

Donald Freeman, *Book Review*



# Designing Language Courses

A GUIDE FOR TEACHERS

Kathleen Graves



University of Minnesota  
Teacher Development

# Designing Language Courses A Guide For Teachers

**Karlfried Knapp, Barbara Seidlhofer, H.  
G. Widdowson**



## **Designing Language Courses A Guide For Teachers:**

*Designing Language Courses* Kathleen Graves, 2000

## **Handbook of Foreign Language Communication and**

**Learning** Karlfried Knapp, Barbara Seidlhofer, H. G. Widdowson, 2009 The Handbooks of Applied Linguistics provide a state of the art description of established and emerging areas of Applied Linguistics Each volume gives an overview of the field explains the most important traditions and their findings identifies the gaps in current research and gives perspectives for future directions

**Global Practices of Language Teaching: Proceedings of the 2008 International Online Language Conference (IOLC 2008)** Azadeh Shafaei, 2008-12-30 The first International Online Language Conference was successfully held in September 2008 This event invited professors Masters and Ph D students and academicians from around the world to submit papers in areas related to the conference theme The event was organized by International Online Knowledge Service Provider IOKSP The main conference objectives were as follows to provide a platform for language educators academicians and researchers from diverse cultural backgrounds to exchange ideas and the best practices for effective language teaching and learning to promote better understanding of cultural diversity in language learning to encourage language educators to be involved in the research process in order to achieve comprehensive excellence and to produce a collection of scholarly papers

**The Handbook of Language Teaching** Michael H. Long, Catherine J. Doughty, 2011-08-15 Bringing together an international and interdisciplinary team of contributors this Handbook is a wide ranging and invaluable reference guide to language teaching A comprehensive reference work on language teaching which combines the latest research findings coverage of core topics and examples of teaching experience from a variety of languages and settings Provides a unique breadth of coverage including the psycholinguistic underpinnings of language learning social political and educational contexts program design materials writing and course design teaching and testing teacher education and assessment and evaluation Offers a balanced evaluation of the major positions and approaches including examining the increasingly important social and political context of language teaching Written by an international and interdisciplinary group of authors from a dozen different countries English is only one of the many languages used as examples throughout the volume

**The Routledge Handbook of English Language Teaching** Graham Hall, 2016-05-12 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

**Key Concepts in Syllabus Design and Materials Development** Zia Tajeddin, Saman Ebadi, 2025-06-04 This very practical and accessible book provides comprehensive coverage of key terms in language syllabus design and materials development as two areas integral to the effectiveness of language education programs These terms create spaces for university students teachers researchers and professionals to express and exchange their ideas based on common ground and with largely agreed upon perceptions of each dimension of syllabus design and materials development This book provides a clear and concise definition of each of these terms and their varied conceptualisations It will serve as an essential source for anyone engaging with developing a language education curriculum studying it and practicing it As such the book will appeal to curriculum researchers language educators and students of applied linguistics

Teaching L2 Composition Dana R. Ferris, John Hedgcock, 2013-10-01 This popular comprehensive theory to practice text is designed to help teachers understand the task of writing L2 writers the different pedagogical models used in current composition teaching and reading writing connections Moving from general themes to specific pedagogical concerns it includes practice oriented chapters on the role of genre task construction course and lesson design writing assessment feedback error treatment and classroom language grammar vocabulary style instruction Although all topics are firmly grounded in relevant research a distinguishing feature of the text is the array of hands on practical examples materials and tasks that pre and in service teachers can use to develop the complex skills involved in teaching second language writing Each chapter includes Questions for Reflection Further Reading and Resources Reflection and Review and Application Activities An ideal text for L2 teacher preparation courses courses that include both L1 and L2 students and workshops for instructors of L2 writers in academic secondary and postsecondary settings the accessible synthesis of theory and research enables readers to see the relevance of the field's knowledge base to their own present or future classroom settings and student writers

Language Curriculum Design John Macalister, I.S.P. Nation, 2019-12-23 Now in its second edition Language Curriculum Design describes the steps involved in the curriculum design process elaborates and justifies these steps and provides opportunities for practising and applying them Crystal clear and comprehensive yet concise the steps are laid out at a general level so that they can be applied in a wide range of particular circumstances Updated throughout with cutting edge research and theory the second edition contains new examples on curriculum design and development and expanded attention on environment analysis needs analysis and programme evaluation The process comes to life through plentiful examples of actual applications from the authors experience and from published research Each chapter also includes tasks that encourage readers to relate the steps

to their own experience and case studies and suggestions for further reading Combining sound research theory with state of the art practice Language Curriculum Design is widely applicable for ESL EFL language education courses around the world

