Classroom Processes in TESOL: introduction to teaching and learning (EDUC5824)



[1]

A Task-based approach | TeachingEnglish | British Council | BBC: http://www.teachingenglish.org.uk/articles/a-task-based-approach.

[2]

Alderson, J. Charles and Urquhart, A. H. 1984. Reading in a foreign language. Longman.

[3]

Allwright, Dick and Bailey, Kathleen M. 1991. Focus on the language classroom: an introduction to classroom research for language teachers. Cambridge University Press.

[4]

ALLWRIGHT, R.L. 1977. Motivation—The Teacher's Responsibility? ELT Journal. XXXI, 4 (1977), 267–274. DOI:https://doi.org/10.1093/elt/XXXI.4.267.

[5]

Anderson, Anne and Lynch, Tony 1988. Listening. Oxford University Press.

[6]

Badger, R. and White, G. 2000. A process genre approach to teaching writing. ELT Journal. 54, 2 (Apr. 2000), 153–160. DOI:https://doi.org/10.1093/elt/54.2.153.

[7]

Barriers to Acquiring Listening Strategies for EFL Learners and Their Pedagogical Implications: http://tesl-ej.org/ej32/a2.html.

[8]

Batstone, Rob 1994. Grammar. Oxford University Press.

[9]

Bitchener, J. and Knoch, U. 2010. The Contribution of Written Corrective Feedback to Language Development: A Ten Month Investigation. Applied Linguistics. 31, 2 (May 2010), 193–214. DOI:https://doi.org/10.1093/applin/amp016.

[10]

Bolitho, Rod and Tomlinson, Brian 2005. Discover English: language analysis for teachers. Macmillan Education.

[11]

Borg, S. and Burns, A. 2007. Integrating Grammar in Adult TESOL Classrooms. Applied Linguistics. 29, 3 (Jul. 2007), 456–482. DOI:https://doi.org/10.1093/applin/amn020.

[12]

Brown, Gillian and Yule, George 1983. Teaching the spoken language: an approach based on the analysis of conversational English. Cambridge University Press.

[13]

Brown, H.D. 2014. Principles of language learning and teaching: a course in second language acquisition. Pearson Education.

[14]

Brown, H.D. 2014. Principles of language learning and teaching: a course in second language acquisition. Pearson Education.

[15]

Brown, H.D. 2014. Principles of language learning and teaching: a course in second language acquisition. Pearson Education.

[16]

Burgess, J. and Etherington, S. 2002. Focus on grammatical form: explicit or implicit? System. 30, 4 (Dec. 2002), 433–458. DOI:https://doi.org/10.1016/S0346-251X(02)00048-9.

[17]

Bygate, Martin 1987. Speaking. Oxford University Press.

[18]

Carter, R. et al. 2013. Vocabulary and language teaching. Routledge.

[19]

CARTER, R. and MNCARTHY, M. 1995. Grammar and the Spoken Language. Applied Linguistics. 16, 2 (Jun. 1995), 141–158. DOI:https://doi.org/10.1093/applin/16.2.141.

[20]

Carter, Ronald et al. 2000. Exploring grammar in context: upper-intermediate and advanced. Cambridge University Press.

[21]

Carter, Ronald 1987. Vocabulary: applied linguistic perspectives. Allen & Unwin.

[22]

Cheng, H.-F. and Dörnyei, Z. 2007. The Use of Motivational Strategies in Language Instruction: The Case of EFL Teaching in Taiwan. Innovation in Language Learning and Teaching. 1, 1 (Apr. 2007), 153–174. DOI:https://doi.org/10.2167/illt048.0.

[23]

Christie, Frances 2005. Classroom discourse analysis: a functional perspective. Continuum.

[24]

Content and language integrated learning: https://www.teachingenglish.org.uk/article/content-language-integrated-learning.

[25]

Cullen, R. 2007. Teaching grammar as a liberating force. ELT Journal. 62, 3 (Apr. 2007), 221–230. DOI:https://doi.org/10.1093/elt/ccm042.

