Teaching Esl Efl Listening And Speaking I S P Nation

This book is made for students of English as a Second or Foreign Language. You will learn 50 ways to practice and improve listening in English. By applying these methods, you will improve your comprehension and your confidence. You do not need to be living in an English-speaking country or be currently taking an English class to use this book. However, students who are already in a class can also use this book to improve their listening more quickly and easily. The book includes suggestions for specific websites and media that can be used for listening practice. Areas covered include strategies, phone, television/film, Internet, in person/public, games, radio, music, devices, and academic. Learning another language is never fast, but the Fifty Ways to Practice series will speed things up by showing you how to practice more efficiently and effectively both inside and outside the classroom. These books can be used by beginners and advanced students alike. What general principles should inform a socioculturally sensitive pedagogy for teaching English as an International Language and what practices would be consistent with these principles? This text explores the pedagogical implications of the continuing spread of English and its role as an international language, highlighting the importance of socially sensitive pedagogy in contexts outside inner circle English-speaking countries. It provides comprehensive coverage of topics traditionally included in second language methodology courses (such as the teaching of oral skills and grammar), as well as newer fields (such as corpora in language teaching and multimodality); features balanced treatment of theory and practice; and encourages teachers to apply the pedagogical practices to their own classrooms and to reflect on the effects of such practices. Designed for pre-service and in-service teachers of English around the world, Principles and Practices for Teaching English as an International Language fills a critical need in the field.

It's time to make both teaching English and learning English fun and engaging again. Be a successful and effective teacher with ESL Classroom Games, a book that is jam-packed with 180 challenging English language games and activities. _____ The book features a wide variety of reading, writing, speaking and listening games and activities which are suitable for teen and adult learners alike. You will enhance your teaching arsenal with focus on warm-up, repetition and drilling, team-based, spelling and grammar, speaking and pronunciation, memory and concentration, turn-based and one-on-one games. It's broken down into games for beginner, intermediate and advanced level students. The activities are specifically designed to improve students' motivation, confidence, enjoyment, language retention and have been proven to get better results. And the best part is that as the students focus on playing, you will be presented with the perfect opportunity to drill, and recap grammar and vocabulary from your lesson. INCREASE STUDENT ENTHUSIASM AND PARTICIPATION Well now you can boost the energy of your classroom and get all of the students active and speaking, even the shy ones. Every teacher knows that students are prone to forget elements of what they have been taught in the previous lesson, and how it can be frustrating. With this book you won't have to worry about your teachings going in one ear and out the other because it solves that issue by making learning, drilling and repetition fun. With assistance and feedback from a variety of experienced, and qualified English teachers, Andrew William has put together an excellent collection of ESL games and activities for the classroom that has already received a great deal of acclaim from schools around the world, and have sold over 5,000 copies since 2017. SAVE TIME ON LESSON PLANNING Additionally, this book will ease the pressures of a busy schedule and eliminate planning those tricky lesson plans during your next lunch break by using this activity-filled resource. Save time planning, free up your personal time and preserve your energy for the classroom. After all, teaching is what you do best, so use this aid to increase your students' capacity and eagerness for learning. _____ Here is what you will get from this book: Easier, quicker lesson planning 180 fun language games and activities for learning English Assistance with enhancing students' confidence and motivation Games for reading, writing, speaking and listening Make learning fun again Ready-to-use classroom management strategies and activities Increase your popularity and relationship with your students And much, much more! Read on your PC, MAC, smart phone, tablet, Kindle device or buy it on paperback.

Teaching English as a second or foreign language is full of challenges: How do you hold students' interest? How do you ensure that they get enough practice to really learn? This book addresses the teaching of listening, including listening for main idea, details, specific information, and tone of voice. Active listening and note-taking skills are also covered. The Fifty Ways to Teach series gives you a variety of drills, games, techniques, methods, and ideas to help your students master English. Most of the ideas can be used for both beginning and advanced classes. Many require little to no preparation or special materials. The ideas can be used with any textbook, or without a textbook at all. These short, practical guides aim to make your teaching life easier, and your students' lives more rewarding and successful.

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.

Using a framework based on principles of teaching and learning, this guide for teachers and teacher trainees provides a wealth of suggestions for helping learners at all levels of proficiency develop their listening and speaking skills and fluency. By following these suggestions, which are organized around four strands – meaning-focused input, meaning-focused output, language-focused learning, and fluency development – teachers will be able to design and present a balanced program for their students. Teaching ESL/EFL Listening and Speaking, and its companion text, Teaching ESL/EFL Reading and Writing, are similar in format and the kinds of topics covered, but do not need to be used together. Drawing on research and theory in applied linguistics, their focus is strongly hands-on, featuring easily applied principles, a large number of useful teaching techniques, and guidelines for testing and monitoring. All Certificate, Diploma, Masters and Doctoral courses for teachers of English as a second or foreign language include a teaching methods component. The texts are designed for and have been field tested in such programs.

