This book explores language teacher development in computer-assisted language learning (CALL) environments and discusses approaches, tasks and resources that can guide language teachers to develop their skills and strategies for technology-enhanced language teaching (TELT). It looks at key aspects of CALL in terms of pedagogy and technology and proposes a model of CALL teacher development, which incorporates essential elements of teacher learning in CALL. Further, the author presents practical tasks and tips on how to develop knowledge and skills for the use of digital technologies in language teaching and suggests ideas to improve language teacher training and development. Understanding how task complexity affects second language learning, interaction and spoken and written performance is essential to informed decisions about task design and sequencing in TBLT programs. The chapters in this volume all examine evidence for claims of the Cognition Hypothesis that complex tasks should promote greater accuracy and complexity of speech and writing, as well as more interaction, and learning of information provided in the input to task performance, than simpler tasks.
Implications are drawn concerning the basic pedagogic claim of the Cognition Hypothesis, that tasks should be sequenced for learners from simple to complex during syllabus design. Containing theoretical discussion of the Cognition Hypothesis, and cutting-edge empirical studies of the effects of task complexity on second language learning and performance, this book will be important reading for language teachers, graduate students and researchers in applied linguistics, second language acquisition, and cognitive and educational psychology.

Designed as an all-in-one guide, this practical, concise, and easy-to-use text is meant for courses offering instruction to students who are training to become language teachers in North America and abroad. Using practical examples, integrated tasks, sample activities and lessons, and review questions, the text introduces readers to key topics including course design, lesson planning, and classroom management. It also identifies how to teach speaking, listening, reading, writing, vocabulary, grammar, and pronunciation, with special attention to language acquisition and intercultural communication. This book was previously self-published as Teaching English: A Practical Guide, which won the 2017 TESL Canada Innovation Award for Teaching Training Resource Materials. This edition has been well updated and includes a new section on using technology in the classroom, expanded coverage of assessment, and new questions and suggested further readings in each chapter.

Literature and Language Teaching is for teachers and trainers who want to incorporate
literature into the language classroom. It is suitable for teacher trainers, teacher development groups or teachers working on their own. This book contains tasks and activities which encourage reflection on some of the issues and debates involved in using literature in the language classroom and explore different approaches to using literature with teenage and adult learners at all levels. It suggests criteria for selecting and evaluating materials for classroom use and identifies some of the distinctive features of novels, short stories, poems and plays so that these can be successfully exploited in the classroom. A wide range of practical ideas and activities for developing materials is provided. Tasks also encourage the observation and assessment of lessons using literacy texts, and draw on English language material by a variety of authors from all over the world.

Gives a clear explanation of the basic principles of task-based teaching Contains many examples of tasks and lesson plans from teachers around the world Provides sample materials and lesson plans showing how to focus on meaning, language, and form Includes guidance on adapting existing course materials to include a task-based element Suitable for teacher training courses or for individual teachers Authors are leading world experts on task-based teaching

Task-based language teaching (TBLT) is being encouraged as part of a major overhaul of the entire school languages curriculum in New Zealand. However, teachers often struggle with understanding what TBLT is, and how to make TBLT work in classrooms.
Using the stories that emerged from a series of interviews with teachers (the curriculum implementers) and with advisors (the curriculum leaders), this book highlights the possibilities for TBLT innovation in schools. It also identifies the constraints, and proposes how these might be addressed. The result is a book that, whilst rooted in a particular local context, provides a valuable sourcebook of teacher stories that have relevance for a wide range of people working in a diverse range of contexts. This book will be of genuine interest to all those who wish to understand more about TBLT innovation, and the opportunities and challenges it brings.

The last decade has seen a growing body of research investigating various aspects of L2 learners' performance of tasks. This book focuses on one task implementation variable: planning. It considers theories of how opportunities to plan a task affect performance and tests claims derived from these theories in a series of empirical studies. The book examines different types of planning (i.e. task rehearsal, pre-task planning and within-task planning), addressing both what learners do when they plan and the effects of the different types of planning on L2 production. The choice of planning as the variable for investigation in this book is motivated both by its importance for current theorizing about L2 acquisition (in particular with regard to cognitive theories that view acquisition in terms of information processing) and its utility to language teachers and language testers, for unlike many other constructs in SLA 'planning' lends itself to external manipulation. The study of planning, then, provides a
suitable forum for demonstrating the interconnectedness of theory, research and pedagogy in SLA.

