

Teaching English To Speakers Of Other Languages An Introduction

David Nunan

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It is your very own get older to put on an act reviewing habit. in the course of guides you could enjoy now is **Teaching English To Speakers Of Other Languages An Introduction David Nunan** below.

Fundamentals of Teaching English to Speakers of Other Languages in K-12 Mainstream Classrooms - Eileen N. Ariza 2002

The Cambridge Guide to Teaching English to Speakers of Other Languages - David Nunan 2001-02-15

This book, written by leading practitioners, brings together a comprehensive overview of TESOL.

Research Questions in Language Education and Applied Linguistics - Hassan Mohebbi 2022-01-14

This volume encompasses the range of research questions on language-related problems that arise in language teaching, learning and assessment. The [150] chapters are written by experts in the field who each offer their insights into current and future directions of research, and who suggest several highly relevant research questions. Topics include, but are not limited to: language skills teaching, language skills assessment and testing, measurement, feedback, discourse analysis, pragmatics, semantics, language learning through technology, CALL, MALL, ESP, EAP, ERPP, TBLT, materials development, genre analysis, needs analysis, corpus, content-based language teaching, language teaching and learning strategies, individual differences, research methods, classroom research, form-focused instruction, age effects, literacy, proficiency, and teacher education and teacher development. The book serves as a reference and offers inspiration to researchers and students in language education. An important skill in reviewing the research literature is following a study's "plan of attack." Broadly, this means that before accepting and acting upon the findings, one considers a) the research question (Is it clear and focused? Measurable?), b) the subjects examined, the methods deployed, and the measures chosen (Do they fit the study's goal and have the potential to yield useful results?), and c) the analysis of the data (Do the data lead to the discussion presented? Has the author reasonably interpreted results to reach the conclusion?). Mohebbi and Coombe's book, *Research Questions in Language Education and Applied Linguistics: A Reference Guide*, helps budding researchers take the first step and develop a solid research question. As the field of language education evolves, we need continual research to improve our instructional and assessment practices and our understanding of the learners' language learning processes. This book with its remarkable 150 topics and 10 times the number of potential research questions provides a wealth of ideas that will help early career researchers conduct studies that move our field forward and grow our knowledge base. Deborah J. Short, Ph.D., Director, Academic Language Research & Training, Past President, TESOL International Association (2021-22) As a teacher in graduate programs in TESOL I frequently come across the frustration of students at centering their research interests on a particular topic and developing research questions which are worth pursuing so as to make a contribution to the field. This frustration stems from the fact that our field is so vast and interrelated, that it is often impossible to properly address all that interests them. Hence, I wholeheartedly welcome this most relevant and innovative addition to the research literature in the field of TESOL and Applied Linguistics. Coombe and Mohebbi have created a real tour de force that stands to inform budding researchers in the field for many years to come. Additionally, the cutting-edge depiction of the field and all it has to offer will no doubt update the research agendas of many seasoned researchers around the world. The 150 chapters are organized in a most powerful, yet, deceptively simple way offering a

positioning within the topic, suggesting questions that might direct inquiry and offering a basic set of bibliographic tools to start the reader in the path towards research. What is more, the nine sections in which the chapters are organized leave no area of the field unexplored. Dr. Gabriel Díaz Maggioli, Academic Advisor, Institute of Education, Universidad ORT del Uruguay, President, IATEFL

