Teaching English as a Second Or Foreign Language

Marianne Celce-Murcia

Teaching English as a Second Or Foreign Language Marianne Celce-Murcia, 1991-01-01

Teaching English as a Second Or Foreign Language, 2/E provides a comprehensive, up-to-date introduction to teaching ESL/EFL and gives both experienced and prospective teachers the theoretical background and practical applications they need to succeed. Original contributions from 36 acknowledged specialists in the areas of Methodology, Language Skills, Integrated Approaches, Learner Variables, and teacher Skills offer a variety of perspectives and show future instructors which methods, materials, and resources can and should be utilized in their classrooms.

Teaching English as a Foreign Or Second Language Jerry Greer Gebhard, 1996 This creative book focuses on teaching English as a foreign or second language. It is designed for use by self-motivated teachers of EFL/ESL who seek to maximize their own potential as teachers and, in doing so, maximize the learning of their students. The book includes information about exploration of teaching, classroom interaction and management, teaching materials and media, culture and the sojourning teacher, as well as how language instructors can teach students listening, conversation, reading, and writing skills. It can be used by EFL/ESL teachers nor formally trained in teaching English to students of other languages and by individuals who wish to increase their teaching skills through independent self-study. The book is appropriate for use in preservice teaching programs and inservice development programs. Teaching English as a Foreign or Second Language is unique in emphasizing self-development as central to being an EFL/ESL teacher. Each chapter presents a set of questions directly relevant to teaching and includes advice on teaching problems. An appendix provides addresses, phoned numbers, and information on professional journals and publishing houses.

Teaching English as a Second Language Angela L. Carrasquillo, 2013-10-15 First Published in 1994. Educators will welcome this cohesive and comprehensive volume on the research and practice of teaching English as a second language (TESOL). The author, director of the TESOL program at Fordham University Graduate School of Education, provides a holistic view of the field-its practical and philosophical considerations. Of particular interest is the coverage of such new research areas as ESL literacy, cultural literacy, thinking in a second language (TSL), and pragmatic writing.

Teaching English as a Foreign Language For Dummies Michelle Maxom, 2012-01-24 Learn to: Put an EFL course
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within.' – Claire Woollam, Director of Studies & a Teacher Trainer at Language Link London

Teaching English as a Foreign Language Dr Geoffrey Broughton,Geoffrey Broughton,Christopher Brumfit,Anita
Pincas,Roger D. Wilde,2002-09-11 For the many categories of EFL teachers throughout the world, this book examines the
main principles which concern them. By drawing upon their experience the authors have indicated a modern and practical
approach.

Teaching English as a Second Or Foreign Language Marianne Celce-Murcia,Lois McIntosh,1979

A Practical Guide to the Teaching of English as a Second Or Foreign Language Wilga M. Rivers,Mary S.
TEACHING ENGLISH AS A SECOND LANGUAGE, Second Edition  MANISH A. VYAS, YOGESH L. PATEL, 2015-09-17

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. The book, in its second edition, continues to discuss 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 English as a Second Language or English for the non-native speakers, and these are further reinforced by a large number of examples and quotations from different sources. The new edition comes along with thoroughly improvised chapters on Narrative Inquiry for Teacher Development (Chapter 13) and Mass Media, Language Attitudes and Language Interaction Phenomena (Chapter 23): to provide an insight on the innovative approaches in Teacher training and in classrooms, and new approaches and changing language dimensions in the world of media, and in general. What distinguishes the text is its focus on modern innovations and use of technology in ELT/CLT ( Communicative Language Teaching). Postgraduate Students of English, 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.

Teaching English as a Second Language  Mary Bonomo Finocchiaro, 1969

From the blurb: Unlike any other work on the subject, this book brings together theories in general education, in foreign-language teaching, and in the teaching of English and shows how these can contribute to effective instruction and learning. It adheres to no single formula but draws on a variety of methods, all of which have proved to be workable. Materials are included that the teacher of English as a second language needs to guide her long-term or daily planning, such as a course of study for beginning language learners, examples of language-culture lesson units, and typical tests. Specific illustrations are offered that enable the teacher to develop in pupils the ability to communicate needs, interests, and ideas. The author stresses throughout the importance of relating the teaching of reading, writing, and speech to the general setting of school and community-and, more broadly, to the social and cultural patterns of the countries where English is spoken. Although the book is designed primarily for use by teachers of English on the elementary and secondary school levels, the practices that are advocated can be utilized with equal effectiveness in teaching students of any age. Since no specific population or ethnic background was considered in the
preparation of the material, the book can be used in any corner of the world where English is taught. The author's advice on curriculum planning, classroom atmosphere, devices for vitalizing learning, programs for young and advanced pupils, and the measurement of results will be welcomed by all who work in this field.

