

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

View Online



1.

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

2.

Scrivener, Jim. Learning teaching: the essential guide to English language teaching. vol. Macmillan books for teachers (Macmillan Education, 2011).

3.

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

4.

Howatt, Anthony P. R. & Widdowson, H. G. A history of English language teaching. vol. Oxford applied linguistics (Oxford University Press, 2004).

5.

Larsen-Freeman, Diane & Anderson, Marti. Techniques & principles in language teaching. vol. Teaching techniques in English as a second language (Oxford University Press, 2011).

6.

Lightbown, Patsy M. & Spada, Nina. How languages are learned. vol. Oxford handbooks for language teachers (Oxford University Press, 2013).

7.

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

8.

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

9.

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

10.

Ellis, R. Principles of instructed language learning. System **33**, 209–224 (2005).

11.

Lightbown, P. Anniversary article. Classroom SLA research and second language teaching. Applied Linguistics **21**, 431–462 (2000).

12.

Richards, J. C. 30 Years of Tefl/Tesl: a Personal Reflection. RELC Journal **33**, 1–35 (2002).

13.

Harmer, J. Taming the big 'I': teacher performance and student satisfaction. ELT Journal **49**, 337–345 (1995).

14.

Hall, Graham. Exploring English language teaching: language in action. vol. Routledge Introductions to applied linguistics (Routledge, 2011).

15.

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

16.

Jacobs, G. M. & Ball, J. An investigation of the structure of group activities in ELT coursebooks. ELT Journal **50**, 99–107 (1996).

17.

Tudor, I. Teacher roles in the learner-centred classroom. ELT Journal **47**, 22–31 (1993).

18.

Richards, Jack C. & Lockhart, Charles. Reflective teaching in second language classrooms. vol. Cambridge language education (Cambridge University Press, 1996).

19.

Wajnryb, Ruth. Classroom observation tasks: a resource book for language teachers and trainers. vol. Cambridge teacher training and development (Cambridge University Press, 1992).

20.

Widdowson, H. G. The roles of teacher and learner. ELT Journal **41**, 83–88 (1987).

21.

Wilson, K. Facilitator talk in EAP reading classes. *ELT Journal* **62**, 366–374 (2007).

22.

ALLWRIGHT, R. L. Motivation—The Teacher's Responsibility? *ELT Journal* **XXXI**, 267–274 (1977).

23.

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

24.

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

25.

Dörnyei, Z. Motivation in second and foreign language learning. *Language Teaching* **31**, (1998).

26.

Cheng, H.-F. & Dörnyei, Z. The Use of Motivational Strategies in Language Instruction: The Case of EFL Teaching in Taiwan. *Innovation in Language Learning and Teaching* **1**, 153–174 (2007).

27.

GIRARD, D. Motivation: Responsibility of the Teacher. *ELT Journal* **XXXI**, 97–102 (1977).

28.

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

29.

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

30.

Long, Michael H. Second Language Needs Analysis. vol. Cambridge Applied Linguistics (Cambridge University Press, 2005).

31.

McDonough, S. Motivation in ELT. ELT Journal **61**, 369–371 (2007).

32.

Senior, Rose. The Experience of Language Teaching. vol. Cambridge Language Teaching Library (Cambridge University Press, 2006).

33.

Scrivener, Jim. Learning teaching: the essential guide to English language teaching. vol. Macmillan books for teachers (Macmillan Education, 2011).

34.

Sakui, K. & Cowie, N. The dark side of motivation: teachers' perspectives on 'unmotivation'. ELT Journal **66**, 205–213 (2012).

35.

Tudor, Ian. The dynamics of the language classroom. vol. Cambridge language teaching library (Cambridge University Press, 2001).

36.

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

37.

Scrivener, Jim. Learning teaching: the essential guide to English language teaching. vol. Macmillan books for teachers (Macmillan Education, 2011).

38.

Ur, Penny. A course in language teaching: practice and theory. vol. Cambridge teacher training and development (Cambridge University Press, 1996).

39.