*What elements make a speaking activity successful? *Which tasks or activities really help build speaking fluency? *What does the research show regarding speaking activities? *What mistakes do ESL teachers often make in speaking activity design? In this highly accessible and practical resource, Keith S. Folse provides a wealth of information to help ESL/EFL teachers design and use speaking tasks that will actually improve students' speaking fluency. The book presents and discusses the relevant research and assessment issues and includes case studies from twenty different settings and classrooms around the world so that readers learn from others about the problems and successes of using various speaking activities. Teachers will find the chapters on Twenty Successful Activities and Ten Unsuccessful Activities particularly valuable. The successful activities are provided for classroom use and are reproducible. The book also contains five appendixes that explain what teachers need to know about vocabulary, pronunciation, and grammar and how they affect the teaching of speaking. Samples of successful lesson plans and a list of resources useful for teaching speaking are also included. Keith S. Folse, Ph.D., is Coordinator, TESOL Programs, University of Central Florida (Orlando). He is the author of Vocabulary Myths (University of Michigan Press,

2004) and more than 35 second language textbooks, including texts on grammar, reading, speaking, listening, and writing.

English today is a global language embedded in a great variety of social contexts, resulting in linguistic and pedagogical variation. Taking a new look at the teaching and assessing of English as an international language (EIL), this text highlights overarching principles and provides specific strategies for responding to questions and challenges posed by the changing demographics of English language learners and users around the world. Teaching and Assessment in EIL Classrooms introduces an original, coherent framework in which needs analysis, pedagogical principles, and assessment are integrated describes variables that influence effective teaching and assessment and the characteristics of various EIL teachers and learners emphasizes that pedagogical and assessment decisions need to be based on the learning and teaching needs of each specific EIL context includes specific principles and strategies for teaching and assessing grammar, oral language, and literacy skills in EIL classrooms provides strategies for integrating computer-mediated language into EIL classrooms in ways that promote cross-cultural awareness, language development, and individualized learning Timely, accessible, and practical, this text for graduate and pre- and in-service courses on language teaching and assessment is at the forefront in providing valuable information and guidance for enabling principled and context-sensitive praxis in EIL classrooms worldwide.

Adaptive hypermedia listening software enables materials writers to combine and deliver a wide range of digital elements on the same digital computer platform more efficiently. Such a combination and delivery provides a multidimensional, multi-sensory digital environment in which rich, efficient, instant, comprehensible, optimum, and meaningful input and feedback can be presented effectively and efficiently. Moreover, language learners' attention can be drawn to forms and meanings in input. Such aspects correspond with different theories and hypotheses of language learning and teaching. This presents users/learners with an environment that is easy to use, tension-free, and optimal during self-study. However, to be able to design and develop cost effective and professional adaptive hypermedia listening software, there are certain scientific educational findings and implications that need to be implemented at every single stage. To have access to such vital findings is not so easy, and research must address this area. Design Solutions for Adaptive Hypermedia Listening Software explores how to design and create technically and pedagogically sound and efficient interactive adaptive hypermedia listening software for language learners in any language. The chapters will cover learner strategy tools, the effectiveness of this technology, best practices in adaptive hypermedia listening software, and the benefits and challenges of this technology for language learning. It is ideal for companies, institutions, teachers, policymakers, academicians, researchers, advanced-level students, technology developers, and decision-making pertinent government officials interested in designing and developing multimedia listening environments for language learners.

Even experienced ESL teachers get stuck in a rut. It's time to find some fresh ideas! Whether you're a first-time ESL/EFL/TEFL teacher, an experienced but overwhelmed instructor, or an instructor without a textbook, you need more activities for your listening classes for children. If you're tired of wasting time wading through the junk on the Internet, then Jackie is here to help. During her decade of experience as a CELTA/DELTA certified teacher, author Jackie Bolen has developed countless games and activities for her students. She's sharing her low-prep/no-prep ideas with ESL teachers throughout the world. In ESL Listening Activities for Kids (6-13), you'll get dozens of ideas to use in your own classroom. The highly-detailed descriptions will show you exactly how to use the activities during your lessons. Jackie's clearly and concisely explained activities will help you add instructional variety and put the focus back on your students. If you're extremely busy or you're simply out of new ideas, Jackie's book makes it easy to try out new and exciting activities your students will love! Buy the book to get new lesson plans ready to go in minutes!

