

# Materials Evaluation And Design For Language Teaching

## Ian McGrath

Materials Evaluation and Design for Language Teaching Teaching Materials and the Roles of EFL/ESL Teachers Lectures on Education; Delivered Before the Members of the College of Perceptors in the Year 1871, Etc Teaching Oregon Native Languages Lectures on the Science and Art of Education Lectures on the Science and Art of Education, with Other Lectures and Essays Issues in Language Teacher Education Resources in Education Usage-Based Second Language Instruction English as a Lingua Franca Journal of English Teaching Techniques A.U.M.L.A. Quarterly Calendar National Union Catalog Applied Linguistics The Training of Teachers of the Modern Foreign Languages The Publishers Weekly Bilingual Education British Education Index Publications of the American and Canadian Committees on Modern Languages Ian McGrath Ian McGrath College of Perceptors (London) Joan Gross Joseph Payne Joseph Payne E. Sadtono Ian Pemberton Ian Mackenzie University of Chicago Canadian Committee on Modern Languages Rosa Castro Feinberg

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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

considers what effect the availability of teaching materials has had on teachers practice

in a world where over half of the remaining six thousand languages will most likely disappear by the end of the century attention has finally begun to focus on the struggles of indigenous people to save their languages lack of knowledge concerning the vast linguistic diversity of oregon s languages has been a major obstacle to language revitalization in this state native peoples were subjected to disease displacement and forced linguistic assimilation leaving many languages with only a few speakers some languages died out but others prevailed in the privacy of homes and longhouses this book tells the story of perseverance and survival against unbelievable odds using the words of today s speakers and learners of oregon s languages in addition to drawing on archival and scholarly research the authors interviewed fifty two individuals throughout oregon who are speakers of their native languages their interviews are excerpted throughout the book these native speakers provide valuable insights into how languages are lost and how a linguistic heritage can be brought to life teaching oregon native languages discusses the role of state and federal language policies explores how archival collections can be used in language revitalization and describes strategies for creating a successful teaching environment a timely and necessary resource it will educate all readers about the important efforts underway to revitalize oregon s first languages

this book proposes an innovative pedagogical approach usage based second language instruction which continues the tradition of challenges to existing paradigms such as steven krashen s natural approach and michael lewis lexical approach it begins by analysing historical teaching methods to make the case for change the author argues that communicative language teaching lacks a theory of learning and overemphasises spoken production as a result the book then examines theories of first language acquisition to establish a theoretical basis for change it finds that usage based theories offer a highly

plausible account of language learning the author sets out six principles to guide the application of usage based theory to second language learning the book will be of particular interest to students and researchers of applied linguistics and language education

english as a lingua franca theorizing and teaching english examines the english used among non native speakers around the world today and its relation to english as a native language as well as the implications for english language teaching challenging and incisive this book analyses positive and negative accounts of english as a lingua franca and its linguistic features within the context of native and world englishes multilingualism and intercultural communication sociolinguistic issues including accent and identity classroom teaching and learning english as a lingua franca is a useful guide for teachers and trainee teachers and will be essential reading for advanced students and linguists concerned with multilingualism language contact language learning language change and the place of english in the world today

focuses on the purposes of bilingual education programs in schools and their historical development from the 1960s to the present in this timely resource educator rosa castro feinberg surveys the developing field of bilingual education its history its theories its practices and the conflicts that swirl around it she begins with an annotated chronology that describes influential people and events and traces themes in bilingual education from precolonial times to the present in three detailed chapters feinberg summarizes the widely varied state and local policies and bilingual programs across the country and demonstrates the profound impact of federal legislation policies and court decisions she also examines the political challenge to linguistic diversity by anti immigration groups and the common myths about bilingual education that have grown out of the media s handling of identity politics

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