Materials Evaluation And Design For Language Teaching Ian Mcgrath

Materials Evaluation and Design for Language TeachingTeaching Materials and the Roles of EFL/ESL TeachersTeaching Language and Promoting CitizenshipLanguage Teachers and TeachingEnhancing Autonomy in Language EducationLanguage Teacher Education in a Fast-changing WorldDistance Education for Language TeachersSelections from 'Modern English Teacher'Techniques of TeachingThe Coming of Age of the ProfessionThe International Who's who in Distance LearningTarget Language, Collaborative Learning and AutonomyJournal of Asian Pacific CommunicationPerspectives on LanguageThe Social Turn in Second Language AcquisitionLinguistics and the Language of TranslationPragmatic StylisticsBritish Education IndexTeacher TrainingThe British National Bibliography Ian McGrath Ian McGrath Angela M. Gayton Selim Ben Said Manuel Jiménez Raya E. Sadtono Ron Howard Helen Moorwood Susan Holden Madeleine Lively Ernesto Macaro Henryk Kardela David Block Kirsten Malmkjær Elizabeth Black Susan Holden Arthur James Wells Materials Evaluation and Design for Language Teaching Teaching Materials and the Roles of EFL/ESL Teachers Teaching Language and Promoting Citizenship Language Teachers and Teaching Enhancing Autonomy in Language Education Language Teacher Education in a Fast-changing World Distance Education for Language Teachers Selections from 'Modern English Teacher' Techniques of Teaching The Coming of Age of the Profession The International Who's who in Distance Learning Target Language, Collaborative Learning and Autonomy Journal of Asian Pacific Communication Perspectives on Language The Social Turn in Second Language Acquisition Linguistics and the Language of Translation Pragmatic Stylistics British Education Index Teacher Training The British National Bibliography Ian McGrath Ian McGrath Angela M. Gayton Selim Ben Said Manuel Jiménez Raya E. Sadtono Ron Howard Helen Moorwood Susan Holden Madeleine Lively Ernesto Macaro Henryk Kardela David Block Kirsten Malmkjær Elizabeth Black Susan Holden Arthur James Wells

teaching materials play a crucial role in teaching learning when these take the form of a textbook it is essential that it is carefully selected to meet both external requirements and the needs of the teachers as well as allowing teacher to mediate between the textbook and the learners adapting and supplementing the book as necessary providing a systematic approach to the selection and subsequent evaluation of coursebooks this textbook gives practical advice on adaptation and supplementation and beyond suggestions on systematising the process of materials development and on the use of learner generated

materials are included for teachers who prefer to prepare their own materials with integrated and wide ranging coverage of the topic this is the ideal book for those studying or practising language teaching or applied linguistics key features numerous examples interleaved tasks which can be utilised by an instructor extensive bibliography

teaching materials and the roles of efl esl teachers is published amidst a decade long increase in academic publications and training courses concerned with the evaluation and design of english language teaching materials it is timely to consider what effect the advice on offer has had on teachers practice are teachers evaluating materials carefully using textbooks in the ways expected by textbook writers developing their own materials and mediating between materials and learners in the ways advised in the professional literature the book explores these issues from a variety of perspectives the views of publishers textbook writers those contributing to the professional literature and teacher educators are synthesised to establish a theory of how teachers can best fulfil their roles vis à vis materials and learners this is then compared with practice as represented by published accounts of teachers actual practices and learners perspectives the conclusion reached is that teacher education in materials evaluation and design is essential and suggestions are offered as to the form this might take the book is intended particularly for ma students and teacher educators concerned with materials evaluation and design but is of interest to all those concerned with the publication and use of english language teaching materials

this book explores the relationship between language education and citizenship through theoretical and pedagogical lenses examining existing language education provision in the context of the needs of today s learners and societies the robust analytical framework developed in the opening chapters provides the foundation for a range of practical suggestions for making the integration of language and citizenship a dynamic reality in the classroom

this volume gathers contributions from a range of global experts in teacher education to address the topic of language teacher education it shows how teacher education involves the agency of teachers which forms part of their identity and which they take on when integrating into the teaching community of practice in addition the volume explores the teachers situated practice the dynamic negotiation of classroom situations socialization into the professional teaching culture and on the ground experimentation with pedagogical skills techniques

the book explores the idea that pedagogy for autonomy requires the integration of teacher and learner development and can be enhanced through a case based approach in teacher education a case based approach values experiential professional learning and expands professional competences necessary to promote autonomy in schools developing a critical

view of language education managing local constraints so as to open up spaces for manoeuvre centring teaching on learning interacting with others in the professional community two strategies to implement the approach are presented and illustrated the first one involves teachers in designing implementing and evaluating experiences of pedagogy for autonomy which are the basis for writing professional narratives and building a case portfolio the second draws on teachers pedagogical experience as the basis for the construction of case materials where experiential elements are combined with theoretical input and reflective tasks so that the teachers who use those materials can reflect about and explore their own practice

distance learning was associated for many years with the endeavour of a correspondence course based on a symposium this book presents current research and practice in the field provided by the publisher

accompanying disc supplies supporting materials including an annotated bibliography and a hands on introduction to new developments in technology

as a teacher and researcher into modern language teaching the author is able to provide an authoritative analysis of the idea of teaching exclusively in the target language he explains the relevance of this technique to the classroom situation

this book offers an extended critique of one of the main theoretical approaches to second language acquisition the input interaction output school on the grounds that it does not take sociolinguistic considerations into account this boils down to a social approach that complements the dominant cognitive approach block s approach in essence is to walk through the definitions of each part of the term second language acquisition which is more substantive than it sounds to broaden future research in the field

this text examines the relationship between the areas of translation languages and linguistics it includes sounds and rhythms lexis collocation and semantic prosody texture register cohesion coherence implicature speech and text acts text and genre analysis clausal thematicity and transitivity and the expression through language choices of ideological postions

a study of literary stylistics using pragmatic theories

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