Why TESOL? - Eileen N. Ariza 2010

Teaching English to Speakers of Other Languages - Betty Wallace Robinett 1978

On TESOL '80 - Teachers of English to Speakers of Other Languages 1981

Teaching English to Speakers of Other Languages - David Nunan 2015-02-13

David Nunan's dynamic learner-centered teaching style has informed and inspired countless TESOL educators around the world. In this fresh, straightforward introduction to teaching English to speakers of other languages he presents teaching techniques and procedures along with the underlying theory and principles. Complex theories and research studies are explained in a clear and comprehensible, yet non-trivial, manner without trivializing them. Practical examples of how to develop teaching materials and tasks from sound principles provide rich illustrations of theoretical constructs. The content is presented through a lively variety of different textual genres including classroom vignettes showing language teaching in action, question and answer sessions, and opportunities to 'eavesdrop' on small group discussions among teachers and teachers in preparation. Readers get involved through engaging, interactive pedagogical features and opportunities for reflection and personal application. Each chapter follows the same format so that readers know what to expect as they work through the text. Key terms are defined in a Glossary at the end of the book. David Nunan's own reflections and commentaries throughout enrich the direct, up-close style of the text.

Teaching English to Speakers of Other Languages - David J. Cooper 2012-04-30

This is a book designed for instructors and candidates taking TEFL courses and has been written by a teacher trainer.

Why TESOL? - Eileen N. Ariza 2006

Pronunciation - Christiane Dalton 1994

The basic principles and terminology of this important, but sometimes neglected, area are explained in this book. Pronunciation helps teachers to understand and evaluate the materials available to them, and so approach the teaching of pronunciation with more confidence. The book includes over 120 classroom projects which readers can use to develop their pronunciation teaching.

Issues in TESOL - David Kent 2021-01-25

Serving as a general overview to the field, *Issues in TESOL: A primer for teaching English to speakers of other languages*, aims to deliver insight into the many varied concepts and practices involved in the teaching of English to speakers of other languages (TESOL). It focuses on those particular issues of TESOL that are important over the various stages of a career. Of significance, the book emerges to fill the needs of those who come to the education field from other disciplines; for those who may find themselves teaching without experience; for those interested in beginning a career in teaching English; as well as those in-service

teachers looking to reground; or for those who are about to embark on TESOL certification. The intent is to provide insight that will assist readers in making connections between the various theoretical discourses, research, and teaching practices that are involved in the craft of teaching English to speakers of other languages. The book consists of four parts, introducing readers to TESOL theories, methods, and approaches, along with the basics of classroom management and lesson plan development, to establish a foundation for teaching the four skills along with pronunciation and grammar, while also introducing how to benefit from engaging in classroom observation, professional development endeavors and leadership. Part one, perspectives and practice centers on aspects of second language acquisition and the place of educational theories in teaching. It also reviews the methods, approaches, and techniques applied to the teaching and learning of languages over time, particularly those that provide us with an understanding of how best to teach today. A variety of classroom management theories are discussed, with educational leadership, as well as the ethics, laws, rights, and responsibilities in teaching explored, with those influences affecting second language acquisition from language, planning and policy, to culture, identity, and intercultural communication also touched upon. Part two, implementations focuses on those practical aspects of concern to teachers. Such as how to frame lessons to engage students, the basics of classroom management, the delivery of appropriate teaching content, and the development of effective lesson plans. Part three, sound, meaning, and form then covers those concepts of most importance for teaching the 'what' of language. Part four, capstone projects highlights the expectations and steps required to complete some of the final projects often linked to obtaining accredited TESOL certification. A comprehensive listing of beneficial applications and worthwhile websites along with a comprehensive glossary of key terms used in the field is also provided.

On Teaching English to Speakers of Other Languages -

Opportunities in Teaching English to Speakers of Other Languages - Blythe Camenson 2007-04-13

Each book offers: The latest information on a field of interest Training and educational requirements for each career Salary statistics for different positions within each field Up-to-date professional and Internet resources

