Book Resource List:
English Language Teaching & Applied Linguistics

A Guide for EFL Professionals

Office of English Language Programs
Bureau of Educational and Cultural Affairs
United States Department of State
Washington, DC

AMERICAN

A E

ENGLISH

americanenglish.state.gov

INTRODUCTION

The book resource list that follows was originally developed to support English Language Fellows, English Language Specialists, and Regional English Language Officers in identifying resources that will aid them in completing projects sponsored by the Office of English Language Programs, Bureau of Educational and Cultural Affairs, U.S. Department of State. However, this resource may be of interest to any English language teaching professional working in an English as a foreign language (EFL) context.

The focus is largely on books, rather than journals or articles, that have been published in the past five years, along with some older titles that are still considered particularly relevant. Based on input from a small group of individuals, this bibliography will naturally be limited in scope due to personal interests, experience, and knowledge, among other factors. There are many other worthwhile publications that, in a larger collection, would certainly be considered vital additions and should not be overlooked.

The bibliography is in two parts:

- **Part One** focuses on **Educating Language Learners** in the primary language skills (speaking, listening, reading, writing, grammar, vocabulary, and pronunciation) and also has sections focusing on technology, culture, young learners, and English for Academic Purposes. The section on integrated skills is not extensive, but this should not be understood as a lack of support for the approach. We fully support and recommend this approach in most contexts. For more information, see the Integrated Skills section. Each section in Part One is divided into *Teacher References* and *Teaching Materials* for use with English language learners. Teaching materials may include activity sourcebooks, textbooks, or reference books like dictionaries. Assessment of language skills is addressed in Part Two, Chapter 15.

- **Part Two** focuses on **Educating Teachers** in TESOL-content areas from curriculum design to second language acquisition, assessment, action research, program administration, and beyond. Naturally, these sections are devoted entirely to *Teacher References*, including those focused on helping teachers assess the language skills listed in Part One. Chapter 13: Teaching Methodology includes titles related to the theories underlying teaching methodology, methodological practices, Content-Based Instruction (CBI), classroom management, and more.

Each entry is labeled according to the categories and symbols below for quick reference:

***	Highly recommended
eBook	Electronic book
ESP	English for Specific Purposes
K–12	Relevant to K–12 teachers
print	Hardback or paperback book
MM	Multimedia: including audio CD or DVD
series	Multi-level series
website	Companion website

Table of Contents

PART ONE

Educating Language Learners

1. INTEGRATED SKILLS

This section on integrated skills is not extensive. This is because an integrated-skills approach has become the standard approach to teaching English in most contexts and most modern general coursebooks are integrated skills. This common usage is probably why we could identify no teacher references that focus on integrated skills from a theoretical perspective, or activity sourcebooks. The lack of teacher references in this section should not be interpreted as a lack of support for integrated skills. We fully support and recommend this approach in most contexts.

We recognize that there are many excellent integrated skills coursebooks on the market and we could not possibly list them all. We list a very limited selection of popular texts below. It is important to note that these coursebooks are designed for international markets. There may be integrated skills coursebooks designed for particular regions, first languages, or countries that are more appropriate for your context.

Textbooks

Foley, B. H. & Neblett, E. R. (2018). *English in action!* (3rd ed.). Boston, MA: Heinle ELT.
This four-level series focuses on building language, life, and career skills through role-playing communicative activities. Chapters include grammar and vocabulary practice as well as activities focused on solving real-world problems and cooperative learning and classroom community-building activities.
print   MM   series   website

Kay, S. & Jones, V. (2017). *New American inside out*. London, UK: Macmillan Education.
This six-level series takes students from beginner to advanced levels. Units include vocabulary, grammar, pronunciation input, and practice sections, as well as four skills practice; however, the focus is on preparing students for fluency speaking. A CD is included with each student's book. The series has online practice and workbooks, as well as teachers' books that guide teachers through teaching procedures that they may not be fully familiar with.
print   MM   series   website

Richards, J., Hull, J. & Proctor, S. *Interchange* (5th ed.). Cambridge, UK: Cambridge University Press.
This long-established four-level series takes adult learners from beginning to intermediate levels. Units include grammar, vocabulary, and pronunciation focus sections, and often build up to dialogues that can be personalized. The book includes interactive pair-work activities, a grammar reference section, and a list of new vocabulary items. The latest editions provide access to online self-study and workbooks. Earlier editions, accompanied by print workbooks, may be more appropriate for some contexts. The series has clear teachers' guides, which include an assessment section.
print   series   website

Soars, J. & Soars, L. (2016). *American headway* (3rd ed.). Oxford, UK: Oxford University Press.

This long-established six-level general English series is aimed at learners from beginning to advanced levels. The books follow a robust vocabulary and grammar syllabus and provide plenty of speaking practice. The series includes teachers' books, online activities, and online self-assessment resources.

print   series   website

Stephenson, H., Dummet, P., Bohlke, D., Lansford, L., & Walker, R. *Keynote*. National Geographic Learning.

This series uses TED Talks to explore inspiring stories and develop communication, collaboration, creativity, and critical thinking skills. Authentic readings, infographics, and interviews add context, content, and practice. Students develop fluency, confidence, and delivery as presenters through analyzing TED speakers.

print   MM   series   website

2. SPEAKING

Teacher References

Bleistein, T., Smith, M., & Lewis, M. (2020). *Teaching speaking, revised*. Alexandria, VA: TESOL Press.
ISBN: 9781945351921

This book introduces strategies for teaching and assessing speaking communicatively and explores language in real-world conversational contexts.
eBook   print

Hughes, R. & Reed, B. (2017). *Teaching and researching speaking* (3rd ed.). New York, NY: Routledge.
ISBN: 9781138911741

This book provides an overview of language theory, the nature of speaking, attitudes to spoken forms, and relationships between written and spoken forms. The text includes a focus on approaches to researching, teaching, and assessing spoken language, as well as conversation analysis, teaching materials, and oral assessment with attention to online corpora and mobile applications. It is relevant to both language teachers and teacher educators.
***   eBook   print

Nation, I. S. P. & Newton, J. (2020). *Teaching ESL/EFL listening and speaking* (2nd ed.). New York, NY: Routledge.
See CHAPTER 3: LISTENING

Thornbury, S. (2005). *How to teach speaking*. Hoboken, NJ: Pearson Education ESL.
ISBN: 9780582853591

This book is an introduction to approaches and activities for teaching and testing speaking. It addresses topics such as fluency, articulation, and register and considers a variety of techniques and activities including drilling, discussions, drama, dialogues, and conversation. The text includes a collection of practical exercises and activities and a suggested reading list.
***   print

Teaching Materials

Activity Sourcebooks

Bilbrough, N. (2007). *Dialogue activities: Exploring spoken interaction in the language class*. Cambridge, UK: Cambridge University Press.
ISBN: 9780521689519

This book is a guide to using dialogues in language classrooms and includes more than 100 adaptable activities that explore English through dialogues. The text includes a focus

on dialogues as both product and process in language teaching and supports learners in going beyond conventional communicative strategies to practice speaking language in new ways.

print

Klippel, F. (1985). *Keep talking: Communicative fluency activities for language teaching*. New York, NY: Cambridge University Press.
ISBN: 9780521278713

This book has over 100 fluency speaking activities for beginning to advanced-level students, including interviews, guessing games, jigsaw tasks, role-plays, and storytelling, problem-solving, and values clarification activities. Reproducible worksheets are included.

***   **print**

Ur, P. (2014). *Discussions and more* (2nd ed.). Cambridge, UK: Cambridge University Press.
ISBN: 9781107442757

This latest edition of the classic text *Discussions that Work* has instructions for over 50 speaking activities, including games, presentations, and debates. The book has three parts: Simpler, Shorter Activities; Activities of Medium Length and Complexity; and Longer and More Challenging Activities. Each activity can be modified for use with different language levels and ages.

***   **print**   **K–12**

Vorholt, J. (2018). *New ways in teaching speaking* (2nd ed.). Alexandria, VA: TESOL Press.
ISBN: 9781945351280

This book is a collection of adaptable speaking activities for a wide range of ages and levels. The text has collections of activities that focus on fluency, accuracy, pronunciation, and a number of specific contexts, as well as an extensive section on using technology to improve speaking skills. A companion website has teacher resources, including rubrics and handouts.

print   **website**

Textbooks

Hitsky, D. (2011). *Surveys for conversation* (2nd ed.). Brattleboro, VT: Pro Lingua Associates.
ISBN: 9780866473224

This book is a collection of photocopiable questionnaires aimed at the high-beginner to high-intermediate levels. Each worksheet is designed to be used over two days. Topics are introduced on the first day and surveys assigned for homework. On the second day, completed surveys are the basis for conversation.

print

Jones, L. (2007). *Let's talk* (2nd ed.). Cambridge, UK: Cambridge University Press.

