Teaching with Bear
Winner British Council UK Award for Innovation 2010
Best Entry for Children
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“...brings enjoyment and creativity back to their rightful place at the centre of children’s learning.”

MARY SLATTERY
A practical handbook with DVD that shows teachers how to use puppets in the primary classroom to encourage more interaction in English.

• Written by award-winning author Mary Slattery.
• Explores how teachers can use a puppet to extend classroom language, establish routines, encourage listening and speaking skills, and help with reading and writing.
• Teacher’s Book and DVD shows Mary Slattery and teachers in real classroom situations. Also available as a Pack including a loveable bear puppet.

Into the Classroom
A series of short, practical guides that help teachers of 6–16 year olds make sense of new teaching ideas.

Bringing creative teaching into the young learner classroom
LYNNE CAMERON AND PENNY MCKAY

• Includes activities, tips, and samples of classroom language for teachers and trainee teachers of children aged 5–12.
• Simple explanations of the theory behind the practice.
• Guides teachers through ideas of how to boost children’s enthusiasm with an extra spark of creativity.

Bringing technology into the classroom
GORDON LEWIS

• Takes the reader step by step through the use of online and offline tools.
• Describes and explains computer technology in non-technical language.
• Features practical classroom ideas.
• Provides time-saving, confidence-building tips to get the best from technology.

Bringing extensive reading into the classroom
RICHARD DAY, JENNIFER BASSETT, BILL BOWLER, SUE PARMINTER, NICK BULLARD, MARK FURR, NINA PRENTICE, MINAS MAHMOOD, DANIEL STEWART, THOMAS ROBB

Explains the substantial value of extensive reading in any language programme.

Starting from research showing that reading for pleasure helps learners improve its English, it guides teachers through the different approaches, focusing on:

• The importance of extensive free reading.
• How extensive reading materials are developed and how to choose the right graded readers for the class.
• Introducing and exploiting class readers.
• Developing class libraries.
• Setting up and running reading circles.

In addition, four extensive reading case studies describe projects in a range of learning environments. Each chapter has been written by an acknowledged expert in the field of extensive reading.

Cross-Curricular Resources for Young Learners
IMMACOLATA CALABRESE AND SILVANA RAMPONE

A resource book for primary teachers who need appropriate, easy-to-use resources for teaching subjects through English.

Practical Classroom English
GLYN HUGHES, JOSEPHINE MOATE, AND TIINA RAATIKAINEN

Equips teachers with the language skills needed for accurate, authentic, and idiomatic classroom management in English.
Oxford Basics for Children
A series for teachers of young learners which provides adaptable teaching ideas in an easy-to-follow format.

Each unit gives details of a lesson or activity including the language point, preparation, and step-by-step guidelines for each stage. The series is especially suited to situations where access to resources is limited.

Starting and Ending Lessons
NAOMI MOIR
Twenty-five activities to settle children into a class or bring the lesson to an end.

Starting and Ending Lessons focuses on children's need for constant language revision. It provides easy, adaptable activities that use movement and games to maintain variety in the classroom.

English Through Music
JANE WILLIS AND ANICE PATerson
Action games, rhymes, and simple songs which highlight useful language and develop musical skills. No prior musical experience needed.

Listen and Do
HANA ŠVECOVÁ
Thirty short, simple, physical activities to encourage children to listen and respond to spoken English.

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ELEANOR WATTS
A wide range of story genres and activity types to stimulate young learners.

Vocabulary Activities
MARY SALTERY
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Primary Resource Books for Teachers
SERIES EDITOR: ALAN MALEY

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ANDREW WRIGHT

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Creating Chants and Songs
CAROLYn GRAHAM
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ANDREW WRIGHT

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SARAH PHILLIPS
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Grammar for Young Learners
GORDON LEWIS AND HANS MOL
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HEATHER WESTRUP AND JOANNA BAKER

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HANA ŠVECOVÁ

Intercultural Activities
MICHAELA CANKOVA AND SIMON GILL

Introduction to Teaching English
JILL HADFIELD AND CHARLES HADFIELD

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PETER GRUNDY

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Doing Second Language Research
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DAVE WILLIS AND JANE WILLIS

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This innovative workbook and DVD pack provides a hands-on introduction to the study of language used by learners of English as a Second Language (ESL). The DVD features six adult learners and two native speakers of English doing individual and pairwork tasks. Linked exercises in the book guide the reader through an analysis of the language used by the ESL learners, with full transcripts and an answer discussion section for reference. Through doing learner language analysis at the descriptive case-study level, language teachers can develop skills for exploratory practice that will help them to address their queries about learner language in their own classrooms.

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Teaching and Learning in the Language Classroom
TRICIA HIDGE

Teaching the Pronunciation of English as a Lingua Franca
ROBIN WALKER

This Workbook and Audio CD Pack provides an accessible description of the pronunciation of English as a Lingua Franca (ELF) and explores the benefits of an ELF approach to pronunciation. It shows how to make use of the learners’ first language – a resource often marginalized in language classrooms.