The Handbook of TESOL in K-12 - Luciana C. de Oliveira 2022-04-04

The first handbook to explore the field of Teaching English to Speakers of Other Languages in elementary and secondary education (K-12) The number of students being educated in English has grown significantly in modern times - globalization, immigration, and evolving educational policies have prompted an increased need for English language learner (ELL) education. The Handbook of TESOL in K-12 combines contemporary research and current practices to provide a comprehensive overview of the origins, evolution, and future direction of Teaching English to Speakers of Other Languages at the elementary and secondary levels (K-12). Exploring the latest disciplinary and interdisciplinary issues in the field, this is a first-of-its-kind Handbook and contributions are offered from a team of internationally-renowned scholars. Comprehensive in scope, this essential Handbook covers topics ranging from bilingual language development and technology-enhanced language learning, to ESOL preparation methods for specialist and mainstream teachers and school administrators. Three sections organize the content to cover Key Issues in Teaching ESOL students in K-12, Pedagogical Issues and Practices in TESOL in K-12 Education, and School Personnel Preparation for TESOL in K-12. Satisfies a need for inclusive and in-depth research on TESOL in K-12 classrooms Presents a timely and interesting selection of topics that are highly relevant to working teachers and support staff Applies state-of-the-art research to real-world TESOL classroom settings Offers a balanced assessment of diverse theoretical foundations, concepts, and findings The Handbook of TESOL in K-12 is an indispensable resource for undergraduate and graduate students, researchers and scholars, and educators in the field of Teaching English to Speakers of Other Languages in elementary and secondary education.

Dilemmas in Teaching English to Speakers of Other

Languages - Dorothy S. Messerschmitt 2009

The ESOL classroom presents challenges that go beyond technology, linguistic knowledge, or what is covered in teacher education programs: there are issues that reach far past the curriculum. What should a teacher do when presented with a gift from a student? What about being asked to submit a late paper? These are the types of situations that are frequently overlooked in post-secondary and adult ESOL classrooms and the types of emotional, intellectual, and ethical dilemmas that are looked at on a case-by-case basis in Dilemmas in Teaching English to Speakers of Other Languages. The 40 cases in this book will stimulate analysis, encourage reflection, and spark discussion for teachers as well as other members of the educational community by offering both suggestions for fostering discussion and insightful tips for handling dilemmas with professionalism, thought, and social responsibility.

Fundamentals of Teaching English to Speakers of Other Languages in K-12 Mainstream Classrooms - Noorchaya Yahya 2015

Teaching English Grammar to Speakers of Other Languages - Eli Hinkel 2016-02-11

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.

Perspectives of Black Histories in Schools - LaGarrett J. King 2019-11-01

Concerned scholars and educators, since the early 20th century, have asked questions regarding the viability of Black history in k-12 schools. Over the years, we have seen k- 12 Black history expand as an academic subject, which has altered research questions that deviate from whether Black history is important to know to what type of Black history knowledge and pedagogies should be cultivated in classrooms in order to present a more holistic understanding of the group's historical significance. Research around this subject has been stagnated, typically focusing on the subject's tokenism and problematic status within education. We know little of the state of k-12 Black history education and the different perspectives that Black history encompasses. The book, Perspectives on Black Histories in Schools, brings together a diverse group of scholars who discuss how k-12 Black history is understood in education. The book's chapters focus on the question, what is Black history, and explores that inquiry through various mediums including its foundation, curriculum, pedagogy, policy, and psychology. The book provides researchers, teacher educators, and historians an examination into how much k- 12 Black history has come and yet how long it still needed to go.

Teaching English as a Foreign Language For Dummies - Michelle Maxom 2012-01-24

Learn to: Put an EFL course programme together from scratch Let your students loose in skills classes - from reading to listening Deliver grammar lessons in a logical and intuitive way Cope with different age groups and capabilities Your one-stop guide to a career that will take you places If you thought that teaching a language that's second nature to you would be easy, think again! Explaining grammar, or teaching correct pronunciation while simultaneously developing your own skills as a teacher can be a huge challenge. Whether you're on a training course or have already started