This three-text series takes students from high-beginning to high-intermediate level. The series focuses on oral communication skills and developing fluency speaking and listening activities. Unit themes focus on high-frequency topics such as food and cooking, weather,

sports, etc. Each text includes a self-study section that with listening, vocabulary, and grammar practice. The books have an accompanying audio CD.

print   MM   series

Powell, M. (1996). *Presenting in English*. Boston, MA: Heinle ELT.
    ISBN: 9781111832278

This book has brief overviews of, and exercises for, practicing speaking strategies for business presentations. Many of the strategies, such as softening, emphasis, and signposting, are relevant in a variety of academic or professional contexts.

print   MM   ESP

See Also:

Chapter 1: Integrated Skills

Chapter 8: Pronunciation

Chapter 10: Culture

Chapter 15: Language Assessment

3. LISTENING

Teacher References

Lynch, T. (2009). *Teaching second language listening*. Oxford, UK: Oxford University Press.
   ISBN: 9780194423342
This book provides guidance on adapting, creating, and evaluating listening tasks.
It includes sections on background issues in listening, listening processes, teaching
second-language listening, and learning second-language listening. It also contains
material on self-study, learner-centered listening, collaborative listening, and bringing the
world into the classroom.
print

Nation, I. S. P. & Newton, J. (2020). *Teaching ESL/EFL listening and speaking* (2nd ed.). New
   York, NY: Routledge.
   ISBN: 9780367195533
This text deals with a listening/speaking program and addresses Nation's four strands
in this context: meaning-focused input, meaning-focused output, language-focused
learning, and fluency development. Similar to the companion text above on reading
and writing, it assumes no previous experience with Second Language Acquisition (SLA)
theory or applied linguistics and suggests teaching, learning, and assessment strategies
for use across proficiency levels. Teachers may want to supplement this with a reference
that more thoroughly examines the areas of pronunciation, lesson planning, and
assessment.
print   eBook

Nemtchinova, E. (2020). *Teaching listening, revised*. Alexandria, VA: TESOL Press.
   ISBN: 9781945351808
This book presents research and theory related to second language listening, and
classroom applications. It includes a focus on listening, listening skills and strategies, and
how to teach listening.
eBook   print

Richards, J. & Burns, A. (2011). *Tips for teaching listening: A practical approach*. Hoboken,
   NJ: Pearson Education ESL.
   ISBN: 9780132314831
This book is an introduction to research on teaching listening as well as specific teaching
techniques. The authors address listening skills and processes, text types, course planning
and assessment, and academic listening.
print

Rost, M. (2015). *Teaching and researching listening* (3rd ed.). New York, NY: Routledge.
   ISBN: 9781138840386
This book provides a summary of teaching and researching listening and includes a focus

on (a) the neurological, linguistic, pragmatic, and psycholinguistic processing involved in listening, and first- and second-language listening; (b) approaches, methods, instructional design, and assessment; and (c) research methods and sample research projects, including procedural guidelines.

*** eBook print

Teaching Materials

Activity Sourcebooks

Hadfield, J. & Hadfield, C. (2000). *Simple listening activities*. Oxford, UK: Oxford University Press.
    ISBN: 9780194421683

Part of the Oxford Basics series, this book is designed for inexperienced teachers and has simple, clear instructions for short, communicative listening activities at the beginning level that are suitable for low-resource environments. Note: The book uses British English.

print K–12

Textbooks

Sarosy, P. & Sherak, K. (2013). *Lecture ready: Strategies for academic listening and speaking – Student Book 1* (2nd ed.). Oxford, UK: Oxford University Press.

This is a three-part series aimed toward mid-intermediate to advanced-level students. The texts expose learners to sample lectures and provide practice in note-taking and academic discussions. The series has extensive online resources for teachers.

print MM series website

See Also:
Chapter 1: Integrated Skills
Chapter 2: Speaking
Chapter 15: Language Assessment

4. READING

<u>Teacher References</u>

Day, R. (2020). ***Teaching reading, revised***. Alexandria, VA: TESOL Press.
   ISBN: 9781945351785

This book explores reading, reading strategies, reading fluency, reading comprehension, and reading objectives and includes strategies for teaching reading based on the interactive processes students experience when learning to read.

eBook   print

Grabe, W. (2009). ***Reading in a second language: Moving from theory to practice***. New York, NY: Cambridge University Press.
   ISBN: 9780521729741

This book is a scholarly introduction to theories and practical applications of L2 reading. Topics include basic reading processes, individual learner differences, social contexts of reading, vocabulary and grammar development, discourse structure, learner strategies, comparisons of first- and second-language reading, fluency and extensive reading, the relationship between reading and writing, and reading assessment. The book connects these notions to classroom applications as well as curriculum design.

eBook   print

Hedgcock, J., & Ferris, D. (2018). ***Teaching readers of English: Students, texts, and contexts*** (2nd ed.). New York, NY: Routledge.
   ISBN: 9781138206212

This book is an introduction to second language reading and literacy at secondary and higher levels. Topics include definitions of literacy, writing systems, and a discussion of readers and texts. Also addressed are vocabulary development, close and extensive reading, and assessment.

eBook   print

Nation, I. S. P. & Macalister, J. (2020). ***Teaching ESL/EFL reading and writing*** (2nd ed.). New York, NY: Routledge.
   ISBN: 9780367433765

This book is aimed at those with no prior experience with Second Language Acquisition (SLA) theory or background in applied linguistics and would be helpful to novice teachers in designing a reading and writing course. The text introduces four strands of language acquisition in relation to reading and writing: meaning-focused input, meaning-focused output, language-focused learning, and fluency development. It also suggests teaching, learning, and assessment strategies for use across proficiency levels. The text does not address the latest research on whole-language approaches to reading or the role of phonics in teaching reading, and therefore, other resources would be helpful for guiding lesson planning and assessment.

print   eBook

Teaching Materials

Activity Sourcebooks

Grellet, F. (1981). ***Developing reading skills: A practical guide to reading comprehension exercises***. Cambridge, UK: Cambridge University Press.
ISBN: 9780521283649

This book is an overview and classification of the types of activities that develop reading skills. Although originally published in the 1980s, there has been nothing comparable published since to replace it. The book offers descriptions of activities for developing different reading skills.

print

Textbooks

Zimmerman, C., Burgmeier, A., Richmond, K., Rubin, K., & Zwier, L. J. (2012). ***Inside reading*** (2nd ed.). Oxford, UK: Oxford University Press.

This five-text series is aimed at beginning to advanced-level students. The texts prepare learners to read effectively in academic contexts and acquire key vocabulary from the Academic Word List. The series has extensive online resources for teachers. Units include material and tasks from academic content areas and support learners in developing relevant reading skills.

print   series

See Also:
Chapter 1: Integrated Skills
Chapter 15: Language Assessment

5. WRITING

<u>Teacher References</u>

Ferris, D. (2003). *Response to student writing: Implications for second language students*.
    Mahwah, NJ: Lawrence Erlbaum Associates.
    ISBN: 9780805836578

This book focuses on feedback on L2 writing. The author discusses teacher error correction and feedback, peer response, learners' views on writing response, effective feedback, and further things to consider. The book provides authentic student writing and feedback samples, a training sequence for teachers on responding to writing, guidelines for teacher–student writing conferences, and suggestions on error correction procedures and implementing peer response.

***   **eBook**   **print**

Hinkel, E. (2015). *Effective curriculum for teaching L2 writing: Principles and techniques*.
    New York, NY: Routledge.
    ISBN: 9780415889995

This book is a reference for prospective and practicing teachers of academic, college-level writing. Largely focused on preparing learners as academic writers in U.S. universities, the checklists, discussion points, and classroom activities can be adapted for an EFL context.

eBook   **print**

Nation, I. S. P. & Macalister, J. (2020). *Teaching ESL/EFL reading and writing* (2nd ed.). New
    York, NY: Routledge.
    See CHAPTER 4: READING

Paltridge, B., Harbon, L., Hirsh, D., Shen, H., Stevenson, M., Phakiti, A., & Woodrow, L. (2009).
    Teaching academic writing: An introduction for teachers of second language writers.
    Ann Arbor, MI: University of Michigan Press/ESL.
    ISBN: 9780472033348

This book introduces issues, processes, and teaching methodologies relevant to L2 writing for academic purposes. Topics include: processes, skills, strategies, and background knowledge in L2 writing; needs analysis in course design; EAP approaches and perspectives; vocabulary instruction, diagnostics, and the Academic Word List; cross-cultural issues and first-language writing conventions; feedback methods; and assessment procedures. The book provides discussion questions and sample exercises and suggests teaching implications.