[26]

Dèornyei, Zoltâan 2007. Research methods in applied linguistics: quantitative, qualitative, and mixed methodologies. Oxford University Press.

[27]

Dèornyei, Zoltan and Murphey, Tim 2003. Group dynamics in the language classroom. Cambridge University Press.

[28]

Dörnyei, Z. 1998. Motivation in second and foreign language learning. Language Teaching. 31, 03 (Jul. 1998). DOI:https://doi.org/10.1017/S026144480001315X.

[29]

Eli Hinkel 2006. Current Perspectives on Teaching the Four Skills. TESOL Quarterly. 40, 1 (2006), 109–131.

[30]

Eli Hinkel 2006. Current Perspectives on Teaching the Four Skills. TESOL Quarterly. 40, 1 (2006), 109–131.

[31]

Ellis, R. 2006. Current Issues in the Teaching of Grammar: An SLA Perspective. TESOL Quarterly. 40, 1 (Mar. 2006). DOI:https://doi.org/10.2307/40264512.

[32]

Ellis, R. et al. 2002. Doing focus-on-form. System. 30, 4 (Dec. 2002), 419–432. DOI:https://doi.org/10.1016/S0346-251X(02)00047-7.

[33]

Ellis, R. et al. 2006. IMPLICIT AND EXPLICIT CORRECTIVE FEEDBACK AND THE ACQUISITION OF L2 GRAMMAR. Studies in Second Language Acquisition. 28, 02 (Jun. 2006). DOI:https://doi.org/10.1017/S0272263106060141.

[34]

Ellis, R. 2005. Principles of instructed language learning. System. 33, 2 (Jun. 2005), 209–224. DOI:https://doi.org/10.1016/j.system.2004.12.006.

[35]

Eysenck, Michael W. and Keane, Mark T. 2010. Cognitive psychology: a student's handbook. Psychology Press.

[36]

Fanselow, John F. 1987. Breaking rules: generating and exploring alternatives in language

teaching. Longman.

[37]

Field, John 2010. Listening in the language classroom. Cambridge University Press.

[38]

Flowerdew, John and Miller, Lindsay 2005. Second Language Listening: Theory and Practice . Cambridge University Press.

[39]

Foley, J. 1994. Key concepts in ELT: Scaffolding. ELT Journal. 48, 1 (1994), 101–102. DOI:https://doi.org/10.1093/elt/48.1.101.

[40]

Foster, P. and Skehan, P. 1999. The influence of source of planning and focus of planning on task-based performance. Language Teaching Research. 3, 3 (Jul. 1999), 215–247. DOI:https://doi.org/10.1177/136216889900300303.

[41]

Gairns, Ruth and Redman, Stuart 1986. Working with words: a guide to teaching and learning vocabulary. Cambridge University Press.

[42]

Gerngross, Gèunter 2007. Teaching grammar creatively. Cambridge University Press.

[43]

Gibson, S. 2008. Reading aloud: a useful learning tool? ELT Journal. 62, 1 (Jan. 2008), 29–36. DOI:https://doi.org/10.1093/elt/ccm075.

[44]

Gieve, Simon 2008. Understanding the language classroom. Palgrave Macmillan.

[45]

Gieve, Simon 2008. Understanding the language classroom. Palgrave Macmillan.

[46]

Gilmore, A. 2009. Using online corpora to develop students' writing skills. ELT Journal. 63, 4 (Oct. 2009), 363–372. DOI:https://doi.org/10.1093/elt/ccn056.

[47]

GIRARD, D. 1977. Motivation: Responsibility of the Teacher. ELT Journal. XXXI, 2 (1977), 97–102. DOI:https://doi.org/10.1093/elt/XXXI.2.97.

[48]

Goh, C. 2008. Metacognitive Instruction for Second Language Listening Development: Theory, Practice and Research Implications. RELC Journal. 39, 2 (Aug. 2008), 188–213. DOI:https://doi.org/10.1177/0033688208092184.