teaching, this book will help launch your career and give you the confidence and expertise you need to be a brilliant teacher. Make an educated decision - decide between the various courses, qualifications and job locations available to you Start from scratch - plan well-structured lessons and develop successful and effective teaching techniques Focus on skills - from reading and writing, to listening and speaking, get your students sounding and feeling fluent Get your head around grammar - teach students to put sentences together, recognise tenses and use adjectives and adverbs All shapes and sizes - tailor your lessons to younger learners, one-to-ones, exam classes and Business English learners Open the book and find: TEFL, TESOL, EFL - what all the acronyms mean The best course books and materials to supplement your teaching Advice on running your class and handling difficulties Lesson plans that you can use in the classroom Activities and exercises to keep your students on their toes Constructive ways to correct and assess your students' performance Ways to inject some fun into your classes Insider information on the best jobs around the world 'An invaluable manual for anyone thinking of embarking on a TEFL journey. Michelle Maxom's step-by-step guide provides practical tips to get you started and offers key advice to help unleash the creative English language teacher within.' - Claire Woollam, Director of Studies & a Teacher Trainer at Language Link London *Teaching English Grammar to Speakers of Other Languages* - Eli Hinkel 2016-01-29

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.

On Teaching English to Speakers of Other Languages - 1966

How Do You ... ? a Guide for Teaching English to Speakers of Other Languages - Joris K. A. J. M. ridder de van der Schueren 2014-05-30

With this book I am NOT telling anyone HOW he or she should teach. Different situations depending on number of students, gender, age, social position, social background, ethnical background etc. ask for a different way, a different approach of teaching. There are many factors which are important to choose a way of teaching. In this book I am only trying to tell which things one should think about when he or she chooses a way, his or her way, of teaching. This book is merely mended as a guide. I could write, compose this book, based on the things I studied, my experiences in teaching, as well as my experiences I gathered when I was serving as an officer in the Royal Netherlands Navy, or as General Manager of a hotel in the United Kingdom. In both positions I was involved in the training and education of people, as an officer of the Royal Netherlands Navy, or as General Manager of the hotel. My work experience concerning English Teaching, was and is teaching English as a Foreign Language (E.F.L.), English as a Second Language (E.S.L.), as well as English for Special Purposes (E.S.P.) e.g. Business English, Hotel English and Nursing English. The last mentioned, e.g. Nursing English, I was teaching at the Minorities College in Lijang, where I was teaching students from the Han-people, with 93% of the Chinese population the majority in China, but also students from minorities like; the Naxi, Bai, Dai, Mousou, Yi, Li, Hui, Lisu, Tujio, Qiang,

Wei Wer, Zhang, Mongul and Urguz. Minorities count 7% of the Chinese population, from 55 different, internationally recognized, separate people. It helped me to write this book. I hope you will enjoy your important teaching, and maybe this book can help you indeed in your teachings, to get a better 'result'. I wish you all the luck and enjoyment, and hope indeed you will have an unforgettable time teaching English to speakers of another language. This book, the ideas in this book, my ideas about teaching English to speakers of another language, may be helpful, in order to make your teachings even more efficient and effective, and for you personally unforgettable, as it has been and still is for me. The author

Goal-Driven Lesson Planning for Teaching English to Speakers of Other Languages - Marnie Reed 2010-07-29

This book is more than a collection of activities or ready-made lesson plans to add to a teaching repertoire. Instead, Goal-Driven Lesson Planning is intended to empower teachers and help them create a principled framework for their teaching—a framework that will shape the varied activities of the ESL classroom into a coherent teaching and learning partnership. After reading this book, teachers and prospective teachers will be able to articulate their individual teaching philosophies. Goal-Driven Lesson Planning shows readers how to take any piece from English language materials—an assigned text, a random newspaper article, an ESL activity from a website, etc.—and use it to teach students something about language. Readers are walked through the process of reflecting on their role in diagnosing what that “something” is—what students really need—and planning how to get them there and how to know when they got there in a goal-driven principled manner. This book has chapters on the theory of setting specific language goals for students; how to analyze learner needs (including an initial diagnostic and needs-analysis); templates to use when planning goal-driven English language lessons; explicit instruction on giving corrective feedback; how to recognize and assess student progress; and the mechanics and logistics that facilitate the goal-driven language classroom.