***   **print**

Tomas, Z., Kostka, I., & Mott-Smith, J. (2020). *Teaching writing, revised*. Alexandria, VA: TESOL Press.
    ISBN: 9781945351860

This book explores concepts in teaching writing, including planning, text-based writing, writing strategies, modeling, and responding to student writing, and encourages readers to

adapt the authors' ideas to their own teaching contexts. The book includes lesson-planning guidance that encourages teachers to consider purpose and audience in developing writing assignments.

eBook   print

Teaching Materials

Activity Sourcebooks

Hadfield, J. & Hadfield, C. (2000). *Simple writing activities*. Oxford, UK: Oxford University
    Press.
    ISBN: 9780194421706
Part of the Oxford Basics series, this book has simple, clear instructions for short communicative writing activities at the beginning level that are suitable for low-resource environments. Note: The book uses British English.

print   K–12

Mussman, D. C. (2013). *New ways in teaching writing, revised*. Alexandria, VA: TESOL Press.
    ISBN: 9781942223160
This book has activities designed for a variety of contexts, including low-resource classrooms, K–12, and higher education. Some activities include the use of technology.

print   K–12

Textbooks

Ferris, D. (2014). *Language power: Tutorials for writers*. London, UK: Macmillan Education.
    ISBN: 9780312577803
This book has 25 tutorials for students focusing on strategies for improving vocabulary use, grammar, and style in writing, as well as diagnostic activities to identify strengths and areas for improvement. The text might be used for self-access activities, as part of a writing lesson or in tutorials. Although many of the activities seem designed for the U.S. classroom, these could be adapted for EFL contexts.

print

Lane, J. & Lange, E. (2012). *Writing clearly: Grammar for editing* (3rd ed.). Boston, MA: Heinle.
    ISBN: 9781111351977
This book supports high-intermediate to advanced-level writers in becoming effective self-editors and is organized around areas that are typically problematic for L2 writers. The book includes writing assignments designed for practice of each grammar area.

print

See Also:
Chapter 1: Integrated Skills
Chapter 15: Language Assessment

6. GRAMMAR

Teacher References

Biber, D., Conrad, S., Johansson, S., Leech, G., & Finegan, E. (1999). *Longman grammar of spoken and written English*. Essex, England: Pearson Longman ELT.
   ISBN: 9780582237254

This book is a corpus-based reference grammar of English and provides descriptivist explanations of grammar in a variety of contexts, such as conversation, fiction, news reportage, and academic prose. A student version and workbook are also available.

print

Crawford, W. J. (2020). *Teaching grammar, revised*. Alexandria, VA: TESOL Press.
   ISBN: 9781945351822

This text focuses on developing teachers' knowledge of grammar as well as strategies to help students use grammar. Readers are invited to reflect on their teaching practice and also learn about corpus linguistics and concepts in grammar research.

eBook   print

Larsen-Freeman, D. & Celce-Murcia, M. (2016). *The grammar book: Form, meaning and use for English language teachers* (3rd ed.). Boston, MA: Heinle ELT.
   ISBN: 9781111351861

This text is a comprehensive reference and includes grammar explanations and examples, as well as semantic and syntactic information. The book discusses theoretical perspectives on teaching grammar along with teaching ideas, practice exercises, and reading suggestions.

***   print

Swan, M. (2016). *Practical English usage* (4th ed.). Oxford, UK: Oxford University Press.
   ISBN: 9780194202411

This book is a dictionary of English-usage problems and is relevant to both teachers and students. For each entry, it provides grammatical and lexical explanations.

***   eBook   print   website

Thornbury, S. (2000). *How to teach grammar*. Hoboken, NJ: Pearson Education ESL.
   ISBN: 9780582339323

This book is an overview of possible ways to teach grammar. The text explores teaching methods and strategies for introducing, clarifying, and practicing a variety of grammar topics. The author also discusses responding to errors and integrating grammar teaching into different methodologies, including task-based learning.

***   print

<u>**Teaching Materials**</u>

Activity Sourcebooks

Ur, P. (2009). *Grammar practice activities* (2nd ed.). Cambridge, UK: Cambridge University Press.
    ISBN: 9780521732321

This classic text is a guide to communicative grammar practice activities for a range of levels. This second edition of the book has step-by-step instructions for activities and an accompanying CD with photocopiable worksheets. Note: These are formatted for A4-size paper.

***   **print**   **MM**

Textbooks

Azar, B. & Hagen, S. (2016). *English grammar*. Hoboken, NJ: Pearson Education ELT.
    Companion website: http://myenglishlab.com/azar.html

This series of grammar books is a useful reference for teachers wishing to provide explanations and examples of specific grammar points or extra practice activities for individual students. Exercises are decontextualized, and this book is therefore not recommended as the only course text.

eBook   **print**   **website**   **MM**   **series**

Heinle. (2010). *More grammar practice*. Boston, MA: Heinle ELT.

This series provides grammar explanations and exercises to supplement communicative grammar teaching. Each grammar point is addressed in a photocopiable two-page format.

print   **series**

Larsen-Freeman, D. (2008). *Grammar dimensions* (4th ed.). Boston, MA: Heinle ELT.

This multi-level series presents grammar points by looking at their form, meaning, and use. The books include practice exercises and communicative activities. A Lesson Planner resource for instructors is a particularly helpful supplement. Teachers may need to prepare additional, livelier activities for further grammar practice.

print   **MM**   **series**

See Also:
Chapter 15: Language Assessment

7. VOCABULARY

Teacher References

Coxhead, A. (Ed.) (2014). *New ways in teaching vocabulary, revised*. Alexandria, VA: TESOL Press.
   ISBN: 9781942223009

Building on the work of Paul Nation, this book provides descriptions of adaptable vocabulary activities. The activities build on research-based strategies that promote vocabulary acquisition and focus on awareness-raising, collocations, meaning-focused input, meaning-focused output, and organizing learning. The book includes material on new technologies for vocabulary acquisition, as well as teaching vocabulary for specific purposes.

print   eBook   K–12

Gairns, R. & Redman, S. (1986). *Working with words: A guide to teaching and learning vocabulary*. New York, NY: Cambridge University Press.
   ISBN: 9780521317092

This classic text is a guide to selecting, organizing, and teaching lexis. It reviews theory and outlines approaches to presentation and practice. The authors also discuss approaches to assessment and strategies for supplementing vocabulary taught in textbooks.

***   print

Graves, M. F., August, D., & Mancilla-Martinez, J. (2012). *Teaching vocabulary to English language learners*. Alexandria, VA: TESOL Press.
   ISBN: 9780807753750

This book provides a comprehensive plan for a K–12 vocabulary program that provides rich input and output, teaches individual words, teaches word-learning strategies, and supports word awareness. The strategies presented can be used at multiple levels. The book includes sample lessons and activities, teaching vignettes, and a list of children's literature. Note: Although aimed at U.S. K–12 instructors, it can be adapted for EFL contexts.

print   K–12

Lewis, M. (1993). *The lexical approach: The state of ELT and a way forward*. Boston, MA: Wadsworth, Cengage Learning.
   ISBN: 9780906717998

This book is an overview of a lexical approach to teaching language, which grew out of the field of corpus linguistics, and in which teachers focus more on teaching lexis, including individual words, collocations, and word chunks. The author proposes that the grammar/vocabulary dichotomy is invalid, that language is neither grammaticalized lexis nor lexicalized grammar, and that lexis is a frequently under-taught area of language instruction.

print

Swan, M. (2016). ***Practical English usage*** (4th ed.). Oxford, UK: Oxford University Press.
  See CHAPTER 6: GRAMMAR

Teaching Materials

Activity Sourcebooks

O'Dell, F. & Head, K. (2003). ***Games for vocabulary practice: Interactive vocabulary activities for all levels***. Cambridge, UK: Cambridge University Press.
  ISBN: 9780521006514
This book has more than 50 vocabulary games and activities for students from elementary to advanced levels. The activities are organized into topic-based units.
print