Drama Techniques in Language Learning offers a large selection of techniques for use at all levels which focus learners' attention on communicative tasks or activities. These involve the whole personality of the learner and provide real reasons for expressing feelings and opinions. The techniques require no special training and can easily be introduced into normal course work. This greatly expanded highly successful edition provides: advice on using the techniques in the classroom; 150 ideas for interesting and productive fluency practice; clear instructions for the teacher; and detailed cross-referencing between exercises.

Classroom Observation Tasks shows how to use observation to learn about language teaching. It does this by providing a range of tasks which guide the user through the process of observing, analysing and reflecting, and which develop the skills of observation. It contains a bank of 35 structured tasks which are grouped into seven areas of focus: the learner, the language, the learning process, the lesson, teaching skills and strategies, classroom management, and materials and resources. This book is suitable for teachers, trainee teachers, teacher trainers and others involved in school-based teacher support, teacher development and trainer training. It has a comprehensive introduction to the tasks and a rationale covering the theoretical issues involved and places the responsibility for professional growth in the hands of the
However exciting new technologies and educational tools may seem, they can become solely for entertainment unless their design, use, and evaluation are guided by principles of education and language development. Task-based Language Teaching (TBLT) provides an excellent approach for teachers who want to realize the potential of technology to engage learners and improve language learning inside and outside the classroom. This practical guide shows teachers how to successfully incorporate technology into TBLT in the classroom and to develop technology-mediated materials. Whether the goal is to conduct a needs analysis, to develop classroom or homework materials, or to implement a new approach of student assessment, A Practical Guide to Integrating Technology into Task-Based Language Teaching will be a welcome resource for language teachers at all levels. Designed for use in the classroom as well as for independent study, the book includes reflective questions, activities, and further reading at the end of each chapter. Examples of units in Chinese, Spanish, ESL, and the hospitality industry are provided. Georgetown Digital Shorts—longer than an article, shorter than a book—deliver timely works of peer-reviewed scholarship for a fast-paced world. They present new ideas and original content that are easily digestable for students, scholars, and general readers.

Psychology for Language Teachers examines the field of educational psychology and considers various ways in which a deeper understanding of this discipline can help
language teachers. The first part presents an overview of educational psychology, and discusses how different approaches to psychology have influenced language teaching methodology. Following this, four themes are identified: the learner, the teacher, the task and the learning context. Recent psychological developments in each of these domains are discussed and implications are drawn for language teaching. Areas considered include approaches to learning, motivation, the role of the individual, attribution, mediation, the teaching of thinking, the cognitive demands of tasks and the learning environment. Psychology for Language Teachers does not assume previous knowledge of psychology.

This book brings together research that makes use of tasks to examine oral interaction, written production, vocabulary and reading, lexical innovation and pragmatics in different formal language learning contexts and in different languages (English, French, German, Italian and Spanish). It will be of interest to professionals and students working in SLA research and language pedagogy.

This book explores key areas of educational and social psychology and considers their relevance to language learning and teaching, using activities and questions for reflection. The topics discussed in the book include: • learners’ and teachers’ beliefs about how a language should be learned and taught • learning and working in groups • relationships with others • the role of the self in teaching and learning • motivation to start and persist with tasks • the role of emotions in learning. The authors provide
useful insights for the understanding of language learning and discuss the important implications for language teaching pedagogy. Extra resources are available on the website: www.oup.com/elt/teacher/exploringpsychology Marion Williams was formerly Reader in Applied Linguistics at the University of Exeter and is a past president of IATEFL. Sarah Mercer is Professor of Foreign Language Teaching at the University of Graz, Austria. Stephen Ryan is Professor in the School of Economics at Senshu University, Tokyo.

This teacher-friendly guide to understanding and implementing task-based language teaching (TBLT) provides a brief and clear introduction to the key elements of TBLT and highlights practical guidelines for teachers. Learn the structure of a task-based curriculum, how to evaluate tasks, and how to set assessment goals. Finally, reflect on the strengths and challenges of implementing TBLT and see if it could work for your classroom!