This practical and research-based introduction to current and effective English grammar instruction gives pre-service and in-service teachers and teacher educators a strong foundation for teaching second language grammar and helps them develop their professional knowledge and skills. Written in a highly readable style for an international audience, it provides a thorough and rounded overview of the principles, strategies, techniques, and applications currently dominant in teaching L2 grammar in a range of instructional settings around the world. Chapter authors are world-class authorities in grammar and grammar teaching and learning. All chapters are based on theoretical frameworks and/or research foundations with a strong emphasis on practical applications and implications for classroom teaching, and highlight teaching methods, key concepts, and terminology associated with grammar instruction. Illuminating the options and choices in grammar teaching from a contemporary perspective, Teaching English Grammar to Speakers of Other Languages is ideal as key text for students in undergraduate and graduate MA-TESOL programs and as a resource for practicing ESL/EFL teachers, teacher educators, and teaching faculty.

Teaching English to Second Language Learners in Academic Contexts: Reading, Writing, Listening, and Speaking provides the fundamental knowledge that ESL and EFL teachers need to teach the four language skills. This foundational text, written by internationally renowned experts in the field, explains why skills-based teaching is at the heart of effective instruction in English for academic purposes (EAP) contexts. Each of the four main sections of the book helps readers understand how each skill—reading, writing, listening, and speaking—works and explains what research has to say about successful skill performance. Pedagogically focused chapters apply this information to principles for EAP curriculum design and to instructional activities and tasks adaptable in a wide range of language-learning contexts. Options for assessment and the role of digital technologies are considered for each skill, and essential information on integrated-skill instruction is provided. Moving from theory to practice, this teacher-friendly text is an essential resource for courses in TESOL programs, for in-service teacher-training seminars, and for practicing EAP teachers who want to upgrade their teaching abilities and knowledge bases.

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.

Teaching English as a Foreign or Second Language, Second Edition, is designed for those new to ESL/EFL teaching and for self-motivated teachers who seek to maximize their potential and enhance the learning of their students. This guide provides basic information that ESL/EFL teachers should know before they start teaching and many ideas on how to guide students in the skills of listening, speaking, reading, and writing. It stresses the multifaceted nature of teaching the English language to non-native speakers and is based on the real experiences of teachers. The second edition of Teaching English as a Foreign or Second Language includes a wider range of examples to coincide with a variety of teaching contexts-from K-12 schools, to university intensive language programs and refugee programs. It is also updated with discussions of technology throughout, and it considers ways in which technology can be used in teaching language skills. Sources for further study are included in each chapter and in the appendixes.

This volume presents case studies of language learning beyond the classroom. The studies draw on a wide range of contexts, from North and South America to Europe and the Asia-Pacific region. Each provides principled links between theory, research and practice. While out-of-class learning will not replace the classroom, ultimately all successful learners take control of their own learning. This book shows how teachers can help learners bridge the gap between formal instruction and autonomous language learning. Although English is the primary focus of most chapters, there are studies on a range of other languages including Spanish and Japanese.

Targeting Listening and Speaking provides short and focused activities to help lower-proficiency ESL/EFL students improve their listening and speaking skills. It includes practice in both mastering the larger message and key words/phrases and specific words and sounds to assist

students in developing better speaking and comprehension skills. Each unit has a general theme -- such as food, animals and pets, free time and hobbies, and travel -- around which all exercises are designed. The final unit consists of four listening tests that can be used to monitor progress. Each unit includes: dictation practice using dialogues listening skill development speaking practice listening to simple conversations sound practice with minimal pairs listening to simple lectures more speaking and discussion practice. Quizzes are available on the companion website. The audio material is available either on CD or cassette (there are 4 components for each).

Language teaching approaches, methods and procedures are constantly undergoing reassessment. New ideas keep emerging as the growing complexity of the means of communication and the opportunities created by technology put language skills to new uses. In addition, the political, social and economic impact of globalisation, the new demands of the labour market that result from it, the pursuit of competitiveness, the challenges of intercultural communication and the diversification of culture have opened new perspectives on the central role that foreign languages have come to play in the development of contemporary societies. This book provides an insight into the latest developments in the field and discusses the new trends in foreign language teaching in four major areas, namely methods and approaches, teacher training, innovation in the classroom, and evaluation and assessment. Writing ought to be the easiest of the four skills for students of English as a Second or Foreign Language. Unlike listening and reading, the students control all the words. Unlike speaking, the students can go back, check their work, revise it, and resubmit it. It should then follow that writing would be one of the most popular courses to teach. Yet teachers never say, "I can't wait till I get tenure, so I can teach some of those composition classes of 35 students." However, writing classes also offer the opportunity to see growth, to share important ideas, and to develop a sense of community. The tips in Fifty Ways Ways to Teach Writing are chosen with that goal in mind -- to make it easier for students to succeed at becoming better writers, and for instructors to enjoy the teaching of writing. This book is divided into three categories, which represent the stages of process writing: a) Pre-writing and planning b) Writing topics and strategies c) Editing and revising The Fifty Ways to Teach series gives you a variety of drills, games, techniques, methods, and ideas to help your students master English. Most of the ideas can be used for both beginning and advanced classes. Many require little to no preparation or special materials. The ideas can be used with any textbook, or without a textbook at all. These short, practical guides aim to make your teaching life easier, and your students' lives more rewarding and successful.