Ur, P. (2011). ***Vocabulary activities*** (4th ed.). Cambridge, UK: Cambridge University Press.
  ISBN: 9780521181143
This book describes adaptable vocabulary activities for different ages, proficiency levels, and contexts and addresses introducing and presenting lexis, as well as expanding, exploring, and practicing it. The book includes a chapter on activities for advanced learners and has an accompanying CD with printable classroom resources.
***   **print**   **MM**

Textbooks

McCarthy, M. & O'Dell, F. ***English vocabulary in use***. Cambridge, UK: Cambridge University Press.
  See a complete list of titles in the series with ISBNs [here](#).
This is a multi-level series primarily appropriate for self-study or supplementing a communicative classroom. Vocabulary is thematically presented and has accompanying practice exercises. Additional interactive exercises are provided on a CD.
eBook   **print**   **MM**   **series**

Schmitt, D., Schmitt, N., & Mann, D. (2011). ***Focus on vocabulary*** (2nd ed.). Hoboken, NJ: Pearson Education ESL.
This book presents lexical sets of vocabulary in theme-based chapters. The Level 1 text targets mid-frequency vocabulary, while the Level 2 text targets the Academic Word List. Each chapter introduces target lexis through a reading passage, then recycles it through practice and extension activities.
print   **series**

References & Dictionaries

Kauffman, D. & Apple, G. (2010). ***Oxford picture dictionary for the content areas*** (3rd ed.).
Oxford, UK: Oxford University Press.
ISBN: 9780194525008
Companion Website: https://elt.oup.com/teachers/opd/

This dictionary has over 1,500 words and phrases from social studies, science, and math. These lexical items are grouped thematically and accompanied by illustrations. The book includes practice activities, and a number of supplementary resources are also available, including bilingual editions, workbooks, teacher's handbooks, audio CDs, and a website for teachers.

print   MM   website   K–12

See Also:

Chapter 15: Language Assessment

8. PRONUNCIATION

Teacher References

Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2014). *Teaching pronunciation: A course book and reference guide* (2nd ed.). New York, NY: Cambridge University Press.
ISBN: 9780521729765

This book is a resource to enhance understanding of English phonology and communicative methodologies for teaching it. The text introduces the sound system of North American English and discusses consonants, vowels, stress, rhythm, connected speech, prominence, and intonation. The book also addresses approaches to assessment and the interaction between phonology and listening, grammar, morphology, and orthography. Also included are lessons on pronunciation features, as well as samples and suggestions for materials and curriculum design.

***   eBook   print   MM

Yoshida, M. T. (2016). *Beyond repeat after me: Teaching pronunciation to English learners*. Alexandria, VA: TESOL Press.
ISBN: 9781942799467

This book is a guide to the concepts necessary for teachers to develop students' intelligible pronunciation and effective communication. The text includes chapters focused on individual phonemes, as well as stress, rhythm, and intonation. Each section has teaching suggestions and activities. The book also focuses on adapting lessons for different contexts, and addresses the English spelling system.

print

Teaching Materials

Taylor, K., & Thompson, S. (2015). *The color vowel chart*. Santa Fe, NM: English Language Training Solutions.

The color vowel chart is available for [FREE download](#). Supplementary resources are [available for purchase](#).

MM   K–12

Activity Sourcebooks

Hancock, M. (1996). *Pronunciation games* (2nd ed.). New York, NY: Cambridge University Press.
ISBN: 9780521467353

This book has a variety of photocopiable pronunciation games for a wide range of levels. Games focus on raising awareness as well as productive practice and include activities that focus on individual sounds, word stress, sentence stress, and intonation. The teacher's section of the book explains how to play each game and suggests adaptions.

print

Textbooks

Baker, A., & Goldstein, S. (2007). *Pronunciation pairs: An introduction to the sounds of English* (2nd ed.). New York, NY: Cambridge University Press.
ISBN: 9780521678087

This book has exercises and activities that help students with the pronunciation of North American English, including stress, intonation, and spelling. Activities include listening discrimination and minimal pair exercises, as well as puzzles, games, dialogues, and guided conversations. The book has an accompanying audio CD.

print   MM

Gilbert, J. (2012). *Clear speech* (4th ed.). New York, NY: Cambridge University Press.
ISBN: 9781107682955

This classic text is a comprehensive course in the major features of North American English pronunciation. Appropriate for use either as a course text or as a self-study resource, the book emphasizes stress, rhythm, and intonation, and supports learners' clear articulation and effective communication. It includes a focus on spelling rules and provides plenty of practice exercises. The audio program is available online at www.cambridge.org/clearspeech.

print   website

Grant, L. (2017). *Well said: Pronunciation for clear communication* (4th ed.). Boston, MA: Heinle ELT.

This series is a comprehensive pronunciation course addressing stress, rhythm, and intonation and includes supplemental activities that focus on consonant and vowel sounds. Students are guided to discovery of rules throughout the book. The text also has online audio components.

print   MM   series   website

Lane, L. (2013). *Focus on pronunciation* (3rd ed.). Hoboken, NJ: Pearson Education ESL.

This series provides explanations and practice of pronunciation features, including consonants, vowels, stress, rhythm, and intonation. The books have listening and speaking tasks, games, communicative activities, and homework activities. Audio components are available on CD.

print   MM   series

See Also:
Chapter 2: Speaking
Chapter 15: Language Assessment

9. TECHNOLOGY

<u>Teacher References</u>

Bloch, J. & Wilkinson, M. (2013). ***Teaching digital literacies***. Alexandria, VA: TESOL Press.
  ISBN: 9781942223061
This eBook is an overview of approaches to digital literacy and how to teach it in language classrooms. The authors discuss forms of digital literacy, including a focus on multimodal literacy, social networking, and mobility, as well as assessing digital literacies.
eBook

Crane, B. (2012). ***Using web 2.0 and social networking tools in the K–12 classroom***. Atlanta, GA: ALA Neal-Schuman.
  ISBN: 9781555707743
This book looks at the ways in which K–12 teachers can use a range of digital and social networking tools to enhance instruction. Although aimed at K–12 instructors, the book is also relevant for language teachers. The author discusses a range of tools, including social networking, blogs, digital storytelling, podcasts, wikis, and videoconferencing. Each chapter focuses on a different subject area, age, and topic. There are several chapters on using digital tools to teach English. The book also includes sample lessons, teacher exercises, and curriculum examples from international contexts.
print   K–12   website

Healey, D. (2011). ***TESOL technology standards: Description, implementation, integration***. Alexandria, VA: TESOL Press.
  ISBN: 9781931185721
This eBook details the TESOL Technology Standards for foreign and second language learning in a wide range of educational settings and for programs with a range of technology resources. The book provides guidance for using technology with young learners and adults, in higher and vocational education, as well as English for Specific Purposes (ESP). The author suggests free and open-source technology alternatives as appropriate and includes examples of technology for those with physical disabilities. The book is aimed at teachers, teacher educators, and researchers and looks at technology standards both for learners and for teachers. The text includes examples of how the standards are applied in particular contexts, as well as a glossary and reference lists.
eBook

Hockly, N. (2016). ***Focus on learning technologies***. Oxford, UK: Oxford University Press.
  ISBN: 9780194003117
This book is designed to help teachers of students ages 5–18 understand the potential for digital technologies in supporting language learning and make principled decisions about whether and how to use learning technologies in their classrooms. The text provides an overview of research studies on learning technologies, considers examples of classroom practice, and includes activities to help teachers connect the book's concepts to their own teaching.
***   print   K–12   website

Hockly, N., Dudeney, G., & Pegrum, M. (2013). *Digital literacies: Research and resources in language teaching*. New York, NY: Routledge.
  ISBN: 9781408296899

This book is an overview of digital literacies in a language teaching context and addresses both why and how to teach digital literacies in English language classrooms. The authors provide a theoretical framework to help readers categorize and prioritize digital literacies. Also included are suggestions for classroom activities that help learners and teachers develop digital literacies at the same time as language skills. The authors also address the pedagogical implications of digital literacies, discuss how to include digital literacies in the English language curriculum, and suggest how teachers can work on their own professional development through Personal Learning Networks.

eBook   print

Teaching Materials

Activity Sourcebooks

Clandfield, L. & Hadfield, J. (2017). *Interaction online*. Cambridge, UK: Cambridge University Press.
  ISBN: 9781316629178

This book is aimed at teachers who want to incorporate online interaction in their teaching, whether for fully online, blended, or face-to-face courses. The text includes activities relevant to a wide range of teachers and contexts. Activities are targeted at teenagers and older learners and are designed for person-to-person interactions using social media, discussion forums, and instant-messaging services. Most activities can be facilitated synchronously or asynchronously.

