, immigration, and a move toward lifelong learning. Immigration has led to an increased demand for English-language teaching even in countries where English is the dominant language.

Doing Action Research in English Language Teaching Oct 22 2021 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. Specifically, the text addresses: action research and how it differs from other forms of research the steps involved in developing an action research project ways of developing a research focus methods of data collection approaches to data analysis making sense of action research for further classroom action. Each chapter includes a variety of pedagogical activities: Pre-Reading questions ask readers to consider what they already know about the topic Reflection Points invite readers to think about/discuss what they have read action points ask readers to carry out action-research tasks based on what they have read Classroom Voices illustrate aspects of action research from teachers internationally Summary Points provide a synopsis of the main points in the chapter Bringing the 'how-to' and the 'what' together, *Doing Action Research in English Language Teaching* is the perfect text for BATESOL and MATESOL courses in which action research is the focus or a required component.

English Language Teaching in Pakistan Aug 20 2021 This book presents empirical research on teaching, learning and assessment, and teacher development practices in Pakistan. Despite extensive academic research conducted in Pakistan over the last decade, there is a dearth of internationally published literature on English language teaching in the country. This book covers current research priorities and initiatives concerning English language teaching, learning and assessment, empirical developments, and major professional development initiatives, both in Pakistan and involving the work of Pakistani scholars based in abroad. It highlights the impacts that development efforts are having in the ELT world in Pakistan. The respective chapters cover a diverse range of topics, including: continuous professional development (CPD), identity construction, English language policy, curriculum development, and innovative ELT approaches and methodologies used in Pakistan. This volume provides valuable insights for TESOL and applied linguistics scholars and practitioners working in the field of ELT, both in Pakistan and elsewhere in the globalized world.

Innovation in English Language Teaching Dec 12 2020 This reader provides both theoretical perspectives and practical tools for analysing and understanding how ELT classroom curricula can be analysed, developed and evaluated. The commissioned and classic texts place curriculum change in a philosophical framework and also explore the political and institutional considerations. A series of case studies are provided to highlight both the role of the teacher in curriculum innovation and various processes of planning and implementation. The final section deals with evaluating curriculum and syllabus change.

International Perspectives on Teachers Living with Curriculum Change Dec 24 2021 "This book gives a voice to English language teachers faced with the challenges posed by English language curriculum change. As a core component of national state system curricula in virtually every country in the world, there has nevertheless been little research exploring how the millions of English teachers worldwide navigate the challenges posed by such curriculum changes. This volume includes eleven stories from teachers based across every continent, providing a global glimpse of how national English curriculum change projects have been experienced by classroom teachers who are commonly (if erroneously) viewed as mostly responsible for its implementation success or failure. The final chapter synthesises these experiences and suggests wider implications for the development of curriculum change planning processes, and how they might better support teachers' attempts to achieve curriculum goals. Edited and authored by leading experts in the field, this ground-breaking collection will be of interest to students and scholars of English language teaching, teacher education, curriculum change and education policy."

Teaching English as an International Language Nov 30 2019 Readers will find an accessible introduction to the past, present, and future of EIL and an essential discussion about EIL pedagogy along with practical applications in methods and materials, culture and identity, and curriculum development.

Digital Literacies Sep 01 2022 Dramatic shifts in our communication landscape have made it crucial for language teaching to go beyond print literacy and encompass the digital literacies which are increasingly central to learners' personal, social, educational and professional lives. By situating these digital literacies within a clear theoretical framework, this book provides educators and students alike with not just the background for a deeper understanding of these key 21st-century skills, but also the rationale for integrating these skills into classroom practice. This is the first methodology book to address not just why but also how to teach digital literacies in the English language classroom. This book provides: A theoretical framework through which to categorise and prioritise digital literacies Practical classroom activities to help learners and teachers develop digital literacies in tandem with key language skills A thorough analysis of the pedagogical implications of developing digital literacies in teaching practice A consideration of exactly how to integrate digital literacies into the English language syllabus Suggestions for teachers on how to continue their own professional development through PLNs (Personal Learning Networks), and how to access teacher development opportunities online This book is ideal for English language teachers and learners of all age groups and levels, academics and students researching digital literacies, and anyone looking to expand their understanding of digital literacies within a teaching framework.

The ELT Grammar Book Oct 29 2019 At long last English language teachers have what they've been waiting for, a "professional friend" to give a helping hand at all times! A great deal more than a grammar book, this new resource explores areas of the language that teachers have found troublesome to understand, hard to explain, and challenging to demonstrate to students. Its down-to-earth, reader-friendly format gives a fresh, new way of looking at complex material, in turn preparing teachers to communicate better and give more effective examples to students. The 22 chapters explore word order, articles, present, past, and future tenses, the overlooked uses of some and any, modal auxiliaries, prepositions, genitives, compound nouns and adjectives, passives and causatives, direct object companions, two-and three-word verbs, subjunctives, conditional sentences, the role of stress and intonation to convey meaning, and more. You'll find valuable information that you've never seen in other grammar reference books!

International Perspectives on Critical Pedagogies in ELT Feb 23 2022 This edited collection brings to the forefront attempts to connect critical pedagogy and ELT (English Language Teaching) in different parts of the world. The authors in this collection write from their own experiences, giving the chapters nuanced understanding of the everyday struggles that teachers, teacher educators and researchers face within different contexts. Throughout the book, contributors connect micro-contexts (classrooms) with macro-contexts (world migration, politics and social issues) to demonstrate the impact and influences of pedagogy. In problematizing ELT and focusing on so-called 'peripheral' countries where educators have created their own critical pedagogies to respond to their own local realities, the contributors construct ELT in a way that goes beyond the typical ESL/EFL distinction. This unique edited collection will appeal to teacher educators, in-service teachers working in the field as well as students and scholars of English language teaching, second language acquisition and language education policy.