This book raises the issue of what a teacher needs to know about English in order to teach it effectively. It leads teachers to awareness of the language through a wide range of tasks which involve them in analysing English to discover its underlying system.

The notion of the teacher as "reflective practitioner" is gaining ground as a powerful concept in teacher education and teacher development. One of the strengths of this approach is that it draws on the experience of a wide range of professions. Another is
that it can help break down the gap between theory and practice that is all too often a major source of criticism of teacher education courses. The concept of the reflective practitioner can be applied to many aspects of teacher education including teacher supervision, teaching practice, microteaching, action research, groupwork, teacher assessment, and course design. Training Foreign Language Teachers deals with this important topic in a very lucid and straightforward way. It contains many suggestions for practical work and discussion, and numerous applications to actual situations, including an extended case study. The activities are firmly placed within the framework of a coherent approach to language teacher education. This book is aimed at anyone in the area of foreign language teaching who is engaged in designing, running or taking part in any of the following kinds of professional activities: teacher education courses, in-service training courses, supervision or inspection programs, advisory programs for teachers, staff development programs, and self-development programs. Training Foreign Language Teachers will be ideal as a core-text for MA courses with a teacher education focus.

The aim of this book is to develop a framework for describing the field as it currently exists together with well-established views. As far as possible the book describes rather than prescribes, to avoid taking up any single approach or theory regarding what constitutes the legitimate approach to TEFL research. Of course, the personal views of the authors will colour the account provided as it is impossible to separate description from interpretation. Thus, in a way, this book involves the theories, beliefs, knowledge, methods and practices of foreign
language teachers and how these can enhance teacher education. This book is planned for pre-service or in-service teachers of a foreign language at primary, secondary or tertiary levels, although the criterions examined are useful to teachers of English as a foreign language, teacher trainers, or modern language teachers involved in teaching any language whether in Spain or overseas. Our main purpose is to help readers to help themselves. Accordingly, the reader is encouraged to be engaged in an examination of foreign language teaching and learning in hope of improving his/her practice and making language teaching more controllable, more interesting and more effective. The chapters are organized into four sections. In Section I, three chapters describe some perspectives in teacher education. In the first chapter, José M. Vez focuses on the hypothesis that the key to producing well-qualified EFL teachers is to greatly strengthen their professional learning across the continuum of a career in the foreign language classroom. He emphasizes the fact that foreign-language teaching must become a learning profession in order to prompt greater learning among foreign language students and describes the innovative aspects of foreign language teacher education. In the second chapter, Sheena Davies provides an overview of language teacher education today, with particular reference to English language teaching, discusses some current issues associated with the field, and gives notice of her experience working with both native speaker and non-native speaker teachers of English from all over the world on a variety of in-service and pre-service courses and seminars. In chapter 3, we examine the perspectives on teacher thinking and teachers' beliefs in general, and about language learning in particular. 

"The growth in English language teaching worldwide and the related increase in teacher training programmes of all kinds highlight the need for greater accountability in the assessment
of teachers. The need for formal summative assessment has taken on greater importance in training programmes and requires procedures which do not always sit easily with the development process, while transparency of assessment procedures is also increasingly demanded by the candidates themselves. This edited volume discusses key issues in assessing language teachers' professional skills and knowledge and provides case study illustrations of how teacher knowledge and teaching skills are assessed at pre-service and in-service levels within the framework of the Cambridge English Teaching Qualifications. The volume provides: - discussion of ways in which the changing nature of English language teaching has impacted on teacher education and assessment - examples of specific assessment procedures for both teaching knowledge and practical classroom skills - accounts of the ways in which the Cambridge English Teaching Qualifications have been integrated into and adapted for local contexts. This is the first volume of its kind wholly dedicated to language teacher assessment and as such will be of interest to language teachers and teacher educators as well as to researchers and postgraduate students"--

"Translation and Own-language Activities provides structured, practical advice and guidance for using students' own languages within the ELT classroom. It presents effective ways of integrating carefully chosen activities, covering themes such as tools, language skills, language focus and techniques. The practical activities range from using bilingual dictionaries to translating long texts, with a number of tasks drawing on easy-to-use web tools. The book also considers the relationship between translation and intercultural understanding"--

Drama Techniques offers a large selection of drama-based techniques which focus learners attention on communicative tasks or activities. The techniques are suitable at all levels and
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involve the whole personality of the learner providing real reasons for expressing feelings and opinions. This book will be of particular interest to teachers looking for ideas to inject spontaneity and motivation into their lessons.