***   print   MM   K–12

10. CULTURE

Teacher References

Hinkel, E. (1999). ***Culture in second language teaching and learning***. New York, NY:
    Cambridge University Press.
    ISBN: 9780521644907

This book is an introduction to aspects of culture that affect language teachers and
learners. The text addresses how culture impacts learning to construct meaning, to
speak, to write, and to interact in a second language, with reference to the social and
cultural contexts relevant to particular languages and speakers. The book also includes
an overview of research from other disciplines on the relationship between culture and
language.

print

Teaching Materials

Activity Sourcebooks

Corbett, J. (2010). ***Intercultural language activities***. New York, NY: Cambridge University
    Press.
    ISBN: 9780521741880

This book has 50 lesson plans for communicative activities focusing on culture and comes
with a CD of photocopiable worksheets and reading texts. Example discussion topics
include cultural symbols, etiquette, job interviews, conflict resolution, behavior in public
spaces, non-verbal communication, and children's games.

print   MM

Tomalin, B., Stempleski, S., & Maley, A. (1994). ***Cultural awareness***. Oxford, UK: Oxford
    University Press.
    ISBN: 9780194371940

This book is a collection of activities focused on increasing cultural awareness and
interaction among students. The text provides guidance on helping students improve
intercultural communication skills.

print   eBook

Textbooks

Bob, D. (2011). ***Communicating across cultures***. New York, NY: Cambridge University Press.
    ISBN: 9780521181983

This book is a course in intercultural communication for business English students,
especially those who need to operate effectively in international contexts. The text
addresses both spoken and written communications related to topics such as phone calls,

e-mails, meetings and negotiations, as well as the challenges of conflict management and working in international teams. Students are asked to analyze their own intercultural competence and to create a plan for continued improvement. Trainer's Notes are available online.

print   MM   ESP

MacKechnie Murtha, S. & Airey O'Connor, J. (2015). *Celebrate the American way: A fun ESL guide to English language and culture in the U.S.* Cranbury, NJ: Research Education Association.
ISBN: 9780738611945

This book is an exploration of U.S. social customs focusing on seasonal holidays and events. It includes reading texts, lexical input, and quizzes. Although focused on the U.S., the book would provide a useful starting point for discussion and comparison of local cultures. It is accompanied by a CD and online audio files to download with related dialogues.

print   MM

MacKechnie Murtha, S. & Airey O'Connor, J. (2018). *English the American way: A fun ESL guide to language and culture in the U.S.* (2nd ed.). Cranbury, NJ: Research Education Association.
ISBN: 9780738606767

This book is an exploration of U.S. customs relating to areas such as transportation, meeting neighbors, banking, shopping, and more. Units include reading texts, lexical input, a grammar focus, and quizzes as well. The text is accompanied by a CD and online audio files to download with related dialogues.

print   MM

11. YOUNG LEARNERS

Teacher References

Chamot, A. U. (2009). *The CALLA handbook: Implementing the cognitive academic language learning approach* (2nd ed.). New York, NY: Pearson Longman.
ISBN: 9780132040341

This book provides research-based guidelines for implementing the Cognitive Academic Language Learning Approach (CALLA) in elementary and secondary contexts. The text discusses the components of CALLA: using content area standards, developing academic language, and teaching learning strategies. Chapters include suggestions for teaching literacy, mathematics, science, and history, as well as reproducible lesson plans and activities. Although written with a U.S. audience in mind, many of the ideas are adaptable to other contexts.

print   K–12

Garton, S. & Copland, F. (2018). *The Routledge handbook of teaching English to young learners*. New York, NY: Routledge.
ISBN: 9781138643772

This book is an overview of research and practice in teaching young learners and is aimed at those studying and researching in this area. It addresses second language acquisition, discourse analysis, pedagogy, and technology. The text also addresses methodological issues and topics such as Content and Language Integrated Learning (CLIL) and teaching in difficult circumstances. The book provides recommendations for further reading.

eBook   print

McKay, P. (2006). *Assessing young language learners*. Cambridge, UK: Cambridge University Press.
   See CHAPTER 15: LANGUAGE ASSESSMENT

Shin, J. K. & Crandall, J. (2014). *Teaching young learners English*. Boston, MA: Heinle ELT.
   ISBN: 9781111771379

This book is aimed at pre- and in-service teachers and introduces concepts, practices, and strategies for planning lessons and activities for 7- to 12-year-olds. It provides guidance on classroom management, assessment, and professional development. Also included are the perspectives and suggestions of practicing teachers from around the world. Each chapter lists print and online resources for further research.

***   print   K–12

Teaching Materials

Activity Sourcebooks

McKay, P. & Guse, J. (2007). ***Five-minute activities for young learners***. Cambridge, UK:
Cambridge University Press.
ISBN: 9780521691345
This book is a collection of short activities for 6- to 12-year-olds, organized by theme, topic,
and level. Activities address the typical content found in most young learners' curricula and
encourage meaningful communication relevant to young learners.
print

Puchta, H. & Elliott, K. (2016). ***Activities for very young learners***. Cambridge, UK: Cambridge
University Press.
ISBN: 9781316622742
This book is for teachers of 3- to 7-year-olds and looks at the characteristics of the age
group, creating optimal environments, and common challenges. Included are activities
focusing on routines, behavior, movement, games, music, storytelling, art, pronunciation,
and literacy.
print   K–12

Textbooks

Barber, D., Bilsborough, S., Bilsborough, K., Schroeder, G., Stannett, K., Sved, R., & Wilson, R.
(2019). ***Look***. Boston, MA: Wadsworth, Cengage Learning.
This seven-level series is designed for beginning to intermediate levels. Texts incorporate
extensive reading activities as well as virtual School Trips with readings, videos,
comprehension activities, and project work.
print   MM   website   series

Reed, S. & Bentley, K. (2017). ***Guess What! American English***. Cambridge, UK: Cambridge
University Press.
This six-level series is aimed at learners from high-beginning levels and above. Texts
include games, songs, stories, dialogues, and role-plays. Each level has a student's book,
a workbook with online resources, a teachers' book with DVD, and audio CDs.
print   MM   website   series

See Also:
Chapter 15: Language Assessment

12. ENGLISH FOR ACADEMIC PURPOSES

Teacher References

De Chazal, E. (2014). *English for academic purposes*. Oxford, UK: Oxford University Press.
   ISBN: 9780194423717

This book is an overview of English for Academic Purposes (EAP) and how it is taught and learned in a variety of contexts. The text addresses multiple facets of EAP, including language, texts, listening, speaking, reading, writing, materials, assessment, using technology, and critical thinking and how it affects language use. The book has a companion website.

print   website

Hyland, K., & Shaw, P. (Eds.). (2016). *The Routledge handbook of English for academic purposes*. New York, NY: Routledge.
   ISBN: 9781138774711

This book is a comprehensive introduction to English for Academic Purposes (EAP) and addresses the main theories, concepts, contexts, and applications of this field. Chapters focus on key topics, including research perspectives, pedagogic and research genres, and learning management. Case studies and suggestions for further reading are also included.

***   eBook   print

Teaching Materials

Textbooks

Butler, L., Hogue, A., Oshima, A., & Meyers, A. (2016). *Longman academic writing series*. Montreal, QC: Pearson ERPI.

This five-level series supports students in learning to write academic English from pre-writing, through multiple drafts, to editing and revision. The series moves from writing at the sentence level to writing essays and research papers.

print   series

Lambert, J. (Ed.). (2015). *Final draft*. Cambridge, UK: Cambridge University Press.