[49]

Grabe, W. and Stoller, F.L. 2020. Teaching and researching reading. Routledge, an imprint of the Taylor & Francis Group.

[50]

Grammar vs lexis or grammar through lexis? | TeachingEnglish | British Council | BBC: http://www.teachingenglish.org.uk/articles/grammar-vs-lexis-or-grammar-through-lexis.

[51]

Guariento, W. 2001. Text and task authenticity in the EFL classroom. ELT Journal. 55, 4 (Oct. 2001), 347–353. DOI:https://doi.org/10.1093/elt/55.4.347.

[52]

Hadfield, Charles and Hadfield, Jill 1990. Writing games: a collection of writing games and creative activities for low intermediate to advanced students of English. Nelson.

[53]

Hall, Graham 2011. Exploring English language teaching: language in action. Routledge.

[54]

Hall, Nick and Shepheard, John 2008. The anti-grammar grammar book: a teacher's resource book of discovery activities for grammar teaching. ELB Pub.

[55]

Harmer, J. 2004. How to teach writing. Longman.

[56]

Harmer, J. 1995. Taming the big 'I': teacher performance and student satisfaction. ELT Journal. 49, 4 (Oct. 1995), 337–345. DOI:https://doi.org/10.1093/elt/49.4.337.

[57]

Harmer, J. 2015. The practice of English language teaching. Pearson Education Limited.

[58]

Harmer, J. 2015. The practice of English language teaching. Pearson Education Limited.

[59]

Harmer, J. 2015. The practice of English language teaching. Pearson Education Limited.

[60]

Harmer, J. 2015. The practice of English language teaching. Pearson Education Limited.

[61]

Harmer, Jeremy 2004. How to teach writing. Longman.

[62]

Harmer, Jeremy 2007. The practice of English language teaching. Pearson Longman.

[63]

Harmer, Jeremy 2007. The practice of English language teaching. Pearson Longman.

[64]

Harmer, Jeremy 2007. The practice of English language teaching. Pearson Longman.

[65]

Harmer, Jeremy 2007. The practice of English language teaching. Pearson Longman.

[66]

Hedge, Tricia 2005. Writing. Oxford University Press.

[67]

Hinkel, E. 2006. Current Perspectives on Teaching the Four Skills. TESOL Quarterly. 40, 1 (2006), 109–131. DOI:https://doi.org/10.2307/40264513.

[68]

Hinkel, Eli 2011. Handbook of research in second language teaching and learning: Vol.2.

Routledge.

[69]

Housen, A. and Kuiken, F. 2009. Complexity, Accuracy, and Fluency in Second Language Acquisition. Applied Linguistics. 30, 4 (Dec. 2009), 461–473. DOI:https://doi.org/10.1093/applin/amp048.

[70]

Howatt, Anthony P. R. and Widdowson, H. G. 2004. A history of English language teaching. Oxford University Press.

[71]

Hyland, K. and Hyland, F. 2006. Feedback on second language students' writing. Language Teaching. 39, 02 (Apr. 2006). DOI:https://doi.org/10.1017/S0261444806003399.

[72]

Hyland, Ken and Hyland, Fiona 2006. Feedback in Second Language Writing: Contexts and Issues. Cambridge University Press.

[73]

Ikeda, M. and Takeuchi, O. 2006. Clarifying the differences in learning EFL reading strategies: An analysis of portfolios. System. 34, 3 (Sep. 2006), 384–398. DOI:https://doi.org/10.1016/j.system.2006.04.007.

[74]

Jacobs, G.M. and Ball, J. 1996. An investigation of the structure of group activities in ELT coursebooks. ELT Journal. 50, 2 (Apr. 1996), 99–107. DOI:https://doi.org/10.1093/elt/50.2.99.

[75]

Jullian, P. 2000. Creating word-meaning awareness. ELT Journal. 54, 1 (Jan. 2000), 37–46. DOI:https://doi.org/10.1093/elt/54.1.37.