Memory in the Mekong - Will Brehm

“This is a pathbreaking work at the intersection of international relations, the politics of education, and the construction of historical memory. Highly recommended.” —Kanishka Jayasuriya, Murdoch University, Australia This edited collection explores the possibilities, perils, and politics of constructing a regional identity. The Association of Southeast Asian Nations (ASEAN), a multinational institution comprised of 10 member states, is dedicated to building a Southeast Asian regional identity that includes countries along Southeast Asia’s Mekong River delta: Cambodia, Thailand, Vietnam, Laos, and Myanmar. After successfully establishing an economic community in 2015, where capital and people can freely move across national borders, ASEAN and its partners now aim to develop a sociocultural community that is fully functional in a wide range of sectors by 2025. As part of this vision, ASEAN wishes to construct a regional identity by uniting over 600 million people, which will be achieved partly through national school systems that teach shared histories. In this text, the contributors critically examine the many questions that arise in the face of this significant change: What does an ASEAN identity look like? Is it even possible or desirable to create a common identity across the diverse peoples of Southeast Asia? Given the divergent memories of history, how would a regional identity exist alongside national identity? *Memory in the Mekong* grapples with these questions by exploring issues of shared history, national identity, and schooling in a region that is frequently underexamined and underrepresented in Western scholarship. Contributors: Will Brehm, Bich-Hang Duong, Yasushi Hirotsato, Yuto Kitamura, Somsanit Larvankham, Rosalie Metro, Thongdeuane Nanthanavone, Vong-on Phuaphansawat, Anna Zongolowicz.

Speaking - Martin Bygate 1987-06-18

How do learners learn to speak a foreign language? What different approaches have been developed to teach this important skill? *Speaking* deals with both these questions, providing clear explanations of recent research and developments in methodology. In the final section the author suggests practical ways in which teachers can gain a better understanding of the role of oral classroom activities.

Interim Bibliography on the Teaching of English to Speakers of Other Languages - Sirarpi Ohannessian 1960

Teaching English to Speakers of Other Languages in the United States, 1975 - Christina Bratt Paulston 1984

Teaching Pronunciation - Celce-Murcia 1996-10-13

"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 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.

The Routledge Handbook of English Language Studies - Philip Seargeant 2018-07-06

The Routledge Handbook of English Language Studies provides a comprehensive overview of English Language Studies. The book takes a three-pronged approach to examine what constitutes the phenomenon of the English language; why and in what contexts it is an important subject to study; and what the chief methodologies are that are used to study it. In 30 chapters written by leading scholars from around the world, this Handbook covers and critically examines: English Language Studies as a discipline that is changing and evolving in response to local and global pressures; definitions of English, including world Englishes, contact Englishes, and historical and colonial perspectives; the relevance of English in areas such as teaching, politics and the media; analysis of English situated in wider linguistics contexts, including psycholinguistics, sociolinguistics and linguistic ethnography. The Routledge Handbook of English Language Studies is essential reading for researchers and students working in fields related to the teaching and study of the English language in any context.

Why TESOL? - Eileen N. Ariza 2002

Policy Development in TESOL and Multilingualism - Kashif Raza 2021-08-22

The book is of interest to scholars of multilingualism, language teachers, researchers, and administrators who are developing policies on teaching English and promoting multilingualism. Given its scope, this edited collection provides an overview of how multilingualism is transforming the practice of Teaching English to Speakers of Other Languages (TESOL) in diverse contexts around the world. It serves as a platform for discussions related to policy enactment where TESOL and multilingualism are viewed as collaborative endeavours and approaches the topic from three different angles. The first section of the book provides critical examinations of previous initiatives and accomplishments in the area of language policy development and implementation. The second section describes current projects and initiatives intended to expand and strengthen the field of TESOL while providing space for local and indigenous languages to develop. The third and last part of the book highlights policy development areas that need special consideration in order to develop a form of TESOL that builds on and contributes to multilingualism.