This is an academic writing textbook series for university-bound students that incorporates model text analysis, corpus-based vocabulary, and grammar practice to support themed writing assignments.

print   series

See Also:
Chapter 2: Speaking
Chapter 3: Listening
Chapter 5: Writing

PART TWO

Educating Teachers

13. TEACHING METHODOLOGY

Theory and Methodology

Brown, H. D. (2014). *Principles of language learning and teaching* (6th ed.). White Plains, NY: Pearson Education Inc.
    ISBN: 9780133041941

This classic teacher education text provides an analysis of the theoretical foundations of foreign and second language teaching and discusses Second Language Acquisition (SLA) issues and key concepts. The book includes discussions of a wide variety of issues, including Vygotsky's and Bakhtin's theories, Thorndike's law of effect, error treatment, noticing, recasts, intercultural communication, language policy and politics, corpus linguistics, strategies-based instruction, contrastive rhetoric, and output hypothesis. The author encourages readers to consider the practical classroom applications of this research.
***   **eBook   print**

Larsen-Freeman, D. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford, UK: Oxford University Press.
    ISBN: 978019442360

This book is an overview of second language teaching methods and can be useful to pre- and in-service teachers in helping them to understand the origin and underlying theory of their own and others' teaching practices. The text has descriptions of classrooms where the teaching methods and approaches are used, and readers are invited to reflect on their own beliefs and practices. It is worth pointing out that some of the methods and approaches described are not supported by current research.
eBook   print   website

Richards, J. C. & Rodgers, S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge, UK: Cambridge University Press.
    ISBN: 9781107675964

Aimed at pre- and in-service teachers, this book discusses major trends in teaching methodology, as well as mainstream and alternative approaches, including genre-based teaching and content-based learning. The text includes discussion of the teaching and learning environment and impact on methodology. Chapters provide discussion questions and ask teachers to explore their own beliefs and practices.
eBook   print

Methodology in Practice

Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Essex, England: Pearson Longman ELT.
    ISBN: 9781405853118

This text is relevant to pre- and in-service ESL/EFL teachers as well as teacher trainers. The book includes sections on English as a world language, native and non-native

teachers, and new technologies in the classroom. The text provides practical teaching ideas and includes discussion of issues related to teacher development, learner autonomy, and context-sensitive teaching. The accompanying DVD has videos of real classes and discussions between the author and teachers. These discussions are useful in teacher-training courses to generate discussions. A lesson observation worksheet focuses viewer attention and provides a checklist for teachers.

print   MM

Scrivener, J. (2011). *Learning teaching: The essential guide to English language teaching* (3rd ed.). Oxford, UK: Macmillan Education.
ISBN: 9780230729841

This practical overview of the field addresses many of the essential classroom practices in language teaching and is aimed at novice or pre-service teachers. The book provides a toolkit of techniques and activities for analyzing language, teaching skills, content-based instruction, educational technology, and classroom management. This edition has a DVD with videos illustrating teaching techniques.

***   print   MM

Ur, P. (2012). *A course in English language teaching* (2nd ed.). Cambridge, UK: Cambridge University Press.
ISBN: 9781107684676

This practical book is an introduction to English language teaching and is aimed at teachers in a wide range of contexts. This latest edition includes material on Content and Language Integrated Learning (CLIL), using digital materials, and English as an international language. It is relevant both for pre-service teacher training and as a resource for in-service teachers. The text includes both theory and practice and provides tasks for teachers. Note: A previous edition of this book was accompanied by a trainer's book.

print

General Teaching Methodology

Lemov, D. (2014). *Teach like a champion 2.0: 62 Techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass.
ISBN: 9781118901854

This book has 62 teaching techniques that support effective instruction and classroom management. Aimed at K–12 teachers of every subject, most of the techniques are relevant to all language teachers. The book is accompanied by a DVD with videos of the techniques in action.

eBook   print   MM   K–12

Saphier, J., Haley-Speca, M. A., & Gower, R. (2018). *The skillful teacher: The comprehensive resource to improving teaching and learning* (7th ed.). Acton, MA: Research for Better Teaching, Inc.
ISBN: 9781886822610

Aimed at teacher educators and teachers of any subject, this text includes guidelines, tools, and strategies to enhance instructional practice. Themes include classroom management,

instructional delivery, student motivation, curriculum and lesson design, and assessment.

eBook   print   K–12

Wong, H. K., & Wong, R. (2009). *The first days of school: How to be an effective teacher* (5th ed.). Mountain View, CA: Harry K. Wong Publications.
  ISBN: 9780976423317

This book is a guide to basic teaching procedures and techniques and focuses on appropriate preparation and lesson planning, creating positive expectations, classroom management, and professional development. The print version includes a DVD, and there are a number of supplemental resources available online, including worksheets, teacher scripts, and reference materials.

eBook   print   MM   website   K–12

Woodward, T. (2001). *Planning lessons and courses: Designing sequences of work for the language classroom*. Cambridge, UK: Cambridge University Press.
  ISBN: 9780521633543

This book, as the title suggests, is an overview of planning lessons and sequences of lessons. It addresses topics such as materials, activity types, identifying student needs, the kinds of things that can go into a lesson, how languages are learned and taught, and other issues.

print

Content-Based Instruction (CBI)

DelliCarpini, M. & Alonso, O. B. (2013). *Content-based instruction*. Alexandria, VA: TESOL Press.
  ISBN: 9781942223115

This book is an overview of approaches to content-based instruction (CBI) in the language classroom. It describes how evolving needs and student populations have changed CBI, which is increasingly used to support EAP or ESP. The book addresses teachers' challenges in developing authentic academic language, and outlines a two-way approach to responding to these challenges, involving collaboration between content and language teachers to achieve content- and language-related objectives.

eBook   print

Kaufman, D. & Crandall, J. (Eds.). (2005). *Content-based instruction in primary and secondary school settings*. Alexandria, VA: TESOL Press.
  ISBN: 9781931185172

This book provides guidance on integrating English language learning with other academic content in primary and secondary settings. The book's first section focuses on partnerships and constructivist notions in content-based instruction (CBI), and the importance of collaboration between language and content-area faculty. The second section includes case studies and discusses how teachers have used reflective inquiry to improve their CBI programs. Section Three includes chapters on curriculum, assessment, and professional development. Also included are case studies as resources and curriculum frameworks. Case studies are primarily U.S.-based, but an international school in Bangkok and a program in Uruguay are also included.

***   print   K–12

Classroom Management

Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge, UK: Cambridge University Press.
ISBN: 9780521793773

This book focuses on research-based strategies and techniques for supporting and maintaining learner motivation. The text is suitable for novice teachers, experienced teachers, and teacher educators.
print   K–12

Dörnyei, Z. & Murphey, T. (2004). *Group dynamics in the language classroom*. Cambridge, UK: Cambridge University Press.
ISBN: 9780521529716

This book is focused on the group dynamics of the language classroom from the perspective of social psychology. Aimed at practicing teachers, teacher educators, and applied linguists, it suggests strategies for managing learner groups to encourage positive relationships, and effective cooperation and communication. Chapter topics include becoming a group, classroom management, group development, group cohesiveness and the importance of relationships, the classroom environment, the teacher as group leader, students' roles and near-peer role-modeling, and conflict management.
eBook   print

Hess, N. (2001). *Teaching large multilevel classes*. Cambridge, UK: Cambridge University Press.
ISBN: 9780521667852

This book is aimed at teachers with large, multi-level classes in contexts where technology access is limited. It discusses benefits and challenges of this type of class and suggests 11 guiding principles for working with them. The book addresses strategies for getting to know students, motivating and encouraging participation, written work, group work, individualized attention, self-directed learning, and routines.
***   eBook   print   K–12

Johnson, D. & Johnson, F. (2017). *Joining together: Group theory and group skills* (12th ed.). Boston, MA: Pearson.
ISBN: 9780134055732

Aimed at students of communications and others interested in group work, this textbook is an overview of group dynamics and connects theory, research, and practice to explore what is necessary for effective group skills. Topics include leadership, group goals, creativity, consensus building, and managing conflict and controversy. The book includes experiential exercises and simulations to help readers apply knowledge to practical situations and develop skills and strategies for effective group management and interpersonal interaction. Some of these exercises could be adapted for language classrooms. The chapter on learning and discussion groups is of particular value to language educators.
print

Miscellaneous

Davis, P., Garside, B., & Rinvolucri, M. (1999). *Ways of doing*. Cambridge, UK: Cambridge University Press.
 ISBN: 9780521585590

This book focuses on strategies to engage learners in self-exploration and provides lesson ideas suitable for a range of ages and levels. The themes of the activities include patterns and processes in daily life, native and foreign language use, group dynamics, approaches to learning, and feedback and correction. The text includes a teacher development section.

print

Harding, K. (2007). *English for specific purposes*. Oxford, UK: Oxford University Press.
 ISBN: 9780194425759

This book is a collection of generic classroom activities that can be used to teach English for a variety of specific purposes and professions. It also has a needs analysis section that helps teachers to design a course that addresses learners' professional needs.

print

Kagan, S. & Kagan. M. (2009). *Kagan cooperative learning* (2nd ed.). San Clemente, CA: Kagan.
 ISBN: 9781879097100