100 TESOL Activities for Teachers is a teacher training manual and activity guide that has been used by teacher training groups from Korea, China, Japan, Iraq, Peru, Mexico and many other parts of the world as part of the popular TESOL Certificate Program: Teach English Now! from Coursera and Arizona State University. Designed to be practical, these techniques support the general need to communicate, interact, and make language come alive in the classroom. The manual is organized into 3 distinct parts: * The first section introduces teachers to some of the most common activities in English language teaching, followed by activities categorized by reading, writing, listening, speaking, vocabulary, and icebreakers. * The second section provides a unique model of lesson planning. This adaptable model helps teachers prepare organized routines to make classes more effective and easier to prepare. Includes activities for discussion, giving instructions, guided and less-guided practice, and independent practice. * The third section includes downloadable, photocopiable worksheets for the activities described in the manual.

Using a framework based on principles of teaching and learning, this guide for teachers and teacher trainees provides a wealth of suggestions for helping learners at all levels of proficiency develop their reading and writing skills and fluency. By following these suggestions, which are organized around four strands – meaning-focused input, meaning-focused output, language-focused learning, and fluency development – teachers will be able to design and present a balanced program for their students. Teaching ESL/EFL Reading and Writing, and its companion text, Teaching ESL/EFL Listening and Speaking, are similar in format and the kinds of topics covered, but do not need to be used together. Drawing on research and theory in applied linguistics, their focus is strongly hands-on, featuring easily applied principles, a large number of useful teaching techniques, and guidelines for testing and monitoring, All Certificate, Diploma, Masters and Doctoral courses for teachers of English as a second or foreign language include a teaching methods component. The texts are designed for and have been field tested in such programs.

Drawing on the collective expertise of language scholars and educators in a variety of subdisciplines, the Handbook for Arabic Language Teaching Professionals in the 21st Century, Volume II, provides a comprehensive treatment of teaching and research in Arabic as a second and foreign language worldwide. Keeping a balance among theory, research and practice, the content is organized around 12 themes: Trends and Recent Issues in Teaching and Learning Arabic Social, Political and Educational Contexts of Arabic Language Teaching and Learning Identifying Core Issues in Practice Language Variation, Communicative Competence and Using Frames in Arabic Language Teaching and Learning Arabic Programs: Goals, Design and Curriculum Teaching and Learning Approaches: Content-Based Instruction and Curriculum Arabic Teaching and Learning: Classroom Language Materials and Language Corpora Assessment, Testing and Evaluation Methodology of Teaching Arabic: Skills and Components Teacher Education and Professional Development Technology-Mediated Teaching and Learning Future Directions The field faces new challenges since the publication of Volume I, including increasing and diverse demands, motives and needs for learning Arabic across various contexts of use; a need for accountability and academic research given the growing recognition of the complexity and diverse contexts of teaching Arabic; and an increasing shortage of and need for quality of instruction. Volume II addresses these challenges. It is designed to generate a dialogue—continued from Volume I—among professionals in the field leading to improved practice, and to facilitate interactions, not only among individuals but also among educational institutions within a single country and across different countries.

This volume is about the applications of networked multimedia to teaching English as a second/foreign language (TESL/TEFL) or teaching English to speakers of other languages (TESOL). "e-TESOL" is generated and adopted as the title of the book because "e" is nowadays frequently prefixed to many words or terms to represent the integration of information technology (IT) to specific expressions or concepts, such as e-generation, e-commerce, e-trade, e-store, e-mail, e-card, e-portfolio, e-learning, e-schooling, etc. All the e's at the beginning of the new terms refer to "electronic"—using technology, specifically the Web or telecommunications, to deliver or process specified activities. Therefore, the term of e-TESOL for this book mainly indicates teaching English as a second or foreign language through electronic technologies, especially the Internet, the Web, or the Net. Since we are in a period of rapid change—socially, politically, economically, technologically, interpersonally, environmentally, and culturally, the significance of these changes has led many educationalists to call for an "educational reformation/revolution/restructuring". It demands a new mindset, new methods of operation, and perhaps even a new definition of education for the challenges. None of these are possible without flexibility, creativity, and imagination, and the willingness to