Allwright, Dick & Bailey, Kathleen M. Focus on the language classroom: an introduction to classroom research for language teachers. vol. New directions in language teaching (Cambridge University Press, 1991).

40.

Unsworth, Len. Researching language in schools and communities: functional linguistic perspectives. vol. Open linguistics series (Cassell, 2000).

41.

Christie, Frances. Classroom discourse analysis: a functional perspective. vol. Open linguistics series (Continuum, 2005).

42.

Dèornyei, Zoltàn. Research methods in applied linguistics: quantitative, qualitative, and mixed methodologies. vol. Oxford applied linguistics (Oxford University Press, 2007).

43.

Dèornyei, Zoltan & Murphey, Tim. Group dynamics in the language classroom. vol.

Cambridge language teaching library (Cambridge University Press, 2003).

44.

Fanselow, John F. Breaking rules: generating and exploring alternatives in language teaching. (Longman, 1987).

45.

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

46.

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

47.

Maclennan, S. Integrating lesson planning and class management. *ELT Journal* **41**, 193–197 (1987).

48.

Margutti, P. & Piirainen-Marsh, A. The interactional management of discipline and morality in the classroom: An introduction. *Linguistics and Education* **22**, 305–309 (2011).

49.

Nunan, David. Language teaching methodology: a textbook for teachers. vol. Prentice Hall International English language teaching (Phoenix ELT, 1995).

50.

Scrivener, Jim. Learning teaching: the essential guide to English language teaching. vol. Macmillan books for teachers (Macmillan Education, 2011).

51.

Scrivener, Jim. Classroom management techniques. vol. Cambridge handbooks for language teachers (Cambridge University Press, 2012).

52.

Ur, Penny. A course in language teaching: practice and theory. vol. Cambridge teacher training and development (Cambridge University Press, 1996).

53.

Wajnryb, Ruth. Classroom observation tasks: a resource book for language teachers and trainers. vol. Cambridge teacher training and development (Cambridge University Press, 1992).

54.

Walsh, Steve. Investigating classroom discourse. vol. Domains of discourse (Routledge, 2006).

55.

Wright, Tony. Roles of teachers and learners. vol. Language teaching, a scheme for teacher education (Oxford University Press, 1987).

56.

Wright, Tony. Classroom management in language education. vol. Research and practice in applied linguistics (Palgrave Macmillan, 2005).

57.

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

58.

Foley, J. Key concepts in ELT: Scaffolding. *ELT Journal* **48**, 101–102 (1994).

59.

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

60.

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

61.

McNeil, L. Using talk to scaffold referential questions for English language learners. *Teaching and Teacher Education* **28**, 396–404 (2012).

62.

Scrivener, Jim. *Learning teaching: the essential guide to English language teaching*. vol. Macmillan books for teachers (Macmillan Education, 2011).

63.

Thornbury, Scott. *An A-Z of ELT: a dictionary of terms and concepts*. vol. Macmillan books for teachers (Macmillan Education, 2017).

64.

Walqui, A. Scaffolding Instruction for English Language Learners: A Conceptual Framework. *International Journal of Bilingual Education and Bilingualism* **9**, 159–180 (2006).

65.

Walsh, Steve & Ebooks Corporation Limited. *Exploring classroom discourse: language in action*. vol. Routledge introductions to applied linguistics (Routledge, 2011).

66.

Batstone, Rob. Grammar. vol. Language teaching : a scheme for teacher education (Oxford University Press, 1994).

67.

Thornbury, Scott. Uncovering grammar. vol. Macmillan books for teachers (Macmillan Education, 2005).

68.

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

69.

Nassaji, Hossein. Teaching grammar in second language classrooms: integrating form-focused instruction in communicative context. vol. ESL&applied linguistics professional series (Routledge, 2011).

70.

Thornbury, Scott. How to teach grammar. vol. How to (Pearson Longman, 1999).

71.

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

72.

Scrivener, Jim. Teaching English grammar: what to teach and how to teach it. vol. Macmillan books for teachers (Macmillan Education, 2010).