[76]

Klippel, Friederike 1984. Keep talking: communicative fluency activities for language teaching. Cambridge University Press.

[77]

Koda, Keiko 2005. Insights into Second Language Reading: A Cross-Linguistic Approach. Cambridge University Press.

[78]

Kroll, Barbara 2003. Exploring the dynamics of second language writing. Cambridge University Press.

[79]

Larsen-Freeman, Diane and Anderson, Marti 2011. Techniques & principles in language teaching. Oxford University Press.

[80]

Larsen-Freeman, Diane and Anderson, Marti 2011. Techniques & principles in language teaching. Oxford University Press.

[81]

Leoxicon: In response to Hugh Dellar's Dissing Dogme: In defence of... TBL: http://leoxicon.blogspot.co.uk/2012/05/in-defence-of-tbl.html.

[82]

Lewis, Michael 2002. The lexical approach: the state of ELT and a way forward. Thomson Heinle.

[83]

Lewis, Michael 2002. The lexical approach: the state of ELT and a way forward. Thomson Heinle.

[84]

Lewis, Michael 2002. The lexical approach: the state of ELT and a way forward. Thomson Heinle.

[85]

Lewis, Michael and Conzett, Jane 2000. Teaching collocation: further developments in the lexical approach. Language Teaching.

[86]

Lewis, Michael and Gough, Cherry 2002. Implementing the lexical approach: putting theory into practice. Thomson.

[87]

Lexical Approach 1 - What does the lexical approach look like? | TeachingEnglish | British Council | BBC:

http://www.teachingenglish.org.uk/articles/lexical-approach-1-what-does-lexical-approach-look.

[88]

Lexical Approach 2 - What does the lexical approach look like? | TeachingEnglish | British Council | BBC:

http://www.teachingenglish.org.uk/articles/lexical-approach-2-what-does-lexical-approach-look.

[89]

Lightbown, P. 2000. Anniversary article. Classroom SLA research and second language

teaching. Applied Linguistics. 21, 4 (Dec. 2000), 431–462. DOI:https://doi.org/10.1093/applin/21.4.431.

[90]

Lightbown, Patsy M. and Spada, Nina 2013. How languages are learned. Oxford University Press.

[91]

Long, Michael H. 2005. Second Language Needs Analysis. Cambridge University Press.

[92]

Lynch, T. 2007. Learning from the transcripts of an oral communication task. ELT Journal. 61, 4 (Apr. 2007), 311–320. DOI:https://doi.org/10.1093/elt/ccm050.

[93]

Lynch, Tony 2009. Teaching second language listening. Oxford University Press.

[94]

Maclennan, S. 1987. Integrating lesson planning and class management. ELT Journal. 41, 3 (Jul. 1987), 193–197. DOI:https://doi.org/10.1093/elt/41.3.193.

[95]

Margutti, P. and Piirainen-Marsh, A. 2011. The interactional management of discipline and morality in the classroom: An introduction. Linguistics and Education. 22, 4 (Dec. 2011), 305–309. DOI:https://doi.org/10.1016/j.linged.2011.08.003.

[96]

Marianne Celce-Murcia 1992. Formal Grammar Instruction. An Educator Comments. TESOL Quarterly. 26, 2 (1992), 406–409.

[97]

McCarthy, Michael et al. 2010. Vocabulary matrix: understanding, learning, teaching. Heinle, Cengage Learning.

[98]

McDonough, S. 2007. Motivation in ELT. ELT Journal. 61, 4 (Apr. 2007), 369–371. DOI:https://doi.org/10.1093/elt/ccm056.

[99]

McNeil, L. 2012. Using talk to scaffold referential questions for English language learners. Teaching and Teacher Education. 28, 3 (Apr. 2012), 396–404. DOI:https://doi.org/10.1016/j.tate.2011.11.005.

[100]

Mitchell, Rosamond and Myles, Florence 2004. Second language learning theories. Arnold; Distributed in the United States of America by Oxford University Press.