Teaching Second Language Listening
TONY LYNCH

Teaching Second Language Reading
THOM D HUDSON

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Technology Enhanced Language Learning: connecting theory and practice
AISHA WALKER AND GOODITH WHITE

How does technology enhance the language learning process? Through exploring the theories that underpin language learning, the authors discuss how these theories relate to technology use. Practical and reflective activities help you get to know the technology and how it impacts on language learners, and they are written to accommodate different levels of technical know-how. This new handbook gives teachers, teacher trainers, and MA students an informed and practical insight into new developments in technology and its implications for the classroom. Visit the accompanying website for extra activities, ideas, and useful links.
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On the theory and practice of teaching English as a foreign language. Each article begins with a short introduction by Michael Swan explaining the context in which he originally wrote it. Consequently, the articles not only address topics that remain highly relevant to language teachers today, but also provide a historical perspective on developments within the field. The collection ends with a small selection of his published satirical pieces.

Thinking About Language Teaching

A selection of Michael Swan’s best known published articles on the theory and practice of teaching English as a foreign language. Each article begins with a short introduction by Michael Swan explaining the context in which he originally wrote it. Consequently, the articles not only address topics that remain highly relevant to language teachers today, but also provide a historical perspective on developments within the field. The collection ends with a small selection of his published satirical pieces.

Understanding English as a Lingua Franca

The spread of English as the international lingua franca (ELF), like other aspects of globalization, calls for a reconsideration of conventional ways of thinking. This book argues that ELF needs to be understood as an entirely natural use of language in its own right and not as an erroneous version of native speaker English, and demonstrates how the ‘non-conformist’ formal features of ELF are functionally motivated by the dynamics of communicative interaction.

Translation in Language Teaching

A survey and critical assessment of arguments for and against translation in different English language teaching contexts, this book proposes ‘translation’ as one of a number of ways of relating English to students’ own languages. Establishing a new direction in practice and research, it discusses ways in which translation might be incorporated into materials, curriculum development, and teacher education.

“Such a well-accepted hard-hitting title as this should immediately be placed on reading lists for all serious teacher development courses.”

EL GAZETTE, JUNE 2010

Input, Interaction, and Corrective Feedback in L2 Learning

Describes the cognitive processes involved in interaction-driven second language learning and presents a methodological structure for studying them. It provides a comprehensive and up-to-date survey of the work on interaction that has emerged since the mid-1990s, while also characterizing the recent shift to an exploration of cognitive factors in evaluating how interaction works.

Sociocognitive Perspectives on Language Use and Language Learning

The contributors to this volume argue that in order to understand the processes of language use and language learning we need to understand how social and cognitive factors work interdependently. This book covers a wide range of issues of importance both to SLA researchers and to students, including the ways in which social and cognitive factors interweave in the shaping and directing of learner participation in classroom interaction and the implications of sociocognition for SLA theory.

Language Assessment in Practice

Presents an innovative, unified, and easily applied approach to designing and developing language assessments.

Language Assessment in Practice is a fully-revised second edition of the bestselling Language Testing in Practice. It allows readers to become competent in the design development and use of language assessments. The authors discuss concepts and procedures clearly, illustrated with examples.

The Multilingual Subject

By drawing on multiple examples of real-world language learning situations, this book explores the subjective aspects of the language learning experience. The author encourages readers to consider language learning from new, diverse, and unique perspectives. The book analyses data from a variety of sources, including language memoirs, online data from language learners in chat rooms, and text messaging exchanges. In the analysis of this data, the book looks at:

- The relationship between symbolic form and the development of a multilingual subjectivity.
- Links with memory, emotion, and the imagination.
- The implications for language teaching pedagogy.

The Psychology of Second Language Acquisition

Aims to provide a systematic and accessible overview of the main psychological areas and theories in order to keep abreast of the ongoing paradigm shift. Readers will find succinct and up-to-date descriptions of a wide range of psycholinguistic and neuropsychological topics such as language and the brain, neurolinguistics and new research methods in psycholinguistics and brain research.

The Study of Second Language Acquisition

A comprehensive and coherent account of the research and theory in the field of second language acquisition, including chapters on instructed SLA. This book is an encyclopedic survey of second language acquisition research as this has developed over the last forty years. It provides sections on the description of learners’ language, the role of the linguistic environment and social context, internal mechanisms, individual learner differences, and the role of instruction. It provides a balanced account by representing a variety of perspectives, including cognitive, linguistic, sociocultural, and neurolinguistic.

Language Learner Strategies

A corrective to the idea that the reason some learners of second languages excels and others struggle lies in what the learners themselves do— the strategies they bring to language learning and to language use.

Conversational Interaction in Second Language Acquisition

A Series of Empirical Studies

This edited series of empirical studies examines the link between interaction and second language learning. The studies provide readers with insights into a wide variety of issues at the centre of current research into the relationship between conversational interaction and second language learning outcomes.