embrace transformation. As the earth is becoming a global village, the promotion of TESOL surely cannot be excluded from this trend. As a matter of fact, many strategies or policies have been recommended and adopted by ESL/EFL teachers to catch up with the changes. With the fast development of information technology, Internet-based TESOL has been a good alternative for ESL/EFL teachers and students. Today, the popularity of the Internet and the needs of ESL/EFL learners have made the integration of the World Wide Web into TESOL not only a possibility but also a necessity. Let us consider Taiwan as an example. The Ministry of Education (MOE) has been promoting the integration of information technology to different subjects, including English, as one of the top priorities for schools. Numerous teacher-training programs are conducted to carry out this policy. Many ESL/EFL teachers are sensing the push and the pressure. However, they always humbly considered themselves "computer idiots" or e-tards (slang for someone who is ignorant of the workings of email and the Internet) because they always excuse themselves with non-technology specialists. Making excuses or not, some of them are really e-phobic and do not know how to effectively and efficiently integrate computers or the Internet into their instruction. Therefore, it is necessary to empower ESL/EFL teachers with the knowledge and skills of the Internet technology for successful implementation. The primary purpose of this book is to provide, in a plain and simple style, suggestions and resources for those computer novices. This book intends to help and guide ESL/EFL teachers or students who want to facilitate teaching and learning through the Internet. Nevertheless, for better understanding, some basic knowledge about TESOL theories and practices are strongly recommended. To carry out the objectives mentioned above, practicality, feasibility, accessibility, versatility, and comprehension are the principles and guidelines for the composition of this book. The potential applications of the Internet are comprehensively covered and logically organized in different ESL/EFL skills or categories, that is, applications for oral or written communication, skills integration, and language assessment. The potential modes and tools are introduced and discussed as completely and comprehensively as possible. Most, if not all, of the models introduced in the book are workable and can readily be adopted or adapted. They are easily understood. They are available for immediate use. They are cost-effective and can be adopted with low expenditure. Those high cost applications mentioned in the book are mainly introduced as references. Most important of all, a sophisticated understanding of computers or network hardware is not required for using this book. The main body of this book is divided into ten chapters. In the first chapter, rationales for the applications of networked multimedia to TESOL are presented and explored. Nine reasons are pinpointed and discussed in this chapter. In Chapter Two, hardware and software required for successful application are introduced. Ten hardware and fifteen software requirements are listed and presented. Graphics are attached to some categories for better understanding. Chapter Three focuses on the applicable modes for ESL/EFL oral communication (listening and speaking) instruction. Nine practical and feasible tools are introduced to teachers and students. In Chapter Four, the applications of the Net to ESL/EFL written communication (reading and writing) instruction are described and explored. Five modes for ESL/EFL reading instruction and eight tools for written instruction are recommended. Chapter Five shifts the focus to the applications of the Internet to four-skills-integration (listening, speaking, reading, & writing). The implementation of content-based instruction, theme-based instruction, inquiry-based instruction, project-based learning, and collaborative/cooperative learning is separately explored and discussed. ESL/EFL assessment via the Internet is included and introduced in the sixth chapter. Computer-based testing (both adaptive and non-adaptive), online grading, online test-item generator, and electronic portfolio are dealt with in this chapter. In Chapter Seven, guidelines for screen design are presented. This chapter is intended to help those ESL/EFL teachers who want to integrate computer-based, instructional media to assist or enhance their presentations and to motivate their students. In the eighth chapter, applications of web-based TESOL are discussed. Ideas and guidelines about applying personal homepage to TESOL are recommended in this chapter. In Chapter Nine, challenges, actions, and resources for e-TESOL are presented. The Web resources introduced in this chapter are grouped under the categories of miscellany, conversation, listening, reading, writing, etc. It is hoped that ESL/EFL teachers and students can determine and identify what they need immediately and easily. The last chapter, Chapter Ten, deals with computer protection and Internet security. Several free antivirus programs, anti-Spyware software, firewalls, and password managers are introduced and recommended. Signs of Internet risks and safety tips are also pinpointed and suggested for parents and ESL/EFL teachers to promote smoother and more positive e-TESOL. In addition, several topics or questions are posed at the end of each chapter to facilitate better understanding and elicit further discussion and action. These topics or questions are all open-ended and are designed to stimulate readers'curiosity and creativity. An index is attached at the end of the book for users to explore and search for appropriate topics conveniently. Finally, the development of the Internet technology is surprisingly fast and sometimes dramatically unpredictable. Although the author has done his best to include all the potential tools and modes for e-TESOL as comprehensively as possible, there will be possibly some left out. Undoubtedly, there will be readers who would not totally accept the recommendations. The description of the applications is, as it must be, a product of the author's personal experience and inquiry. Suggestions and correction are sincerely welcome. Readers may visit the e-TESOL blog created by the author at (http://e-tesol.blogspot.com/) to share reflections. It is strongly hoped that this volume will both inform and stimulate its readers and that it will encourage ESL/EFL teachers and students to experiment with the tools—to try them again and again, observe the consequences, make adjustments, and share the experiences. Chin-lung Wei clwei@dragon.nchu.edu.tw Taichung, Taiwan