Teaching and Learning Pragmatics Noriko Ishihara, Andrew D. Cohen, 2021-09-30 An understanding of sociocultural context is crucial in second language learning yet developing this awareness often poses a real challenge to the typical language learner This book is a language teachers guide that focuses on how to teach socially and culturally preferred language for effective intercultural communication Moving beyond a purely theoretical approach to pragmatics the volume offers practical advice to teachers with hands on classroom tasks included in every chapter Readers will be able to Understand the link between language use linguacultural diversity and multilingual identity Identify possible causes of learner errors and choices in intercultural communication Understand applied linguistics theories that support culturally sensitive classroom practices Develop a pragmatics focused instructional component classroom based assessments and curricula Help learners to become more strategic about their learning and performance of speech acts Incorporate technology into their approach to teaching pragmatics This book aims to close the gap between what research in pragmatics has found and how language is generally taught today It will be of interest to all language teachers graduate students in language teaching and linguistics teacher educators and developers of materials for teaching language

**New Challenges in Tertiary Foreign Language Teaching: Surviving and Thriving in Testing Times** Paolo Costa(□□□), 2021-05-01 This book contains essays by various teachers from different universities and departments with the aim of presenting modern teaching methods for the changed learning and study conditions on the basis of theoretical preliminary considerations Language teachers at Taiwanese universities often encounter similar difficulties in designing lessons students increasing frustration and lack of motivation Many students experience a high level of frustration and demotivation they cannot find future prospects in language studies Confronted with reality of time consuming internships part time jobs and life many students become painfully aware that a linguistic degree won t prepare them for later work or provides career opportunities In addition they realize their low language skills and life experiences Aware of that problem the language departments have to find new teaching methods and create curricula which increase the interest of the students and prepare them for professional life Many students studying in the language departments will later find a job in trade or business The universities are therefore increasingly shifting their curriculum away from classic language studies to professionally oriented teaching including business communication or translation related to cross cultural training The authors introduce modern teaching methods to meet the aforementioned challenges for business and cross cultural courses Although the contributors explain their methodical approach the teaching methods are described and evaluated on case studies and surveys The publication offer suggestions for course outlines

Effective Curriculum for Teaching L2 Writing Eli Hinkel, 2015-02-20 Effective Curriculum for Teaching L2 Writing sets out a clear big picture for curricular thinking about L2 writing pedagogy

and offers a step by step guide to curriculum design with practical examples and illustrations Its main purpose is to help pre service and practicing teachers design courses for teaching academic writing and to do this as efficiently and effectively as possible Bringing together the what and the how to with research based principles what sets this book apart is its overarching focus on language pedagogy and language building Part 1 examines curricular foundations in general and focuses on what is socially valued in L2 writing and pedagogy at school and at the college and university level Part 2 is concerned with the nitty gritty the daily realities of curricular design and classroom instruction Part 3 takes a close look at the key pedagogical ingredients of teaching academic L2 writing vocabulary and collocations grammar for academic writing and down to earth techniques for helping L2 writers to organize discourse and ideas The Appendix provides an extensive checklist for developing curricula for a course or several courses in language teaching

**Teaching ESL Composition**

Dana R. Ferris, John Hedgcock, John S. Hedgcock, 2004-09-15 In keeping with the spirit of the first edition Teaching ESL Composition Purpose Process and Practice Second Edition presents pedagogical approaches to the teaching of ESL composition in the framework of current theoretical perspectives on second language writing processes practices and writers The text as a whole moves from general themes to specific pedagogical concerns A primary goal is to offer a synthesis of theory and practice in a rapidly evolving community of scholars and professionals The focus is on providing apprentice teachers with practice activities that can be used to develop the complex skills involved in teaching second language writing Although all topics are firmly grounded in reviews of relevant research a distinguishing feature of this text is its array of hands on practical examples materials and tasks which are presented in figures and in the main text The synthesis of theory and research in a form that is accessible to preservice and in service teachers enables readers to see the relevance of the field s knowledge base to their own present or future classroom settings and student writers Each chapter includes Questions for Reflection pre reading questions that invite readers to consider their own prior experiences as students and writers and to anticipate how these insights might inform their own teaching practice Reflection and Review follow up questions that ask readers to examine and evaluate the theoretical information and practical suggestions provided in the main discussion and Application Activities a range of hands on practical exercises such as evaluating and synthesizing published research developing lesson plans designing classroom activities executing classroom tasks writing commentary on sample student papers and assessing student writing The dual emphasis on theory and practice makes this text appropriate as a primary or supplementary text in courses focusing on second language writing theory as well as practicum courses that emphasize or include second language writing instruction or literacy instruction more generally New in the Second Edition updated research summaries consider new work that has appeared since publication of the first edition revised chapter on research and practice in the use of computers in second language writing courses covers recent developments streamlined number and type of Application Activities focus on hands on practice exercises and critical analysis of primary research and revisions

throughout reflect the authors own experiences with the text and reviewers suggestions for improving the text

*Empowering EFL Students in Indonesia* Abdul Aziz, Putri Martya Candra Pratiwi, 2025-02-09 *Empowering EFL Students in Indonesia* offers a deep dive into the real world challenges and solutions in English language education across the Indonesian archipelago Written by an educator couple with firsthand experience in rural and urban classrooms this comprehensive guide brings together theory practice and context specific innovation Spanning 12 chapters the book explores how targeted instructional interventions grounded in local culture bilingual approaches and digital tools can empower English as a Foreign Language EFL students in both resource rich and resource limited settings Designed for teachers researchers curriculum developers and education policymakers this book serves as a roadmap for building more inclusive effective and engaging EFL learning experiences in Indonesia It offers frameworks case studies and actionable tools for designing interventions that respond to diverse learner needs *Forum*, 2006

