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this book accumulates analyses and evaluation evidence about the cultural conceptualizations in english language teaching elt textbooks framed by cultural linguistics it considers conceptualizations of cultural constructs such as family gender beauty and the home within elt curricula despite the strength of cultural linguistics as a theoretical and analytical movement few volumes in applied linguistics have sought to provide data based evidence about the application of cultural linguistics to language teaching curricula the volume addresses recent issues in cultural linguistics and presents the associated implications for curriculum planning materials development and textbook evaluation the aim of the volume is to enhance understanding of elt curricula through a cultural linguistics lens relevant to cultural theorists education experts working in elt and linguists in all language areas this is a landmark volume marrying applied linguistics to cultural linguists in english language education studies

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this essential guide examines course planning as an end to end process from learners needs through to assessment taking into account both the broader issues and the practical details at every stage areas covered include effective needs analysis using the cefr as a resource for course planning writing scenarios for classroom teaching and assessment triangulating course objectives materials and learners goals key terminology extra resources are available on the website oup com elt teacher lcp brian north is a co author of the cefr and of its companion volume and was chair of eaquals from 2005 to 2010 mila angelova is the academic vice chair of eaquals and head director of studies at avo language and examination centre in sofia elzbieta jarosz is a member of the eaquals certification panel and is the academic director of gama college in krakow richard rossner is a co founder of eaquals and a co author of the european profiling grid and the eaquals framework

the focus of paradigms in word formation theory and applications is on the relevance of paradigms for linguistic description paradigmatic organization has traditionally been considered an inherent feature of inflectional morphology but research in the last decades clearly shows the existence of paradigms in word formation especially in affixal derivation often at the expense of other word formation processes this volume seeks to address the role that paradigms may play in the description of compounding conversion and participles this volume should be of interest to anyone specialized in the field of english morphology and word formation

american english file second edition retains the popular methodology developed by

world renowned authors christina latham koenig and clive oxenden language motivation opportunity with grammar vocabulary and pronunciation practice in every lesson students are equipped with a solid foundation for successful speaking plus an array of digital resources provides even more choice and flexibility students can learn in the classroom or on the move with online practice language assessment the first goal is to explore the difference between fairness and justice in language assessment the authors distinguish internal and external dimensions of the equitable and just treatment of individuals taking language tests which are used as gatekeeping devices to determine access to education and employment immigrant status citizenship and other rights the second goal is to show how the extent of test fairness can be demonstrated and improved using the tools of psychometrics in particular the models collectively known as rasch measurement this book will have an enormous impact on the field of language assessment using rasch analysis models to explore and identify sources of unfairness the authors make a compelling case for fairness in the design and implementation of language assessment instruments and for justice in the interpretation and use of test results a real strength of the book is that it guides readers through analytical techniques in an accessible way dan douglas professor emeritus applied linguistics program iowa state university

this book investigates the content of the grammar syllabus typically employed in mainstream english language teaching using a mixed methods approach the author examines how the syllabuses used in coursebooks are actually constructed how they evolved and how valid their contents are as a basis for teaching the research reported consists of a broad exploration of primary sources in order to outline the evolution of elt pedagogical grammar ten interviews with key elt authors and publishing professionals which allows for the investigation of the decision making processes underlying the choice of grammar content in elt teaching materials and finally the presentation of case studies which examine three areas of grammar analysing the evolution of their treatment in elt materials both historical and contemporary and comparing their current treatment to data on real learner use this book contributes to the literature on syllabus design and pedagogical grammar and builds on existing research into materials design it will be of interest to researchers and professionals working in the fields of applied linguistics pedagogical grammar curriculum design and materials design

este livro tem por objetivo apresentar os conceitos relacionados ao processo de ensino de língua inglesa a partir da abordagem estrutural comportamental até à abordagem comunicativa o diferencial desta obra é apresentar brevemente a história que envolve o surgimento dos métodos e abordagens suas técnicas e estratégias bem como o

exemplário para ilustrá los ao esclarecer as diferenças entre eles amplia se a visão dos professores leitores desta obra para os possíveis caminhos que levam ao ensino do idioma estrangeiro

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