

About Language Scott Thornbury

"Linguistics for TESOL tackles the common problem that TESOL/TEFL/AL students have rarely been previously taught much about language itself. Presenting contemporary issues about language and English in a straightforward, balanced way with a light touch, the author's teacher personality comes across engagingly. It provides useful training exercises linking practically to the classroom. I would certainly use it with my classes." --Vivian Cook, Newcastle University, UK "This engaging book brings a practitioner's viewpoint to bear on those issues in applied linguistics that impact on the teaching of English. The author effectively bridges the theory-practice divide, making an accessible introductory text for teachers entering the field, or, for more experienced teachers, an effective means of deepening their professional knowledge base." --Scott Thornbury, The New School, USA This textbook proposes a theoretical approach to linguistics in relation to teaching English. Combining research with practical classroom strategies and activities, it aims to satisfy the needs of new and experienced TESOL practitioners, helping them to understand the features of the English language and how those features impact on students in the classroom. The author provides a toolkit of strategies and practical teaching ideas to inspire and support practitioners in the classroom, encouraging reflection through regular stop-and-think tasks, so that practitioners have the opportunity to deepen their understanding and relate it to their own experience and practice. This book will appeal to students and practitioners in the fields of applied linguistics, TESOL, EAL, English language and linguistics, EAP, and business English. Hannah Valenzuela is Senior Lecturer at the University of Derby, UK where she leads the TESOL pathway of the BA (Hons) Education Studies programme. She has been a languages teaching professional for over twenty years. After many years living and working abroad as an English language teacher and teacher trainer, she returned to the UK and spent eight years teaching Spanish and French. She has carried out research into evidence-based languages teaching methodology, and is currently researching EAL provision and policy in secondary education.

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"The New A-Z of ELT is a practical and informative guide which is indispensable to teachers and teacher trainers of all levels of experience. The new edition has been revised and restructured to take recent developments in language teaching into account and is a fully cross-referenced, alphabetical guide to ELT that defines and explains essential language teaching concepts and terminology from fields including grammar, linguistics, discourse analysis, digital pedagogies and phonology." --Back cover.

Traditional Chinese edition of My Lost City: Personal Essays, 1920-1940 by F. Scott Fitzgerald. In Chinese. Distributed by Tsai Fong Books, Inc.

David Crystal answers fifty questions about language usage, from general enquiries to specific points of grammar, pronunciation, orthography, vocabulary, idiom, and style. In this compact, user-friendly book, David Crystal draws on his extensive knowledge and experience to answer questions from English language teachers and learners from around the world. The book covers topics ranging from general enquiries about the language as a whole to specific points of grammar, pronunciation, orthography, vocabulary, idiom and style. The author's responses are illustrated by personal anecdotes, placed within historical and literary context and supported by research and corpus data to provide unique, authentic insights.

Vocabulary Activities provides a wealth of ideas for introducing, presenting, expanding, exploring and practising vocabulary. These teacher-friendly activities are clearly written and wide-ranging, and the book also contains a detailed guidelines section outlining the key principles involved in teaching and practising vocabulary. Also contains an extra chapter of activities for advanced learners. The accompanying CD-ROM contains print-ready materials which can be put to immediate use in class.

Tried and tested teaching tips for language teachers. This practical ebook, with its clear and accessible style, will be useful to many teachers, whether trainee, novice or experienced, in a variety of contexts. It provides a set of 100 hands-on tips on 19 different areas of classroom teaching, including using a coursebook, giving and checking homework, classroom discipline, testing and assessment. The clear and concise advice is accompanied by brief explanatory notes based on the author's extensive teaching experience.

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.

This book offers 50 practical ideas for teachers to use for professional development. The tips cover a wide range of activities that can be carried out individually or in collaboration with others, including self and peer observation, journal writing, on-line forums, classroom research, action research, team teaching, lesson review, materials review, lesson study, mentoring, peer coaching, reading groups, and workshops. Each tip is described in a 2 two-page format that gives the rationale for the activity and step-by-step procedures for implementing it. The Tips can be used with both novice and more experienced teachers and are intended to provide a basis for teachers to review the current state of their professional learning and to develop and implement goals for their professional development.