This book is an introduction to cooperative learning. Chapters focus on cooperative learning theory, methods, lesson designs, and beyond the classroom. Much of the content can be applied to language practice activities and can be used to guide curriculum development. Instructions will be accessible for teachers with differing English language proficiency and teaching experience.

eBook   **print**

Lagarde, J. & Hudgins, D. (2018). *Fact vs. fiction: Teaching critical thinking skills in the age of fake news*. Arlington, VA: International Society for Technology in Education.
 ISBN: 9781564847041

This book is a guide for K–12 educators in supporting students in developing critical media literacy skills. It includes strategies for addressing fake news, examples of how to combat fake news from teachers in K–12 and higher education, as well as a self-assessment tool that helps readers evaluate their own critical media literacy skills.

print   **K–12**

Liu, D. & Lei, L. (2017). *Using corpora for language learning and teaching*. Alexandria, VA: TESOL Press.
 ISBN: 9781945351129

This book provides an overview of corpus linguistics and instructions for corpus-based grammar, vocabulary, and academic writing activities. The text introduces corpus search tools and describes activities that use corpora to focus on word meanings and collocations, lexico-grammatical variations, and more. Throughout the book, activities encourage readers to engage with concepts and activities introduced. A list of corpora and online corpus tools is included.

eBook   **print**

14. CURRICULUM & MATERIALS DEVELOPMENT

Graves, K. (1999). *Designing language courses: A guide for teachers*. Boston, MA: Heinle & Heinle.
   ISBN: 9780838479094

This book provides theory and practical advice for teachers or materials designers wishing to implement curricular change in their classrooms or programs. The text provides a framework for curriculum design and discusses how to analyze needs, develop course objectives, and organize a syllabus. The book also addresses considerations of context, reflecting on foundational beliefs about instructional approaches, and making decisions about course content and focus, as well as materials design and adaptation, student assessment, and course and program evaluation.

print

Nation, I. S. P., & Macalister, J. (2020). *Language curriculum design* (2nd ed.). New York, NY: Routledge.
   ISBN: 9780367196509

This book is aimed at program administrators, curriculum designers, and teachers wishing to develop new courses. It addresses many of the issues to consider before designing or implementing a new curriculum, including needs analysis, language teaching methodologies and principles, course goals and content, materials presentation and formatting, and assessment and evaluation. The book discusses models and frameworks for curriculum design and design choices administrators will need to make, such as using pre-existing textbooks or offering a negotiated syllabus. Among other themes addressed are strategies to ease the burden of a curriculum implementation process and curriculum design as a teacher development tool.

eBook   print

Richards, J. C. (2001). *Curriculum development in language teaching*. New York, NY: Cambridge University Press.
   ISBN: 9780521804912

This book provides an overview of issues and processes in curriculum development for program administrators, materials designers, and teachers. It offers historical background on curriculum design, introduces different syllabus types, and discusses the importance of thinking about course design at the curricular level. The author discusses in detail purposes and procedures for performing needs, situational, and program analyses, and also addresses curricular goals, outcomes, and syllabus design; and materials design and course, curriculum, and program effectiveness. Chapters include example materials along with reflective discussion questions and suggestions for further reading.

print

15. LANGUAGE ASSESSMENT

Alderson, J. C. (2000). *Assessing reading*. Cambridge, UK: Cambridge University Press.
    ISBN: 9780521599993

This book is an overview of second/foreign language reading assessment and is useful for those developing reading assessments at classroom and higher levels. The author reviews research on cognitive, psychological, and social factors influencing reading, clarifies the relationship between designing reading assessments and reading, and discusses possible directions for reading assessment and computer-based testing. The book addresses both theory and practice and has extensive references to relevant academic resources. It is relevant to those who are novices in the field as well as experts due to its comprehensive coverage and detailed discussions of main issues in reading assessment.

eBook   print

Brown, H. D. & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices* (2nd ed.). New York, NY: Pearson Education.
    ISBN: 9780138149314

This book is an introduction to second language assessment and deals with assessing reading, writing, speaking, listening, grammar, and vocabulary. The text focuses primarily on classroom-based assessment and provides tools for evaluating and designing practical assessments ranging from controlled to open-ended item types in relation to both micro- and macro-language skills. The book also addresses alternative assessment methods such as portfolios, journals, conferences, observations, interviews, and self- or peer-assessment. It includes information on research, standardized tests, and form-focused assessment, as well as a glossary of terms and a bibliography.

***   eBook   print

Buck, G. (2001). *Assessing listening*. Cambridge, UK: Cambridge University Press.
    ISBN: 9780521666619

This book provides teachers with guidelines for developing listening tests and is a resource for classroom teachers and others interested in listening assessment. The author discusses listening comprehension and different approaches to listening assessment, and also provides a framework for developing listening tasks, selecting texts, and designing assessments. The book includes example tests for listening comprehension and also discusses future developments in the field.

eBook   print

Douglas, D. (2000). *Assessing languages for specific purposes*. Cambridge, UK: Cambridge University Press.
    ISBN: 9780521585439

This book focuses on testing language for specific purposes and is a useful reference for new and practicing language professionals needing to design assessments that test the ability to use language in specific contexts, such as air traffic control, the tourism industry, and business situations. The text discusses theory relevant to testing for specific purposes as well as current testing procedures used.

eBook   print   ESP

Luoma, S. (2004). *Assessing speaking*. Cambridge, UK: Cambridge University Press.
   ISBN: 9780521804875

This book is a practical guide for teachers who need to design speaking assessment tools. The text reviews the challenges of assessing speaking in a foreign language, current concepts in language assessment, as well as relevant research, and also provides strategies for designing and developing speaking assessments. Chapters discuss developing speaking tasks, assessment scales, and test specifications, and also discuss reliability and validity as they relate to designing and implementing assessments.
eBook   print

McKay, P. (2006). *Assessing young language learners*. Cambridge, UK: Cambridge University Press.
   ISBN: 9780521601238

This book is an overview of assessing young language learners, with a focus on classroom assessment, and provides guidelines for test design and construction. The author describes the characteristics of young learners, the need for special assessments for this group, and advocates for a task-based approach with tasks appropriate to young learners. The book addresses oral, reading, and writing assessment, as well as large-scale testing, and includes examples of assessment contexts and practices in varied contexts around the world.
eBook   print   K–12

Purpura, J. E. (2004). *Assessing grammar*. Cambridge, UK: Cambridge University Press.
   ISBN: 9780521003445

This book is an overview of major issues related to assessing the ability to use grammar as a component of communicative language use and is useful both for classroom teachers and test developers. The author discusses the design, development, and use of tests to assess grammar and incorporates practical implications for test development. Chapters focus on defining grammatical ability, design and development of test tasks, evaluating examples of existing tests, grammar tests that support learning and instruction, and challenges in defining and testing grammatical ability.
eBook   print

Read, J. (2000). *Assessing vocabulary*. Cambridge, UK: Cambridge University Press.
   ISBN: 9780521627412

Aimed at classroom language teachers and test developers, this book is an overview of research on vocabulary in the field of applied linguistics and its implications for vocabulary assessment. The author discusses the nature of vocabulary, as well as research on vocabulary acquisition, use, and assessment. The text includes a variety of practical procedures for assessing the vocabulary of second language learners and discusses future implications of vocabulary assessment, paying particular attention to computerized corpus analysis.
eBook   print

Weigle, S. C. (2002). *Assessing writing*. Cambridge, UK: Cambridge University Press.
    ISBN: 9780521784467

This book is designed for language teachers who need to assess student writing and is relevant to classroom teachers and test developers. The text includes a discussion of the nature of writing and presents the major findings of research in the field of second-language writing assessment. The author provides guidelines for designing writing tasks to assess writing ability, as well as an extensive discussion of procedures for scoring tests. Other topics include writing assessment in major second-language tests, classroom assessment, portfolio assessment, and the influence of technology on writing tests. Discussions are supported with examples from a variety of writing assessments.

eBook   print

16. SECOND LANGUAGE ACQUISITION

Lessard-Clouston, M. (2017). *Second language acquisition applied to English language teaching*. Alexandria, VA: TESOL Press.
ISBN: 9781942799948

This book is an introduction to three essential aspects of Second Language Acquisition (SLA): input, output, and interaction. The author discusses how age, anxiety, and error correction can impede language acquisition and provides guidance on choosing materials to maximize language learning. Chapters include reflective questions that ask readers to apply what they learn about these issues to their own teaching context.

eBook   print

Lightbown, P. & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford, UK: Oxford University Press.
ISBN: 9780194541268

This prize-winning book is an introduction to the field of Second Language Acquisition (SLA) and is relevant for student teachers as well as those who have more experience. The authors present major theories in SLA and their relevance to teaching. The book discusses first language acquisition theory, early bilingualism, and the impact of motivation on language learning, as well as factors such as intelligence, personality, and age.