[101]

Muncie, J. 2000. Using written teacher feedback in EFL composition classes. ELT Journal. 54, 1 (Jan. 2000), 47–53. DOI:https://doi.org/10.1093/elt/54.1.47.

[102]

Nassaji, Hossein 2011. Teaching grammar in second language classrooms: integrating form-focused instruction in communicative context. Routledge.

[103]

Nation, I. S. P. 2001. Learning vocabulary in another language. Cambridge University Press.

[104]

Nation, I.S.P. 2011. Research into practice: Vocabulary. Language Teaching. 44, 04 (Oct. 2011), 529–539. DOI:https://doi.org/10.1017/S0261444811000267.

[105]

Nolasco, Rob and Arthur, Lois 1987. Conversation. Oxford University Press.

[106]

Nunan, David 1995. Language teaching methodology: a textbook for teachers. Phoenix ELT.

[107]

Nuttall, C.E. 2005. Teaching reading skills in a foreign language. Macmillan Education.

[108]

O'Brien, T. 2004. Writing in a foreign language: teaching and learning. Language Teaching. 37, 1 (Jan. 2004), 1–28. DOI:https://doi.org/10.1017/S0261444804002113.

[109]

Oxford, R.L. and Taylor & Francis Group 2017. Teaching and researching language learning strategies: self-regulation in context. Routledge.

[110]

Paran, A. 2012. Language skills: questions for teaching and learning. ELT Journal. 66, 4 (Oct. 2012), 450–458. DOI:https://doi.org/10.1093/elt/ccs045.

[111]

Paran, A. 2012. Language skills: questions for teaching and learning. ELT Journal. 66, 4 (Oct. 2012), 450-458. DOI:https://doi.org/10.1093/elt/ccs045.

[112]

Pauline Gibbons 2003. Mediating Language Learning: Teacher Interactions with ESL Students in a Content-Based Classroom. TESOL Quarterly. 37, 2 (2003), 247–273.

[113]

Richards, Jack C. 1990. The language teaching matrix. Cambridge University Press.

[114]

Richards, Jack C. and Lockhart, Charles 1996. Reflective teaching in second language classrooms. Cambridge University Press.

[115]

Richards, Jack C. and Rodgers, Theodore S. 2001. Approaches and methods in language teaching. Cambridge University Press.

[116]

Richards, J.C. 2002. 30 Years of Tefl/Tesl: a Personal Reflection. RELC Journal. 33, 2 (Dec. 2002), 1–35. DOI:https://doi.org/10.1177/003368820203300201.

[117]

Richards, J.C. 2006. Communicative Language Teaching Today. Cambridge University Press.

[118]

Richards, J.C. and Rodgers, T.S. 2014. Approaches and methods in language teaching. Cambridge University Press.

[119]

Rinvolucri, Mario 1984. Grammar games: cognitive, affective, and drama activities for EFL students. Cambridge University Press.

[120]

Rollinson, P. 2005. Using peer feedback in the ESL writing class. ELT Journal. 59, 1 (Jan. 2005), 23–30. DOI:https://doi.org/10.1093/elt/cci003.

[121]

Rost, Michael 1990. Listening in language learning. Longman.

[122]

Sakui, K. and Cowie, N. 2012. The dark side of motivation: teachers' perspectives on 'unmotivation'. ELT Journal. 66, 2 (Apr. 2012), 205–213. DOI:https://doi.org/10.1093/elt/ccr045.

[123]

Saville-Troike, M. and Barto, K. 2017. Introducing second language acquisition. Cambridge University Press.

[124]

SCHMIDT, R.W. 1990. The Role of Consciousness in Second Language Learning1. Applied Linguistics. 11, 2 (Jun. 1990), 129–158. DOI:https://doi.org/10.1093/applin/11.2.129.

[125]

Schmitt, Norbert 2000. Vocabulary in language teaching. Cambridge University Press.