The CELTA Course is the only CELTA preparation course endorsed by Cambridge ESOL. It provides full coverage of the CELTA syllabus in a ready-to-use course. The CELTA Course is divided into user-friendly sections: * Input sessions (40 units on 'The learners and their contexts', 'Classroom teaching', 'Language awareness', and 'Professional development') * Teaching practice * Classroom observation * Written assignments and tutorials * 'Resource file' The Trainee Book includes a range of material to be used in input sessions, helpful advice about the course, and a wealth of useful reference material. The Trainer's Manual includes suggestions on how to best use the material with trainees, as well as help and advice on how to prepare trainees for teaching practice, lesson observations, written assessment and tutorials.

This book provides teachers with practical ideas to bring teaching materials to life and get lessons off the page. It covers all four language skills and the language systems. The book also supports teachers to develop awareness of the aims of activities, and contains reflective tasks which consider how the activities enhance learning.

A compact, user-friendly reference book addressing many of the kinds of questions about grammar that regularly confront teachers, both novice and experienced, when planning or executing their lessons. A glance at any web-site, discussion forum or social network shared by teachers of English suggests that teachers are constantly asking each other questions related to pedagogical grammar. These may simply be questions about terminology or categorisation ('What's a clause?'; 'Is like a preposition?'), or they may seek to unravel subtle grammatical distinctions ('What's the difference between for and since?') or explain persistent learner errors ('Why in bed and not in the bed?'). This book is designed to fulfil this basic, everyday need - as well as being a book that can be read for interest, and even pleasure, in its own right.

The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics, ELT/TESOL, and Language Teacher Education, and for ELT professionals engaged in in-service teacher development and/or undertaking academic study. Progressing from 'broader' contextual issues to a 'narrower' focus on classrooms and classroom discourse, the volume's inter-related themes focus on: ELT in the world: contexts and goals planning and organising ELT: curriculum, resources and settings methods and methodology: perspectives and practices second language learning and learners teaching language: knowledge, skills and pedagogy understanding the language classroom. The Handbook's 39 chapters are written by leading figures in ELT from around the world. Mindful of the diverse pedagogical, institutional and social contexts for ELT, they convincingly present the key issues, areas of debate and dispute, and likely future developments in ELT from an applied linguistics perspective. Throughout the volume, readers are encouraged to develop their own thinking and practice in contextually appropriate ways, assisted by discussion questions and suggestions for further reading that accompany every chapter. Advisory board: Guy Cook, Diane Larsen-Freeman, Amy Tsui, and Steve Walsh

Teacher Language Awareness (TLA) is an area of increasing interest to those involved in language teacher education. This book provides an introduction to the nature of TLA, assesses its impact upon teaching and its potential impact on learning. The book focuses specifically on grammar. It aims to encourage teachers and others involved in language education to think more deeply about the importance of TLA and to adopt a more principled approach to the planning of those parts of their programmes associated with it.

"... Contains over 130 practical classroom activities suitable for beginners to more advanced learners, incorporating a wide range of up-to-date tools, such as mobile technologies and social networking"--Cover, page [4].

"Classroom Management Techniques offers a huge range of down-to-earth, practical techniques that will help teachers make the most of their teaching space and get students working in more focused ways. The book helps teachers anticipate and avoid problems in the classroom, allowing more time to be devoted to useful, meaningful activities."--Publisher.

This book provides a comprehensive account of conversation in English and its implications for the ELT classroom. After a general overview and definition of conversation it provides the reader with a systematic description of conversational English, from the vocabulary of conversation, to grammar, discourse and genre. This is followed by an informed account of the development of conversation in both first and second language acquisition. It then describes a range of methodological approaches, procedures and techniques for teaching conversation in English. On this basis, an integrated approach to the teaching of conversation is provided, along with practical classroom applications. As teachers we often talk about 'covering' grammar points. Scott Thornbury explains why it is more useful to think about how we 'uncover' grammar, to reveal the workings of the system to our students and encourage them to notice what is going on. The book uses extracts from exchanges in real classrooms, authentic texts and language teaching tasks. It provides lots of practical activities so that you can immediately and easily put the ideas to work in your classroom.