Today, English Language Teaching (ELT), especially English as a Second Language (ESL) and English as a Foreign Language (EFL), has been witnessing unprecedented changes in curriculum, teaching methodology, and the application of learning theories. This has created a demand for teachers who can teach English to learners of varied cultural, socio-economic and psychological backgrounds. This book discusses the modern trends, innovations, as well as the difficulties and challenges in teaching and learning ESL in a non-native context. The book, with contributions from many experts (each one specializing in a particular field) from countries such as UK, USA, Australia, New Zealand, India, Nigeria, Sri Lanka, China, and Japan, provides new methods, strategies and application-oriented solutions to overcome the problems in a practical way. The book deals with all topics pertinent to ESL and these are reinforced by a large number of examples and quotations from different sources. What distinguishes the text is its focus on modern innovations and use of technology in ELT/CLT (communicative language teaching). Teachers, teacher-trainees (B.Ed./M.A. Education/M.Ed.), and teacher-educators who are concerned with teaching English as a Second Language (ESL) should find this book immensely helpful.

Effective Curriculum for Teaching L2 Writing sets out a clear big picture for curricular thinking about L2 writing pedagogy and offers a step-by-step guide to curriculum design with practical examples and illustrations. Its main purpose is to help pre-service and practicing teachers design courses for teaching academic writing and to do this as efficiently and effectively as possible.

Bringing together the what and the how-to with research-based principles, what sets this book apart is its overarching focus on language pedagogy and language building. Part 1 examines curricular foundations in general and focuses on what is socially valued in L2 writing and pedagogy at school and at the college and university level. Part 2 is concerned with the nitty-gritty?—the daily realities of curricular design and classroom instruction. Part 3 takes a close look at the key pedagogical ingredients of teaching academic L2 writing: vocabulary and collocations, grammar for academic writing, and down-to-earth techniques for helping L2 writers to organize discourse and ideas. The Appendix provides an extensive checklist for developing curricula for a course or several courses in language teaching.

This guide for teachers and teacher trainees provides a wealth of suggestions for helping learners at all levels of proficiency develop their listening and speaking skills and fluency, using a framework based on principles of teaching and learning. By following these suggestions, which are organised around four strands—meaning-focused input, meaning-focused output, language-focused learning, and fluency development—teachers will be able to design and present a balanced programme for their students. Updated with cutting-edge research and theory, the second edition of Teaching ESL/EFL Listening and Speaking retains its hands-on focus and engaging format, and features new activities and information on emerging topics, including: Two new chapters on Extensive Listening and Teaching Using a Course Book Expanded coverage of key topics, including assessment, pronunciation, and using the internet to develop listening and speaking skills Easy-to-implement tasks and suggestions for further reading in every chapter More tools for preservice teachers and teacher trainers, such as a sample unit, a "survival syllabus", and topic prompts The second edition of this bestselling book is an essential text for all Certificate, Diploma, Masters, and Doctoral courses for teachers of English as a second or foreign language.

It's time to make teaching and learning English both fun and engaging again. Be a successful and effective teacher with ESL Classroom Games that is jam-packed with 180 challenging English language games and activities.The book features a wide variety of reading, writing, speaking and listening games and activities which are suitable for teen and adult learners alike. With focus on warm-up, repetition and drilling, team-based, spelling and grammar, speaking and pronunciation, memory and concentration, turn-based and one-on-one games. It's broken down into games for beginner, intermediate and advanced students which are designed to improve students' motivation, confidence, enjoyment, language retention and get better results. And the best part is that whilst the students are happily focusing on playing; you can drill them with as much vocabulary and grammar as you like without them realising just how much they are learning. Do you want to increase the level of student involvement? Well now you can boost the energy of your classroom and get all of the students participating and speaking, even the more shy ones. Every teacher knows that students are prone to forget everything that you taught them in the previous lesson and how frustrating that can be. With this book you won't have to worry about your teachings going in one ear and out the other because it solves that issue by making learning, drilling and repetition fun. With assistance and feedback from a variety of experienced English teachers, Andrew William has put together an excellent collection of ESL games for the classroom that has already received a great deal of acclaim from schools around the world. A lifesaver?Additionally, this book will enable you as the teacher to ease the pressure of a busy schedule and eliminate planning those pesky lesson plans during your next lunch break by using this activity-filled resource. Save time planning, free up your own time and preserve your energy for the classroom. After all, this is where you do what you do best and where you will benefit the students most. Here is what you will get from this book: Easier, quicker lesson planning 180 fun language games and activities for learning English Assistance with enhancing students' confidence and motivation Games for reading, writing, speaking and listening Make learning fun Ready-to-use classroom management strategies and activities Increase your popularity and relationship with your students And much, much more! Read on your PC, MAC, smart phone, tablet, Kindle device or buy it on paperback.