Current, comprehensive, and authoritative, this text gives language teachers and researchers, both a set of conceptual tools with which to think and talk about creativity in language teaching and a wealth of practical advice about principles and practices that can be applied to making their lessons more creative. Providing an overview of the nature of creativity and its role in second language education, it brings together twenty prominent language teachers and researchers with expertise in different aspects of creativity and teaching contexts to present a range of theories on both creative processes and how these processes lead to creative practices in language teaching. Unique in the field, the book takes a broader and more critical look at the notion of creativity in language learning, exploring its linguistic, cognitive, sociocultural and pedagogic dimensions. Structured in four sections— theoretical perspectives, creativity in the classroom, creativity in the curriculum, and creativity in teacher development—each chapter is supplemented by Questions for Discussion and Suggestions for Further Research. Its accessible style makes the book relevant as both a course text and a resource for practicing teachers.

Indhold: Implementing task-based learning: contexts and purposes; Exploring task interaction: helping learners do better; Exploring task language: lexical phrases and patterns; Investigating variables: task conditions and task types.

This book contains 40 tasks of two types: discussion tasks and classroom-based tasks. This book provides an accessible introduction to action research for teachers, by encouraging
teachers to adopt a research attitude to their practice and development. It bridges the gap between theoretical and practical teacher training. This versatile resource book contains a range of tasks suitable for many different in-service teacher education and development programmes. The materials are specifically designed to help teachers develop their skills, knowledge and attitudes so they can become more effective teachers. The book will be of particular interest to teacher trainers in countries which are undergoing educational reform, or where teacher training is being given special priority by the Government and Ministry of Education.

SUNup! Engaging REAL-WORLD tasks for eighth graders is an integrated skills book which has been developed based on the Costa Rican English new program starting in 2017 for seventh graders. The book is ideal to study over an academic year. Students practice the four skills through communicative activities that follow the Task Based Approach in four stages. To achieve the language competence, this book is divided into six scenarios, each scenario is divided into four themes and an extension section called review and expand. Each theme organizes the tasks into two main components: oral and written comprehension, and oral and written production. The Action Oriented Approach states that students are social agents who use the target language to perform specific actions in real life contexts. To be coherent with this basic principle, the eighth grade English book includes the use of digital technology in the development of mini-projects and critical thinking by letting students make decisions through problem-solving situations. SUNup! Engaging REAL-WORLD tasks for eighth graders has been designed to consolidate the A2 band, based on the Common European Framework. In the extension activities, students are expected to reinforce grammar and sentence frames as
well as reading comprehension. At the end of each scenario, students are expected to check their progress which derive from the linguistic competences “Learner can …” using a Can-do check list. A flexible classroom arrangement is recommended so that students can have opportunities to walk around and work in pairs or individually, which will provide them with the opportunity to develop learners’ meta-cognitive, meta-affective, and meta-social strategies in an organized, purposeful and scaffolded learning experience. Besides the students’ book, teachers have access to the audio-material and the teachers’ guide. The F PRIMA Publishing house focuses on supporting English Teachers in the process of understanding and implementing the new English syllabus approved by the Consejo Superior de Educación in the year 2016. Thank you for your commitment to the goal of transforming English Classrooms across Costa Rica.

This is a user-friendly guide to the theory and practice of task-based learning for the classroom teacher. The book shows how the task-based approach can be used to deal with all ages and levels, including mixed-ability classes, integrated skills and corpus work, and grammatical analysis.

Task-based learning in teaching is where an activity has been designed to help achieve a particular learning goal. This volume brings together a series of studies by different researchers on the impact of tasks in second language teaching, testing and development. It reviews a number of issues which include recent research into task-based learning: the effect of tasks on speaking, listening and oral interaction, the role of the teacher in exploiting tasks and the nature of the task based curriculum.