500 Tips for TESOL - Sue Wharton 1999

First Published in 1999. Routledge is an imprint of Taylor & Francis, an informa company.

The Best Teachers' Test Preparation for the Praxis II English to Speakers of Other Languages (0360) Test - Luis A. Rosado 2010

"2 full-length exams with detailed explanations"--Cover.

Strategies for Teaching English Learners - Lynne T. Díaz-Rico 2012-03

Referred to by readers as "the greatest language book I have ever read," and touted as the best overview of basic principles and strategies for English language teaching, this widely used guide is a one-stop introduction to teaching English to speakers of other languages. In *Strategies for Teaching English Learners*,

readers get a concise, yet comprehensible overview of the basic principles, practices and methods for educating English learners. A breakthrough in language teaching and learning, this thought-provoking text includes coverage of second-language-acquisition issues and techniques, as well as attention to such controversial topics as the influence of culture on schooling, the cultural practices of schooling, and the sociopolitical context of education.

Race, Empire, and English Language Teaching - Suhanthi Motha 2014-04-18

This timely book takes a critical look at the teaching of English, showing how language is used to create hierarchies of cultural privilege in public schools across the country. Motha closely examines the work of four ESL teachers who developed anti-racist pedagogical practices during their first year of teaching. Their experiences, and those of their students, provide a compelling account of how new teachers might gain agency for culturally responsive teaching in spite of school cultures that often discourage such approaches. The author combines current research with her original analyses to shed light on real classroom situations faced by teachers of linguistically diverse populations. This book will help pre- and in-service teachers to think about such challenges as differential achievement between language learners and "native-speakers;" about hierarchies of languages and language varieties; about the difference between an accent identity and an incorrect pronunciation; and about the use of students' first languages in English classes. This resource offers implications for classroom teaching, educational policy, school leadership, and teacher preparation, including reflection questions at the end of each chapter.

Global Tesol - Sarah Anne Shope Mapw Ms Ed Tesol 2012-10-23

Whether you're an experienced teacher of English as a second or foreign language, or just beginning to think about the ways in which this field could revolutionize your life and career, this fantastic resource guide gives you a solid foundation and insider tips to ensure your success. You'll find practical instruction for developing and teaching courses and lessons for English language learners locally or anywhere across the globe. The units contain principles, strategies, and techniques for teachers at all levels. You'll discover how to make learning both fun and effective for you and for your students, with strategies and insights derived from the authors' invaluable personal experience.

Teaching English to Speakers of Other Languages - M. Christine Hjelt 1988

Painless English for Speakers of Other Languages - Jeffrey Strausser 2012-08-01

Titles in Barron's extensive Painless Series cover a wide range of subjects as they are taught on middle school and high school levels. These books are written for students who find the subjects unusually difficult and confusing--or in many cases, just plain boring. Barron's Painless Series authors' main goal is to clear up students' confusion and perk up their interest by emphasizing the intriguing and often exciting ways in which they can put each subject to practical use. Most of these books take a light-hearted approach to their subjects, often employing humor, and always presenting fun-learning exercises that include puzzles, games, and challenging "Brain Tickler" problems to solve. Both ESL students and teachers of ESL courses have found this book extremely helpful, especially in the way it anticipates and answers students' most frequently asked questions about correct American English usage. This edition is better than ever.

Teaching English to Speakers of Other Languages - David Nunan 2015-02-11

David Nunan's dynamic learner-centered teaching style has informed and inspired countless TESOL educators around the world. In this fresh, straightforward introduction to teaching English to speakers of other languages he presents teaching techniques and procedures along with the underlying theory and principles. Complex theories and research studies are explained in a clear and comprehensible, yet non-trivial, manner without trivializing them. Practical examples of how to develop teaching materials and tasks from sound principles provide rich illustrations of theoretical constructs. The content is presented through a lively variety of different textual genres including classroom vignettes

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Fundamentals of Teaching English to Speakers of Other Languages in K-12 Mainstream Classrooms - Hanizah Zainuddin 2011