**Teaching English as a Second Language** Harold Byron Allen, Russell N. Campbell, 1972

**Teaching English as a Second Language** Shirley O’Neill, Annabelle Gish, 2008-07-17 Teaching English as a Second Language is written specifically for the needs of teacher education students, and offers practical guidance to encourage quality teaching of children whose first language is other than English. It provides early childhood and primary teachers in training with an overview of the learning theories relevant to TESOL and ESL teaching practice.

**Teach English as a Foreign Language: Teach Yourself (New Edition)** David Riddell, 2014-06-27 This new edition of Teach EFL is the ultimate practical reference guide to teaching English as a Foreign Language. 'Riddell's book is a classic - it answers all those questions new language teachers have....covers an amazing amount in a clear accessible way.' David Carr, Director of Teacher Training International House London This book is packed with information on: -effective teaching techniques. -sound classroom management. -practical lesson planning. -successful job hunting and career development. This is an indispensable book for all new and experienced EFL teachers: a step-by-step guide on what to teach and how to teach it. This edition has been fully revised to include: -up-to-date information on technology as an aid to learning. -comprehensive information on the increasingly popular task-based learning. -invaluable advice on making the transition from learning to teaching. -clear guidance on ongoing professional development. -useful examples of teaching in different international contexts. Rely on Teach Yourself, trusted by learners for over 75 years.

**The Foundations of Teaching English as a Foreign Language** Paul Lennon, 2020-07-12 An introductory textbook that assumes no prior knowledge of linguistics or second language acquisition, this book presents a comprehensive overview of the theoretical foundations, methods and practices of Teaching English as a Foreign Language (TEFL) for pre-service teachers. Lennon covers the theoretical bases for TEFL and addresses second language-acquisition research, past and present EFL teaching methodology, as well as psychological and social approaches to individual language-learner variation. Further chapters provide extensive yet accessible coverage on essential foundational topics, including chapters on pronunciation, grammar, vocabulary, literature and testing. Offering a sociocultural approach in which the teacher is seen as a facilitator and supporter of students’ self-directed learning, this text provides the prospective teacher with the knowledge and skills to be an effective educator in the EFL classroom. The targeted EFL focus makes this book ideal for pre-service teachers and for teacher training programmes around the world. Each chapter includes a Food for Thought section with questions for reflection and a Further Reading list.

**Classroom Techniques** Edward David Allen, Rebecca M. Valette, 1977 The success of a second-language course depends
not only on the quality of the basic program but also on the flexibility with which the teacher uses that program. The aim of this handbook is to show teachers ways of implementing and supplementing existing materials. The suggested teaching procedures may be used with large classes, small groups, and individual students. They may also be used with any method, inasmuch as a special effort has been made to include a variety of teaching approaches.

**Teaching English as a Foreign Language** Colin Dawson, 1984

**Teaching English as a Foreign Language** Carola Surkamp, Britta Viebrock, 2018-03-24

This comprehensive introduction presents the fundamental topics and issues of TEFL (Teaching English as a Foreign Language) in 14 chapters. Integrating both profound theoretical and creative practical considerations, the central principles and competence domains of modern foreign language teaching are discussed. Starting with the main classroom agents (teachers and learners), the chapters outline a variety of content areas (language, literature, cultural issues) and thoroughly review materials, media and methods. Additional chapters are concerned with the historical development of English language teaching, its current institutional organisation as well as assessment and evaluation.

**Teaching English in a European and Global Perspective** Marko Modiano, 2020-09-10

This book provides the reader with a basis upon which to develop teaching and learning methodologies for the multicultural classroom. It is a valuable tool for language teachers who want to implement educational practices that best serve the needs of learners eager to acquire proficiency in languages of wider communication such as English. Focusing on cross-cultural communicative competency, and with chapters on the historical spread of English, the pros and cons of utilizing American and British norms, and new alternative methods and practices, this book provides English instructors with the foundation they will need to meet the challenges of teaching a lingua franca in the age of globalization. Novel conceptualizations of language are presented which bring pluralism and multiculturalism center stage. The volume serves to show how teachers and teacher trainees can best assist learners in their pursuit of oral communication skills in the world’s most utilitarian language.

**Teaching English as an International Language** Peter Strevens, 1980
Reviewing *Teaching English As A Second Or Foreign Language* : Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "*Teaching English As A Second Or Foreign Language*," an enthralling opus penned by a highly acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.


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