73.

Bolitho, Rod & Tomlinson, Brian. Discover English: language analysis for teachers. vol. Macmillan books for teachers (Macmillan Education, 2005).

74.

Carter, Ronald, Hughes, Rebecca, & McCarthy, Michael. Exploring grammar in context: upper-intermediate and advanced. (Cambridge University Press, 2000).

75.

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

76.

Borg, S. & Burns, A. Integrating Grammar in Adult TESOL Classrooms. Applied Linguistics **29**, 456–482 (2007).

77.

Burgess, J. & Etherington, S. Focus on grammatical form: explicit or implicit? System **30**, 433–458 (2002).

78.

CARTER, R. & MNCARTHY, M. Grammar and the Spoken Language. Applied Linguistics **16**, 141–158 (1995).

79.

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

80.

Cullen, R. Teaching grammar as a liberating force. ELT Journal **62**, 221–230 (2007).

81.

Ellis, R., Basturkmen, H. & Loewen, S. Doing focus-on-form. *System* **30**, 419–432 (2002).

82.

Ellis, R. Current Issues in the Teaching of Grammar: An SLA Perspective. *TESOL Quarterly* **40**, (2006).

83.

SCHMIDT, R. W. The Role of Consciousness in Second Language Learning¹. *Applied Linguistics* **11**, 129–158 (1990).

84.

Sheen, R. Comments on R. Ellis's 'Current Issues in the Teaching of Grammar: An SLA Perspective' A Reader Responds. *TESOL Quarterly* **40**, (2006).

85.

Spada, N. Beyond form-focused instruction: Reflections on past, present and future research. *Language Teaching* **44**, 225–236 (2011).

86.

Carter, Ronald. Vocabulary: applied linguistic perspectives. vol. *Aspects of English* (Allen & Unwin, 1987).

87.

Carter, R., McCarthy, M. & Channell, J. *Vocabulary and language teaching*. (Routledge, 2013).

88.

Gairns, Ruth & Redman, Stuart. *Working with words: a guide to teaching and learning vocabulary*. vol. *Cambridge handbooks for language teachers* (Cambridge University Press,

1986).

89.

McCarthy, Michael, O'Keeffe, Anne, & Walsh, Steve. Vocabulary matrix: understanding, learning, teaching. (Heinle, Cengage Learning, 2010).

90.

Nation, I. S. P. Learning vocabulary in another language. vol. The Cambridge applied linguistics series (Cambridge University Press, 2001).

91.

Schmitt, Norbert. Vocabulary in language teaching. vol. Cambridge language education (Cambridge University Press, 2000).

92.

Schmitt, Norbert & McCarthy, Michael. Vocabulary: description, acquisition and pedagogy. vol. Cambridge language teaching library (Cambridge University Press, 1997).

93.

Singleton, David. Exploring the second language mental lexicon. vol. The Cambridge applied linguistics series (Cambridge University Press, 1999).

94.

Thornbury, Scott. How to teach vocabulary. vol. How to-- (Longman, 2002).

95.

Gilmore, A. Using online corpora to develop students' writing skills. ELT Journal **63**, 363-372 (2009).

96.

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

97.

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

98.

Jullian, P. Creating word-meaning awareness. ELT Journal **54**, 37–46 (2000).

99.

Nation, I. S. P. Research into practice: Vocabulary. Language Teaching **44**, 529–539 (2011).

100.

Shin, D. & Nation, P. Beyond single words: the most frequent collocations in spoken English. ELT Journal **62**, 339–348 (2007).

101.

Singleton, D. Learning and processing L2 vocabulary. Language Teaching **30**, (1997).

102.

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

103.

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

104.

Lynch, Tony. Teaching second language listening. vol. Oxford handbooks for language teachers (Oxford University Press, 2009).

105.

Paran, A. Language skills: questions for teaching and learning. ELT Journal **66**, 450–458 (2012).

106.

Scrivener, Jim. Learning teaching: the essential guide to English language teaching. vol. Macmillan books for teachers (Macmillan Education, 2011).