[126]

Schmitt, Norbert and McCarthy, Michael 1997. Vocabulary: description, acquisition and pedagogy. Cambridge University Press.

[127]

Scrivener, Jim 2012. Classroom management techniques. Cambridge University Press.

[128]

Scrivener, Jim 2011. Learning teaching: the essential guide to English language teaching. Macmillan Education.

[129]

Scrivener, Jim 2011. Learning teaching: the essential guide to English language teaching. Macmillan Education.

[130]

Scrivener, Jim 2011. Learning teaching: the essential guide to English language teaching. Macmillan Education.

[131]

Scrivener, Jim 2011. Learning teaching: the essential guide to English language teaching. Macmillan Education.

[132]

Scrivener, Jim 2011. Learning teaching: the essential guide to English language teaching. Macmillan Education.

[133]

Scrivener, Jim 2011. Learning teaching: the essential guide to English language teaching. Macmillan Education.

[134]

Scrivener, Jim 2011. Learning teaching: the essential guide to English language teaching. Macmillan Education.

[135]

Scrivener, Jim 2010. Teaching English grammar: what to teach and how to teach it. Macmillan Education.

[136]

Seligson, Paul 1997. Helping students to speak. Richmond Publishing.

[137]

Senior, Rose 2006. The Experience of Language Teaching. Cambridge University Press.

[138]

Sheen, R. 2006. Comments on R. Ellis's 'Current Issues in the Teaching of Grammar: An SLA Perspective' A Reader Responds. TESOL Quarterly. 40, 4 (Dec. 2006). DOI:https://doi.org/10.2307/40264312.

[139]

Shin, D. and Nation, P. 2007. Beyond single words: the most frequent collocations in spoken English. ELT Journal. 62, 4 (Sep. 2007), 339–348. DOI:https://doi.org/10.1093/elt/ccm091.

[140]

Singleton, D. 1997. Learning and processing L2 vocabulary. Language Teaching. 30, 04 (Oct. 1997). DOI:https://doi.org/10.1017/S0261444800014968.

[141]

Singleton, David 1999. Exploring the second language mental lexicon. Cambridge University Press.

[142]

Spada, N. 2011. Beyond form-focused instruction: Reflections on past, present and future research. Language Teaching. 44, 02 (Apr. 2011), 225–236. DOI:https://doi.org/10.1017/S0261444810000224.

[143]

Swan, M. 1985. A critical look at the Communicative Approach (1). ELT Journal. 39, 1 (Jan. 1985), 2–12. DOI:https://doi.org/10.1093/elt/39.1.2.

[144]

Swan, M. 1985. A critical look at the Communicative Approach (2). ELT Journal. 39, 2 (Apr. 1985), 76–87. DOI:https://doi.org/10.1093/elt/39.2.76.

[145]

The Lexical Approach, Michael Lewis | My English Pages: http://myenglishpages.com/blog/lexical-approach/.

[146]

The Science of Word Recognition:

http://www.microsoft.com/typography/ctfonts/WordRecognition.aspx.

[147]

Thornbury, Scott 2017. An A-Z of ELT: a dictionary of terms and concepts. Macmillan Education.

[148]

Thornbury, Scott 1999. How to teach grammar. Pearson Longman.

[149]

Thornbury, Scott 2005. How to teach speaking. Pearson Education Ltd.

[150]

Thornbury, Scott 2002. How to teach vocabulary. Longman.

[151]

Thornbury, Scott 2005. Uncovering grammar. Macmillan Education.

[152]

Thornbury, Scott and Slade, Diana 2006. Conversation: From Description to Pedagogy. Cambridge University Press.

[153]

Tribble, Chris 1996. Writing. Oxford University Press.

[154]

Tudor, I. 1993. Teacher roles in the learner-centred classroom. ELT Journal. 47, 1 (Jan. 1993), 22–31. DOI:https://doi.org/10.1093/elt/47.1.22.

[155]

Tudor, Ian 2001. The dynamics of the language classroom. Cambridge University Press.