*** **eBook   print**

Saville-Troike, M. & Barto, K. (2016). *Introducing Second Language Acquisition* (3rd ed.). New York, NY: Cambridge University Press.
ISBN: 9781316603925

This book is an introduction to Second Language Acquisition (SLA) and appropriate for teachers as well as undergraduate and graduate-level students. The text introduces core concepts, including SLA in children and adults and SLA in informal and formal settings and in diverse social contexts, and it discusses practical aspects of language teaching. Each chapter has a summary, a list of key terms, and graded exercises for self-testing or class discussion. The book's online resources include references, reading suggestions, and activities to accompany each chapter.

print   website

17. TEACHER TRAINING

Chambers, R. (2002). *Participatory workshops: A sourcebook of 21 sets of ideas and activities*. New York, NY: Routledge.
ISBN: 9781853838637

This book is aimed at trainers, teachers, and presenters. Topics include room set-up, seating arrangements, large groups, collaborative learning, and evaluation.

eBook   print

Jolles, R. L. (2017). *How to run seminars and workshops: Presentation skills for consultants, trainers, teachers, and salespeople* (4th ed.). Hoboken, NJ: Wiley.
ISBN: 9781119374336

Although aimed at trainers in any industry, this reference provides useful tips for pre- and in-service English language teachers and teacher trainers. Topics include working with adult audiences; responding to diverse learner needs, personalities, and behaviors; using technology and training online; and public speaking skills.

print

Parrott, M. (1993). *Tasks for language teachers*. Cambridge, UK: Cambridge University Press.
ISBN: 9780521426664

This book is aimed primarily at teacher trainers and is a source book with 40 tasks for teacher training and professional development workshops. It includes a wide range of topics, such as teaching techniques, language learning processes, and materials. Discussion tasks are designed to facilitate discussion and ask users to discuss issues and principles in their own teaching contexts. Classroom-based tasks guide teachers to experiment and test their own assumptions.

print

Randall, M., & Thornton, B. (2001). *Advising and supporting teachers*. Cambridge, UK: Cambridge University Press.
ISBN: 9780521638968

This book is a guide to advising teachers, whether supervisors of teaching practice, formal or informal mentors, teacher inspectors, or teacher supervisors. The first part includes discussion of contexts in which teachers are advised, how teachers learn to teach, the role of dialogue in learning to teach, supervision and a three-stage model of support, authoritative and facilitative interventions, and three chapters on talking to teachers. The second part of the book provides tasks to support teacher development, as well as photocopiable handouts that can be used or adapted in a variety of contexts.

***   print

Thaine, C. (2011). *Teacher training essentials*. Cambridge, UK: Cambridge University Press.
ISBN: 9781139230599

This book is a selection of workshops with photocopiable activities for those running pre- and in-service teacher training courses. Activities focus on methodology, language,

and theory and support teachers in reflecting on their prior experience and learning. The workshops are appropriate for pre-service, novice, and experienced teachers.

eBook   print

Vella, J. (2002). *Learning to listen, learning to teach: The power of dialogue in educating adults* (Rev. ed.). San Francisco, CA: Jossey-Bass.
ISBN: 9780787966072

This book is an introduction to principles of adult learning theory and dialogue education. The text guides readers to implementing 12 principles of good adult training design: needs assessment, safety, sound relationships, sequence and reinforcement, praxis, respect for learners as decision makers, learning with ideas, feelings and actions, immediacy, clear roles, teamwork, engagement, and accountability. The author provides a rationale for each of the principles and gives examples of how they manifest in practice. This book is especially relevant to those who are more familiar with a lecture approach to teacher training, but it is valuable to all who seek to design and facilitate effective training workshops.

eBook   print

18. LINGUISTICS

Fromkin, V., Rodman, R., & Hyams, N. (2018). *An introduction to language* (11th ed.). Boston, MA: Wadsworth, Cengage Learning.
ISBN: 9781337559577
Companion website: https://www.cengagebrain.com

This book is designed as an introductory text for undergraduate- or graduate-level courses in linguistics, as the authors assume no prior knowledge of the field. Chapters focus on language in general, morphology, syntax, meaning, phonetics, sociolinguistics, language change, language acquisition, and language processing.

eBook   print   website

Holmes, J. & Wilson, N. (2017). *An introduction to sociolinguistics: Learning about language* (5th ed.). New York, NY: Routledge.
ISBN: 9781138845015
Companion website: https://bit.ly/2Y4Rvd8

This book is relevant for undergraduate students as well as all those interested in language and its uses. It addresses the roles of language in society, and examines the ways in which language is used to signal and interpret aspects of identity. Topics include multilingual speech communities, language maintenance and shift, linguistic varieties, national languages and language planning, ethnicity and social networks, language change, speech functions, gender, and discourse analysis. The book has a companion website that includes audio/video, interactive activities, and links to useful websites.

eBook   print   website

McEnery, T., Xiao, R., & Tono, Y. (2006). *Corpus-based language studies: An advanced resource book*. New York, NY: Routledge.
ISBN: 9780415286237

This book is an introduction to corpus linguistics and is relevant to graduate students, program administrators, materials designers, and teachers interested in incorporating corpus analysis into their classrooms. The text discusses the purposes and potential of corpus linguistics, defines relevant terminology, and considers various types of corpora. The authors discuss the selection of sample texts, and methods for annotation and statistical analysis. The book includes a selection of research articles and essays and also discusses the results of a number of studies.

print   website

Yule, G. (2016). ***The study of language*** (6th ed.). New York, NY: Cambridge University Press.
ISBN: 9781316606759
Companion website: https://bit.ly/2JGsUCk

This textbook is a concise introduction to linguistics and discusses forms and functions of English. Topics include first- and second-language acquisition, pragmatics, discourse analysis, and language varieties. Chapters offer study questions designed to highlight and review the main ideas and key terms in each chapter, as well as a list of discussion topics, extension projects, and suggestions for further reading. Answers to study questions are available in an online study guide.

eBook   print   website

19. RESEARCH METHODS

Burns, A. (2010). ***Doing action research in English language teaching: A guide for practitioners***. New York, NY: Routledge.
ISBN: 9780415991452

This book guides the reader through the steps of an action research project in the English language classroom, with examples from diverse international contexts. The text is relevant to pre-service and practicing teachers, as well as educators teaching a course on the topic. The book addresses the following topics: overview of action research, planning action, implementing the plan, observing results, and reflecting and planning for further actions. Each chapter includes pre-reading questions, summary points, reflection points, questions asking readers to consider what they have read, action points, suggestions for related action-research tasks, and perspectives from teachers around the world.

print

Hinkel, E. (Ed.). (2017). ***Handbook of research in second language teaching and learning*** (Vol. 3). New York, NY: Routledge.
ISBN: 9780805841817

This book is an overview of research into second language teaching and learning and is intended for researchers, practitioners, graduate students, and faculty in teacher education and applied linguistics programs. The book addresses seven themes: 1) Social Contexts, Language Policy, and Language Learners; 2) Curriculum and Instruction; 3) Listening and Speaking; 4) Literacies, Reading, and Writing; 5) Vocabulary and Grammar; 6) International Communication and Pragmatics; and 7) Assessment and Testing. Authors describe traditions, developments, and current and future trends for each topic and also provide references for further research.

print

Perry, F. (2017). ***Research in applied linguistics: Becoming a discerning consumer*** (3rd ed.). New York, NY: Routledge.
ISBN: 9781138227767

This book is an introduction to research methods in applied linguistics and is designed to help graduate-level students in TESOL/TEFL and applied linguistics use published research for practical purposes in educational settings. The text addresses the nature of research, how to locate primary and secondary sources, how a primary research article is structured, how research is designed, and how results are presented and discussed. An appendix describes how to write a literature review.

eBook   print

Stewart, T. (2013). ***Classroom research for language teachers***. Alexandria, VA: TESOL Press.
ISBN: 9781942223092

This book is an introduction to classroom research and would be useful for novice teacher-researchers undertaking their first classroom research project. The author explains how to identify classroom research topics, write research questions, plan and implement a project, including data collection and analysis, and publish the results.

eBook   print

AMERICAN

A E

ENGLISH

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