107.

Vandergrift, L. Facilitating second language listening comprehension: acquiring successful strategies. ELT Journal **53**, 168–176 (1999).

108.

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

109.

Williams, E. & Moran, C. Reading in a foreign language at intermediate and advanced levels with particular reference to English. Language Teaching **22**, (1989).

110.

Alderson, J. Charles & Urquhart, A. H. Reading in a foreign language. vol. Applied linguistics and language study (Longman, 1984).

111.

Anderson, Anne & Lynch, Tony. Listening. vol. Language teaching : a scheme for teacher education (Oxford University Press, 1988).

112.

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

113.

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

114.

Field, John. Listening in the language classroom. vol. Cambridge language teaching library (Cambridge University Press, 2010).

115.

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

116.

Gibson, S. Reading aloud: a useful learning tool? ELT Journal **62**, 29–36 (2008).

117.

Goh, C. Metacognitive Instruction for Second Language Listening Development: Theory, Practice and Research Implications. RELC Journal **39**, 188–213 (2008).

118.

Grabe, W. & Stoller, F. L. Teaching and researching reading. (Routledge, an imprint of the

Taylor & Francis Group, 2020).

119.

Guariento, W. Text and task authenticity in the EFL classroom. *ELT Journal* **55**, 347–353 (2001).

120.

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

121.

Ikeda, M. & Takeuchi, O. Clarifying the differences in learning EFL reading strategies: An analysis of portfolios. *System* **34**, 384–398 (2006).

122.

Koda, Keiko. *Insights into Second Language Reading: A Cross-Linguistic Approach*. vol. Cambridge Applied Linguistics (Cambridge University Press, 2005).

123.

The Science of Word Recognition.
<http://www.microsoft.com/typography/ctfonts/WordRecognition.aspx>.

124.

Nuttall, C. E. *Teaching reading skills in a foreign language*. vol. Macmillan books for teachers (Macmillan Education, 2005).

125.

Richards, Jack C. *The language teaching matrix*. vol. Cambridge language teaching library (Cambridge University Press, 1990).

126.

Rost, Michael. Listening in language learning. vol. Applied linguistics and language study (Longman, 1990).

127.

Ur, Penny. A course in language teaching: practice and theory. vol. Cambridge teacher training and development (Cambridge University Press, 1996).

128.

Weir, Cyril J. & Urquhart, A. H. Reading in a second language: process, product, and practice. vol. Applied linguistics and language study (Longman, 1998).

129.

Wallace, Catherine. Reading. vol. Language teaching (Oxford University Press, 1992).

130.

White, Goodith. Listening. vol. Resource books for teachers (Oxford University Press, 1998).

131.

Wilson, J. J. How to teach listening. vol. How to-- (Pearson Longman, 2008).

132.

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

133.

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

134.

Scrivener, Jim. Learning teaching: the essential guide to English language teaching. vol. Macmillan books for teachers (Macmillan Education, 2011).

135.

Ur, Penny. A course in language teaching: practice and theory. vol. Cambridge teacher training and development (Cambridge University Press, 1996).

136.

Brown, Gillian & Yule, George. Teaching the spoken language: an approach based on the analysis of conversational English. vol. Cambridge language teaching library (Cambridge University Press, 1983).

137.

Bygate, Martin. Speaking. vol. Language teaching : a scheme for teacher education (Oxford University Press, 1987).

138.

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

139.

Klippel, Friederike. Keep talking: communicative fluency activities for language teaching. vol. Cambridge handbooks for language teachers (Cambridge University Press, 1984).

140.

Nolasco, Rob & Arthur, Lois. Conversation. vol. Resource books for teachers (Oxford University Press, 1987).

141.

Seligson, Paul. Helping students to speak. vol. Richmond handbooks for teachers (Richmond Publishing, 1997).

142.

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

143.

Ur, Penny. Discussions that work: task-centred fluency practice. vol. Cambridge handbooks for language teachers (Cambridge University Press, 1981).

144.