*Languages and Literacies as Mobile and Placed Resources* Sue Nichols, Collette Snowden, 2016-10-04 *Languages and Literacies as Mobile and Placed Resources* explores how languages and literacies are implicated in the complex relationship between place and mobility It is a book that represents the next wave in literacy studies in which theories of mobility networking and globalisation have emerged to account for the dynamic landscape of globally circulating communication resources Authors in this volume take up a more complex way of thinking about resources applying it to consider languages and literacies as assemblages or as parts of assemblages that are involved in learning teaching and meaning making The book addresses forms of text and mobility that arise in contexts outside of formal education including marketing charity journalism community organisation and parenting It also addresses school contexts and higher education settings Key topics explored include Consequences of workplace confinement Literacies as placed resources in the context of rural communities Literacy sustainability and landscapes for learning Documenting networked knowledge on tablets Mobilising literacy policy through resources Global Englishes as placed resources Languages as contextualised resources Shaping a digital academic writing resource in a transcultural space With an international range of carefully chosen contributors this book is a must read text for all academics interested in semiotics and literacy studies

*Moving Beyond the Grammatical Syllabus* Jason Martel, 2021-12-06 In this concise and practical book Martel advocates for a content based approach to foreign language curriculum design that emphasizes communicative competence cognitive engagement and social justice Intended primarily for busy teachers with limited preparation time the book includes An introduction to content based instruction and its use to date in foreign language education Step by step strategies for designing content based unit plans lesson plans and assessments A complete curricular unit that serves as a guiding example including nine lesson plans and a summative assessment The book is accompanied by a website that will feature additional examples of content based curricular materials across a range of languages and proficiency levels available at <http://cbi.middcreate.net/movingbeyond>

**Teaching from the Thinking Heart** John P. Miller, Michele

Irwin,Kelli Nigh,2014-07-01 Forward by Nel Noddings This book includes papers written by teachers and how they engage holistic education in their classrooms The papers come from a course taught by Jack Miller at the Ontario Institute for Studies in Education at the University of Toronto entitled The Holistic Curriculum This is a rich and diverse collection of papers showing how holistic education can be brought into public education despite the pressures of testing and other accountability measures Although most of the teachers teach in public schools there are also examples from teachers working in private and post secondary settings This book can inspire other teachers who are looking for ways to teach the whole person in a more connected manner There are very few texts in the field of holistic education that include the voices and practices of teachers particularly those working in public schools Many of the examples of holistic education in practice come from Waldorf Montessori Reggio Emilia and alternative schools A unique feature of this book is the many different voices of teachers describing their work in the classroom they talk about their successes the challenges and even a few failures

**Chinese Language Education in the United States** Jiening Ruan,Jie Zhang,Cynthia B. Leung,2015-11-10 This book offers historical philosophical and sociocultural perspectives on Chinese language education for speakers of other languages with a special focus on Chinese language education in the United States It provides a comprehensive cross disciplinary look at changes in CFL CSL education over time in China and the U S and the philosophical political and sociocultural influences that led to these changes The essays address a wide array of topics related to Chinese language education including A historical overview of the field Theories that apply to CFL CSL learning Policies and initiatives for CFL CSL by the Chinese and U S governments Medium of instruction Curriculum and instruction for CFL CSL learners at K 12 and college levels Technology for CFL CSL education Chinese language learning for heritage learners CFL in study abroad contexts CFL teacher education and training This work is essential reading for scholars and students interested in gaining a greater understanding of Chinese language education in the two countries and around the world

**Contemporary Perspectives on English as a Medium of Instruction** Hayriye Kayi-Aydar,Laura Mahalingappa,2024-03-01 English Medium Instruction EMI is the use of English to teach academic content in countries where English is not the first language There continues to be a rapid growth in EMI around the globe and there is often official government support for EMI programs or curriculum The goal of this volume is to explore current perspectives on EMI from empirical data to theoretical considerations in order to identify strengths and shortcomings of EMI programs and or curricula defining ideologies and dominant methodologies in diverse contexts and offer evidence based implications for classroom practice policy and future research The chapters reflect the voices of diverse groups of people e g content instructors classroom teachers college students parents teacher educators etc who experience EMI in their current educational environments in different countries

Bi- and multilingual universities: European perspectives and beyond Daniela Veronesi,Christoph Nickenig,2009 This collection of the proceedings of the 3rd conference on bi and multilingual universities held at the Free University of Bozen



Bolzano from 20 to 22 September 2007 tries to give a state of the art insight into theoretical and practical approaches towards implementing bi and multilingual models and policies in higher education institutions in various parts of the world

Immerse yourself in heartwarming tales of love and emotion with is touching creation, **Designing Language Courses A Guide For Teachers** . This emotionally charged ebook, available for download in a PDF format ( \*), is a celebration of love in all its forms. Download now and let the warmth of these stories envelop your heart.

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