Seminar paper from the year 2016 in the subject English - Pedagogy, Didactics, Literature
In the following term paper, I would like to give a brief overview about task-based learning in general and the way it provides effective language learning with the help of motivational tasks in order to show that in-class language practice does not necessarily have to be an artificial situation. In modern second language teaching the role of task-based learning has become a very important topic. Due to the fact that many exercises in EFL classrooms have no clear connection to real world situations, researchers and modern English teachers try to put emphasis on tasks which help learners to use the target language effectively in different situations outside the classroom. This term paper has its focus on the implementation of task-based learning and teaching in EFL classrooms and the way task-based activities can be designed. Based on the fact that motivation plays an important role in language learning, it is also necessary to concentrate on possibilities to make the English language attractive (also for young learners) and to help them realizing that through task-based learning activities they can learn something which can be transferred to real life situations. Since I did not know a lot about task-based language learning (and teaching), I was looking forward to being engaged in this topic. The most interesting and also surprising aspect that I learned was that there are so many advantages of TBL. First of all, TBL allows students to be free of language control because they use all their language resources rather than just practicing one preselected item. Furthermore, a natural context is developed from the students' experiences with the language that is personalized and relevant.
Task-based teaching has created enormous interest among teachers in recent years. But how does the idea of designing tasks (e.g. discussions, problems, games) that encourage learners to use real language work in practice? This book explains the basic principles behind task-based learning and teaching and gives practical examples of how to make it work in different teaching situations.

Explains how good language teachers work, drawing on teacher training theory as well as many examples and case studies.

This book provides an accessible account of teacher noticing, the process of attending to, interpreting and acting on events which occur during engagement with learners, in contexts of language teacher education. It presents an innovative study of task-based interaction and emphasizes the role of reflective practice in professional development.

Distance learning was associated for many years with the endeavour of a correspondence course. Based on a symposium, this book presents current research and practice in the field.

This book examines current research centered on the second language classroom and the implications of this research for both the teaching and learning of foreign languages. It offers illuminating insights into the important relationship between research and teaching, and the inherent complexities of the teaching and learning of foreign languages in classroom settings. Offers an accessible overview of a range of research on instruction and learning in the L2 classroom Bridges the relationship between
research, teachers, and learners. Helps evolve the practice of dedicated current language teachers with research findings that suggest best practices for language teaching.

This volume extends the Task-Based Language Teaching: Issues, Research and Practice books series by deliberately exploring the potential of task-based language teaching (TBLT) in a range of EFL contexts. It is specifically devoted to providing empirical accounts about how TBLT practice is being developed and researched in diverse educational contexts, particularly where English is not the dominant language. By including contributions from settings as varied as Japan, China, Korea, Venezuela, Turkey, Spain, and France, this collection of 13 studies provides strong indications that the research and implementation of TBLT in EFL settings is both on the rise and interestingly diverse, not least because it must respond to the distinct contexts, constraints, and possibilities of foreign language learning. The book will be of interest to SLA researchers and students in applied linguistics and TESOL. It will also be of value to course designers and language teachers who come from a broad range of formal and informal educational settings encompassing a wide range of ages and types of language learners.

This practical book contains over 100 different speaking exercises, including interviews, guessing games, problem solving, role play and story telling with accompanying photocopiable worksheets.
This volume explores the defining element in the work of language teacher educators: language itself. The book is in two parts. The first part holds up to scrutiny concepts of language that underlie much practice in language teacher education yet too frequently remain under-examined. These include language as social institution, language as verbal practice, language as reflexive practice, language as school subject and language as medium of language learning. The chapters in the second part are written by language teacher educators working in a range of institutional contexts and on a variety of types of program including both long and short courses, both pre-service and in-service courses, and teacher education practice focusing variously on metalinguistic awareness for teachers, language improvement, and classroom communication. The unifying factor is that collectively they illuminate how language teacher educators research their practice and reflect on underlying principles.

Tasks in Second Language Learning aims to re-centre discussion of the ways in which language learning tasks can help offer a holistic approach to language learning, and to explore the research implications. It relates the broad educational and social science rationale for the use of tasks to the principles and practices of their classroom use. The authors provide a balanced review of research as a basis for exploring a broader research agenda. Throughout, the book offers telling illustration of the contributions of a range of specialists in research, teaching methodology and materials development, and of the authors' own argument.