Thornbury, Scott & Slade, Diana. Conversation: From Description to Pedagogy. vol. Cambridge Language Teaching Library (Cambridge University Press, 2006).

145.

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

146.

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

147.

Ellis, R., Loewen, S. & Erlam, R. IMPLICIT AND EXPLICIT CORRECTIVE FEEDBACK AND THE ACQUISITION OF L2 GRAMMAR. Studies in Second Language Acquisition **28**, (2006).

148.

Yuan, F. The Effects of Pre-Task Planning and On-Line Planning on Fluency, Complexity and

Accuracy in L2 Monologic Oral Production. *Applied Linguistics* **24**, 1–27 (2003).

149.

Foster, P. & Skehan, P. The influence of source of planning and focus of planning on task-based performance. *Language Teaching Research* **3**, 215–247 (1999).

150.

Key concepts in ELT.

151.

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

152.

Housen, A. & Kuiken, F. Complexity, Accuracy, and Fluency in Second Language Acquisition. *Applied Linguistics* **30**, 461–473 (2009).

153.

Lynch, T. Learning from the transcripts of an oral communication task. *ELT Journal* **61**, 311–320 (2007).

154.

Paran, A. Language skills: questions for teaching and learning. *ELT Journal* **66**, 450–458 (2012).

155.

Walsh, S. Construction or obstruction: teacher talk and learner involvement in the EFL classroom. *Language Teaching Research* **6**, 3–23 (2002).

156.

Harmer, Jeremy. How to teach writing. vol. How to-- (Longman, 2004).

157.

Hedge, Tricia. Writing. vol. Resource books for teachers (Oxford University Press, 2005).

158.

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

159.

Hyland, Ken & Hyland, Fiona. Feedback in Second Language Writing: Contexts and Issues. vol. Cambridge Applied Linguistics (Cambridge University Press, 2006).

160.

Kroll, Barbara. Exploring the dynamics of second language writing. vol. The Cambridge applied linguistics series (Cambridge University Press, 2003).

161.

Tribble, Chris. Writing. vol. Language teaching : a scheme for teacher education (Oxford University Press, 1996).

162.

Weigle, Sara Cushing. Assessing writing. vol. Cambridge language assessment series (Cambridge University Press, 2002).

163.

Badger, R. & White, G. A process genre approach to teaching writing. *ELT Journal* **54**,

153-160 (2000).

164.

Bitchener, J. & Knoch, U. The Contribution of Written Corrective Feedback to Language Development: A Ten Month Investigation. *Applied Linguistics* **31**, 193-214 (2010).

165.

A typology of written corrective feedback types.

166.

Hyland, K. & Hyland, F. Feedback on second language students' writing. *Language Teaching* **39**, (2006).

167.

Muncie, J. Using written teacher feedback in EFL composition classes. *ELT Journal* **54**, 47-53 (2000).

168.

O'Brien, T. Writing in a foreign language: teaching and learning. *Language Teaching* **37**, 1-28 (2004).

169.

Rollinson, P. Using peer feedback in the ESL writing class. *ELT Journal* **59**, 23-30 (2005).

170.

Content and language integrated learning.

<https://www.teachingenglish.org.uk/article/content-language-integrated-learning>.

171.

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

172.

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>.

173.

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>.

174.

Larsen-Freeman, Diane & Anderson, Marti. Techniques & principles in language teaching. vol. Teaching techniques in English as a second language (Oxford University Press, 2011).

175.

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

176.

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

177.

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

178.

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

179.

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

180.

Richards, Jack C. & Rodgers, Theodore S. Approaches and methods in language teaching. vol. Cambridge language teaching library (Cambridge University Press, 2001).

181.

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

182.

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>.

183.

Swan, M. A critical look at the Communicative Approach (1). ELT Journal **39**, 2–12 (1985).

184.

Swan, M. A critical look at the Communicative Approach (2). ELT Journal **39**, 76–87 (1985).

185.

Willis, Jane R. A framework for task-based learning. vol. Longman Handbooks for Language Teachers (Longman, 1996).