Today, English Language Teaching (ELT), especially English as a Second Language (ESL) and English as a Foreign Language (EFL), has been witnessing unprecedented changes in curriculum, teaching methodology, and the application of learning theories. This has created a demand for teachers who can teach English to learners of varied cultural, socio-economic and psychological backgrounds. This book discusses the modern trends, innovations, as well as the difficulties and challenges in teaching and learning ESL in a non-native context. The book, with contributions from many experts (each one specializing in a particular field) from countries such as UK, USA, Australia, New Zealand, India, Nigeria, Sri Lanka, China, and Japan, provides new methods, strategies and application-oriented solutions to overcome the problems in a practical way. The book deals with all topics pertinent to ESL and these are reinforced by a large number of examples and quotations from different sources. What distinguishes the text is its focus on modern innovations and use of technology in ELT/CLT (communicative language teaching). Teachers, teacher-trainees (B.Ed./M.A. Education/M.Ed.), and teacher-educators who are concerned with teaching English as a Second Language (ESL) should find this book immensely helpful.

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.

Intercultural Language Activities offers practical teaching ideas which encourage learners to reflect on their own language and culture, as well as that of others. Topics covered in the fourteen chapters include childhood, food, sport, icons, politics and body language. The book also helps learners mediate in situations of cultural misunderstanding and start web-based intercultural exchanges. It examines interview techniques, how people present themselves, and ways to interpret cultural symbols and characteristics, such as those found in postcards, advertisements and online newspapers. In engaging with these topics, learners become intercultural explorers and raise their level of communicative competence. This is an invaluable resource for any teacher who wishes to combine language learning with cultural exploration. In addition, the accompanying CD-ROM provides print-friendly photocopiable worksheets and reading texts which can be put to immediate use.

An easy-to-read book which takes a fresh look at a range of language teaching methods.

Highly-practical teacher development tips, grounded in best practice.

Scott Thornbury's very accessible 30 Teaching Methods, groups methods according to what they have in common, even if separated in time. At the same time, it rehabilitates some lost or forgotten methods, with a view to challenging current orthodoxies, especially with regard to such topics as translation, rote learning, authenticity, and communication. In doing this it aims to unpack, not just the history of methods, but the beliefs that underpin them and the benefits that still might possibly accrue from experimenting with them. Through its inclusion of interesting characters, intriguing anecdotes, and often

bizarre techniques, the material is absorbing and engaging.

Teaching Grammar Creatively is a practical new resource book that offers a variety of lessons and activities for everyday use in English language classes. It aims to stimulate students' imagination, humour and creativity and increase the effectiveness of grammar practice. The book offers more than 50 complete lessons covering a wide range of grammar structures, learner levels, and age groups. Each lesson is divided into two main sections: Language Awareness Activities and Creative Grammar Practice. The Language Awareness Activities are designed to introduce and provide initial practice of items that may still be unfamiliar to students. The Creative Grammar Practice section provides ideas for a deeper and more personalised familiarisation with these items, always with an element of individual creativity. Each lesson ends with the creation of a learner text - a permanent and original record of the grammar, in the form of a story or a poem for example.

Alongside listening, speaking, reading and writing, memory underpins every aspect of successful language learning. Memory Activities for Language Learning explores the cognitive processes of memory and provides a bank of activities to facilitate their development. This book will help teachers discover what makes language memorable, as well as how to optimize learners' language memory by engaging and developing their abilities to recognize, notice, store, retrieve and reactivate language. Recent developments in psycholinguistics and corpus linguistics, including a renewed focus on the importance of acquiring a critical mass of lexis and phraseology as soon as possible, have made this practical advice even more critical. Photocopiable material for use in the classroom can be printed out from the accompanying CD-ROM.

100 double-page spreads with explanations and exercises. Reference area with four clear sections: definitions, grammar patterns, collocations, and set phrases. Examples of real language from corpus research. Varied exercises which practise and expand language. Idioms and natural phrases. Language notes on usage.

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