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California, Los Angeles. Boston, MA: Heinle & Heinle. Pp. xii
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Her Heinle/Cengage titles include "The Grammar Book: Form, Meaning, and Use for English Language Teachers" (third edition, 2015, co-authored with Marianne Celce-Murcia), "From Grammar to Gramming" (2003, authored), and the fourth edition of "Grammar Dimensions: Form, Meaning, and Use" (2007, Series Director).

~~The Grammar Book: Larsen-Freeman, Diane, Celce-Murcia ...~~

Corpus ID: 60140812. Teaching pronunciation : a course book and reference guide

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Evaluation for selection and analysis for implementation. In M. Celce-Murcia. Teaching English as a second or foreign language. (3rd Ed.) (pp. 415-427). US: Heinle & Heinle, Thomson Learning Inc. Canada, M.L.P. & Almagro Esteban, A. (2005). Authenticity in the teaching of ESP: An evaluation proposal.

Now in its fourth edition, this comprehensive, best-selling methodology resource gives both prospective and experienced ESL/ELT teachers the theoretical background and practical applications they need to decide which approaches, materials, and resources can and should be used in their classrooms. With a focus on the learner and attention to the socio-cultural influences on language learning, "The Apple Book" covers methodology, language skills, teaching skills, integrated approaches, learner variables, and teacher development.

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"This course offers current and prospective teachers of English a comprehensive treatment of pronunciation pedagogy, drawing on both current theory and practice. The text provides: - an overview of teaching issues from the

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perspective of different methodologies and second language acquisition research - innovative teaching techniques - a thorough grounding in the sound system of North American English - insight into how this sound system intersects with spelling, morphology, listening, and discourse - diagnostic tools and assessment measures - suggestions for syllabus design. Discussion questions and exercises encourage teachers to draw on their personal language learning/teaching experience as they assimilate the contents of each chapter. A training cassette offers practice in assessing learners' pronunciation"--Publishers's website.

Offers information on the journal "Teaching English as a Second or Foreign Language (TESL-EJ)" (ISSN: 1072-4303), published quarterly by the University of California at Berkeley. Includes subscription and submission details and contains volume indexes arranged by author name and title.

In this highly acclaimed revision, grammatical descriptions and teaching suggestions are organized into sections dealing with Form, Meaning, and Use. THE GRAMMAR BOOK, Second Edition helps teachers and future teachers grasp the linguistic system and details of English grammar, providing more information on how structures are used at the discourse level.

Demonstrates the principles involved in planning and designing an effective syllabus. This book examines important concepts, such as needs analysis, goal-setting, and content specification, and serves as a useful introduction for teachers who want to gain an

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understanding of syllabus design in order to modify the syllabuses with which they work.

Addressing general questions of grammar in ESL theory and classroom practice, this book offers ideas for the creative teaching of grammar. It also includes suggestions for teaching most of the beginning-level structures, which are listed separately in a grammar index.

Accessible and hands-on, this textbook provides a comprehensive introduction to teaching language through content, an approach known as Content-Based Language Teaching (CBLT). A content-based, language-focused approach to teaching in the disciplines is essential to serving the language and disciplinary needs of English learners (ELs) in the classroom. Guided by learning standards and informed by research, this book demonstrates how content materials in the English Language Arts (ELA), Mathematics, Science, and Social Studies can be harnessed to develop the English language proficiency of ELs as well as advance their disciplinary knowledge and skills. Using content materials in ELA, Mathematics, Science, and Social Studies as a starting point, this textbook illustrates how to teach English as an additional language effectively by integrating language instruction with disciplinary teaching. It showcases numerous learning and instructional activities, complete with targeted language exemplified in sentential and discourse contexts, direct instruction, teacher modeling, guided and individual practices, and assessments, which are further backed up by detailed discussions of their goals, rationales, and implementation. This textbook also features a discussion of differentiation to address the varied needs of students. To further assist readers in determining how to

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incorporate language instruction, Peng identifies extensive possibilities for language teaching that are based on the same content materials and beyond those targeted by sample learning activities. Each chapter ends with three types of exercises—multiple-choice questions, open-ended discussion questions, and problems of application—to bolster understanding, promote reflection, and encourage application. Complementing the book are additional online resources, including ready-to-use PowerPoints, which are available on the book ' s webpage at Routledge.com/9780367521134. Covering key issues such as characteristics of effective language instruction, differentiation, and the challenges associated with CBLT, this is an essential text in TESOL methods and content-area language teaching, as well as an invaluable resource for pre-service and in-service ESL/EFL teachers and content-area teachers who are interested in furthering their students ' language and literacy development.

Designed for pre-service and novice teachers in ELT, What English Language Teachers Need to Know Volumes I, II, and III are companion textbooks organized around the key question: What do teachers need to know and be able to do in order to help their students to learn English? Thoroughly revised and updated, the second edition of Volume III explores the contexts for ELT curricula; explains key processes in curriculum design; and sets out approaches to curricula that are linguistic-based, content-based, learner centered, and learning centered. Organized around the three pillars of teaching—planning, instructing, and assessing—chapters in the second edition are updated to include current research and theory to meet the needs of today ' s teachers, and feature new or revised vignettes and activities. New chapters help teachers understand both the

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technological and multilingual approaches that learners need to succeed today. The comprehensive texts of this series are suitable resources for teachers across different contexts—where English is the dominant language, an official language, or a foreign language; for different levels—elementary/primary, secondary, university, or adult education; and for different learning purposes—general English, workplace English, English for academic purposes, or English for specific purposes.

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