What English Teachers Need to Know, a set of companion texts designed for pre-service teachers and teachers new to the field of ELT, addresses the key question: What do English language teachers need to know and be able to do in order for their students to learn English? These texts work for teachers across different contexts (countries where English is the dominant language, one of the official languages, or taught as a foreign language); different levels (elementary/primary, secondary, college or university, or adult education); and different learning purposes (general English, workplace English, English for academic purposes, or English for specific purposes). Volume I, on understanding learning, provides the background information that teachers need to know and be able to use in their classroom. Volume II, on facilitating learning, covers the three main facets of teaching: planning, instructing, and assessing. Volume III, on designing curriculum, covers the contexts for, processes in, and types of ELT curricula—linguistic based, content-based, learner-centered, and learning-centered. Throughout the three volumes, the focus is on outcomes, that is, student learning. Features • Situated in current research in the field of English language teaching and other disciplines that inform it • Sample data, including classroom vignettes • Three kinds of activities/tasks: Reflect, Explore, and Expand

Shadowing, an active and highly cognitive technique for EFL listening skill development, in which learners track heard speech and vocalize it simultaneously, is gradually becoming recognized. However, there remain a lot of mysteries and misunderstandings about it. This book uncovers shadowing in terms of theory and practice. This book cements shadowing as a separate technique from other similar techniques such as Elicited Imitation, Mirroring, and simple repetition, and provides ample empirical data to explain the function of Shadowing. It also elaborates on how Shadowing should be used in terms of materials, procedure, and learners¿ psychology, which would aid in instructors¿ use of Shadowing in teaching. A guide on a method effective in improving learners¿ bottom-up listening skills, this book will certainly prove useful to English Language learners and instructors in their linguistic pursuits.

"Exploring the ambiguities and tensions EFL teachers face as they attempt to position themselves in ways that legitimize

them as language teachers and as English speakers, this book balances descriptive reporting with a theoretical discussion connecting teachers' local concerns and practices to broader issues in TESOL in international contexts"-- Seminar paper from the year 2009 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 15, Justus-Liebig-University Giessen (Anglistik), course: Teaching English as a Foreign Language II, language: English, abstract: Abstract Music has been used for the ESL/EFL class for decades. This is mainly due to the fact that songs from English speaking countries are a worldwide predominant cultural fact. One can even go so far as to state that English became the lingua franca on account of the major influences this medium has had on cultures around the globe up to date. With a humongous variety of youth oriented - and most notably, youth accepted - songs in the target language, it is patently obvious that this material is most suitable, practical and applicable for the integration of literacy skills in the classroom. After all, infants learn to sing before they speak and it appears that this natural propensity is maintained over a long period, considering the fact that most youngsters spend more time with American music than with anything else. This poses two questions; can music enhance the acquisition of a second language in general and the student's reading, writing, speaking and listening abilities in particular? In this essay, I will commence with the establishment of a connection between these literacy skills and music. In the process, I will then try to shed some light on various linguistic hypotheses that can serve to be used as a scientific basis for the song oriented approach, enhance my attempt using examples and conclude with some assorted practical applications.

Are your English listening skills holding you back from success? What would it mean to your studies or career to be able to listen fluently in English? The habits and study tips in 71 Ways to Practice English Listening: Tips for ESL/EFL Learners are designed to improve your English listening quickly and easily. Jackie Bolen and Jennifer Booker Smith have nearly thirty years of experience teaching ESL/EFL. In this book, they have organized the advice they have given countless students to help reach their listening goals from improving a test score to getting a job, watching English movies and TV or travelling around the world. It really is possible to improve your listening skills, whether you're a beginner or an advanced student. In this book, you'll find out how reading more can improve your listening, where to find the best free resources online, and how to make the most of your study time. You'll also find some fun ideas for improving your listening. There is even a tip about how to eavesdrop well! Pick up 71 Ways to Practice English Listening today and get started. Better English listening is in your future!