[156]

Unsworth, Len 2000. Researching language in schools and communities: functional linguistic perspectives. Cassell.

[157]

Ur, Penny 1996. A course in language teaching: practice and theory. Cambridge University Press.

[158]

Ur, Penny 1996. A course in language teaching: practice and theory. Cambridge University Press.

[159]

Ur, Penny 1996. A course in language teaching: practice and theory. Cambridge University Press.

[160]

Ur, Penny 1996. A course in language teaching: practice and theory. Cambridge University Press.

[161]

Ur, Penny 1981. Discussions that work: task-centred fluency practice. Cambridge University Press.

[162]

Vandergrift, L. 1999. Facilitating second language listening comprehension: acquiring successful strategies. ELT Journal. 53, 3 (Jul. 1999), 168–176. DOI:https://doi.org/10.1093/elt/53.3.168.

[163]

Vandergrift, L. and Goh, C.C.M. 2022. Teaching and learning second language listening: metacognition in action. Routledge.

[164]

Wajnryb, Ruth 1992. Classroom observation tasks: a resource book for language teachers

and trainers. Cambridge University Press.

[165]

Wajnryb, Ruth 1992. Classroom observation tasks: a resource book for language teachers and trainers. Cambridge University Press.

[166]

Wallace, Catherine 1992. Reading. Oxford University Press.

[167]

Wallwork, Adrian 1997. Discussions A-Z: a resource book of speaking activities, Advanced. Cambridge University Press.

[168]

Wallwork, Adrian 1997. Discussions A-Z: a resource book of speaking activities, Intermediate. Cambridge University Press.

[169]

Walqui, A. 2006. Scaffolding Instruction for English Language Learners: A Conceptual Framework. International Journal of Bilingual Education and Bilingualism. 9, 2 (Mar. 2006), 159–180. DOI:https://doi.org/10.1080/13670050608668639.

[170]

Walsh, S. 2002. Construction or obstruction: teacher talk and learner involvement in the EFL classroom. Language Teaching Research. 6, 1 (Jan. 2002), 3–23. DOI:https://doi.org/10.1191/1362168802lr095oa.

[171]

Walsh, Steve 2006. Investigating classroom discourse. Routledge.

[172]

Walsh, Steve and Ebooks Corporation Limited 2011. Exploring classroom discourse: language in action. Routledge.

[173]

Weigle, Sara Cushing 2002. Assessing writing. Cambridge University Press.

[174]

Weir, Cyril J. and Urquhart, A. H. 1998. Reading in a second language: process, product, and practice. Longman.

[175]

White, Goodith 1998. Listening. Oxford University Press.

[176]

Widdowson, H.G. 1987. The roles of teacher and learner. ELT Journal. 41, 2 (Apr. 1987), 83–88. DOI:https://doi.org/10.1093/elt/41.2.83.

[177]

Williams, E. and Moran, C. 1989. Reading in a foreign language at intermediate and advanced levels with particular reference to English. Language Teaching. 22, 04 (Oct. 1989). DOI:https://doi.org/10.1017/S0261444800014713.

[178]

Willis, Jane R. 1996. A framework for task-based learning. Longman.

[179]

Wilson, J. J. 2008. How to teach listening. Pearson Longman.

[180]

Wilson, K. 2007. Facilitator talk in EAP reading classes. ELT Journal. 62, 4 (Sep. 2007), 366–374. DOI:https://doi.org/10.1093/elt/ccm067.

[181]

Wright, Tony 2005. Classroom management in language education. Palgrave Macmillan.

[182]

Wright, Tony 1987. Roles of teachers and learners. Oxford University Press.

[183]

Yuan, F. 2003. The Effects of Pre-Task Planning and On-Line Planning on Fluency, Complexity and Accuracy in L2 Monologic Oral Production. Applied Linguistics. 24, 1 (Mar. 2003), 1–27. DOI:https://doi.org/10.1093/applin/24.1.1.

[184]

A typology of written corrective feedback types.

[185]

Key concepts in ELT.