This reader-friendly text, firmly grounded in listening theories and supported by recent research findings, offers a comprehensive treatment of concepts and knowledge related to teaching second language (L2) listening, with a particular emphasis on metacognition. The metacognitive approach, aimed at developing learner listening in a holistic manner, is unique and groundbreaking. The book is focused on the language learner throughout; all theoretical perspectives, research insights, and pedagogical principles in the book are presented and discussed in relation to the learner. The pedagogical model?a combination of the tried-and-tested sequence of listening lessons and activities that show learners how to activate processes of skilled listeners ? provides teachers with a sound framework for students' L2 listening development to take place inside and outside the classroom. The text includes many practical ideas for listening tasks that have been used successfully in various language learning contexts.

Listen and Draw is an EFL/ESL teacher's resource book of simple, fun, ready-to-use classroom drawing activities. You can take the book to your classroom, open to a selected page and do the activity with the class. Key features: simple drawings--no artistic talent is needed ready-to-use classroom activities suitable for large classes suitable for mixed-level classes great for beginners and false beginners great for pairwork (online access to printable handouts) develops both listening and speaking develops both fluency and accuracy Can be used to: provide a quick filler supplement and enrich a lesson add variety and provide a motivating change of pace Can be used as: a source of short, enjoyable supplementary activities a fixed component to develop listening comprehension a fixed component to develop listening and speaking a short, intensive listening/speaking course for beginners

This engaging, succinct text is an introduction to both phonetics and phonology as applied to the teaching of pronunciation to English language learners. Section 1 selectively covers the main areas of phonetics and phonology, without going into any area in more depth than the average English language teacher requires or that the average English language teacher trainee can handle. Section 2 focuses on practical issues related to learners and how they learn languages, and what represents good practice in terms of classroom activities for pronunciation—including aspects such as targets, motivation and priorities. The chapters end with activities to help the reader understand concepts. Section 3 provides innovative sample activities which put into practice the theoretical points covered in the first two sections, answers to the various exercises, recommended further reading (both print and non-print), a glossary of technical phonetic terms, and a bibliography of works on pronunciation teaching. The text is accompanied by a Companion Website with audio recordings of model pronunciations and audio material relating to the activities.

Teaching English as a second or foreign language is full of challenges: How do you hold students' attention? How do you ensure that they get enough practice to really learn? Teaching teenagers presents unique challenges. Teachers are often looking for age- and level-appropriate activities to engage teens' interest while providing meaningful practice. This book presents ideas and techniques appropriate for teenagers, divided into sections for Icebreakers / Warm-ups, Vocabulary Revision, Grammar, Reading, Writing, Speaking, and Listening. Deveral of the activities Teare illustrated with photographs from the instructor's own classroom. The Fifty Ways to Teach series gives you a variety of drills, games, techniques, methods, and ideas to help your students learn English. Many require little to no preparation or special materials. The ideas can be used with any textbook, or without a textbook at all. These short, practical guides aim to make your teaching life easier, and your students' lives more rewarding and successful.

As teachers, we want to see our students succeed. Supporting them to acquire life skills is one of the more effective ways to do so. This book provides fifty inspiring, practical tips and activities to enhance students' social, academic, critical thinking, digital, and work skills to help them become their best selves. It is a quick and essential guide for any busy teacher. This guide is simple, supports all levels of learners, and many of the activities require little or no preparation or special materials. Each activity assists students to improve their speaking, reading, writing, listening, grammar, vocabulary, or pronunciation skills while also practising their broader skills for life. The Fifty Ways to Teachseries gives you a variety of drills, games, techniques, methods, and ideas to help your students master English. The ideas can be used with any textbook, or without a textbook at all. These short, practical guides aim to make your teaching life easier, and your students' lives more rewarding and successful. If you're a busy teacher who wants to see their students excelling, this is the resource for you.

Even experienced ESL teachers get stuck in a rut. It's time to find some fresh ideas for online English classes! Whether you're a first-time ESL/EFL/TEFL teacher, an experienced but overwhelmed instructor, or an instructor without a textbook, you need more activities for your online English classes for beginners, intermediate or advanced students. If you're tired of wasting time wading through the junk on the Internet, then Jackie is here to help. During her decade of experience as a CELTA/DELTA certified teacher, author Jackie Bolen has developed countless games and activities for her students. She's sharing her low-prep/no-prep ideas for teaching English online with ESL teachers throughout the world. In 101 Activites and Resources for Teaching English Online, you'll get dozens of ideas to use in your own virtual classroom. The highly-detailed descriptions will show you exactly how to use the activities during your lessons. Jackie's clearly and concisely explained activities will help you add instructional variety and put the focus back on your students. If you're extremely busy or you're simply out of new ideas, Jackie's book makes it easy to try out new and exciting activities your students will love! It's easier than ever to have better TEFL online classes today. Buy the book to get new lesson plans ready to go in minutes!

Teaching ESL/EFL Listening and SpeakingRoutledge

This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook's international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.