Form-focused Instruction and Teacher Education

Studies in Honour of Rod Ellis

An overview of form-focused instruction as an option for second language grammar teaching. It combines theoretical concerns, classroom practices, and teacher education.
Sociocultural Theory and the Genesis of Second Language Development
JAMES P LANTOLF AND STEVEN L THORNE
Integrates theory, research, and practice on the learning of second and foreign languages as informed by sociocultural and activity theory. It familiarizes students, teachers, and other researchers who do not work within the theory with its principal claims and constructs, in particular as they relate to second language research. The book also describes and illustrates the use of activity theory to support practical and conceptual innovations in second language education.

Individual Freedom in Language Teaching
Christopher Brumfit
The author examines the roles of teachers and learners and the approaches that education professionals should develop in support of learners. The book considers the roles of literature and culture, as well as language policy in relation to learners’ rights, and attempts to outline a humane and realistic philosophy for language teaching.

The Phonology of English as an International Language
Jennifer Jenkins
This book advocates a new approach to pronunciation teaching, in which the goal is mutual intelligibility among non-native speakers rather than imitating native speakers. It will be of interest to all teachers of English as an international language, especially business English.

Language Testing in Practice
Winner MLA Kenneth W Mildenberger Prize
Lyle F Bachman and Adrian S Palmer
Relates language testing practice to current views of communicative language teaching and testing. It builds on the theoretical background expounded in Bachman’s Fundamental Considerations in Language Testing and examines the design, planning, and organization of tests.

Fundamental Considerations in Language Testing
Winner MLA Kenneth W Mildenberger Prize
Lyle F Bachman
A clear and authoritative discussion of the basic concerns which underlie the development and use of language tests, and a synthesis of research on testing.

Analysing Learner Language
Rod Ellis and Gary Barkhuizen
A clear and accessible introduction to the main methods of analysing samples of learner language. It examines the theoretical and research bases for the different methods, giving an introduction to the field of second language acquisition research. Recommended for students on postgraduate courses in TESOL or Applied Linguistics, or for teachers wishing to do action research to find out more about how learners learn language.

Literacy and Second Language Oracy
Martha Bigelow and Elaine Tarone, with Kit Hansen
Learners who cannot decode alphabetic script have been left out of the SLA research enterprise, at considerable cost to our understanding of the human capacity for language learning. This book offers research evidence documenting the significant impact of low literacy skill on adolescents’ processing of oral L2 input and acquisition. Together with a large body of closely related research in cognitive psychology, the findings lead to a startling conclusion: processing skills that have been assumed to be universal human traits appear instead to be a product of learners’ experience with alphabetic print literacy.

Task-based Language Learning and Teaching
Shortlisted for the Ben Warren Prize
Rod Ellis
An exploration of the relationship between research, teaching, and tasks, and clarification of the issues raised by recent work in this field. The book shows how research and task-based teaching can mutually inform each other and illuminate the areas of task-based course design, methodology, and assessment. The author brings an accessible style and broad scope to an area of contemporary importance to both SLA and language pedagogy.

Understanding Second Language Acquisition
Winner BAAL Book Prize
Rod Ellis
In this authoritative survey Rod Ellis examines different theories of second language acquisition and the critical reactions to them.

SLA Research and Language Teaching
Rod Ellis
The author sees the four main roles of SLA researchers as developing relevant theories, conducting their own classroom research, making research accessible to teachers, and facilitating action research.

Second Language Research Methods
H W Seliger and E Shohamy
Based on a set of four research parameters, this book discusses the development of research questions and hypotheses, naturalistic and experimental research, data collection, and validation of research instruments. Each chapter includes examples and activities.

English as a Lingua Franca: Attitude and Identity
Jennifer Jenkins
From the perspective of the speakers themselves, this is the first book to explore attitudes towards ELF in general and ELF accents in particular, their effects on ELF speakers’ identities, and ways in which the problems can be addressed in teacher education, English language testing, and ELT materials.

The Struggle to Teach English as an International Language
Adrian Holliday
This book is about the worlds and conflicts of TESOL teachers and researchers whose professional lives are both enriched and problematicized by the cultural and political interfaces created by working with an international language. Central to this discussion is the balance of power in classroom and curriculum settings, the relationship between language, culture, and discourse, and the change in the ownership of English.

Linguistic Imperialism
Shortlisted for the BAAL Book Prize
Robert Phillipson
This book explores the contemporary phenomenon of English as an international language, and sets out to analyse how and why the language has become so dominant.

Resisting Linguistic Imperialism in English Teaching
Winner MLA Mina P Shaughnessy Prize
Shortlisted for the BAAL Book Prize
A Suresh Canagarajah
This book describes the creative strategies employed by teachers and students resisting the linguistic imperialism that many scholars have identified as the consequence of the global ELT enterprise.

Defining Issues in English Language Teaching
H G Widdowson
This book investigates fundamental assumptions about the way English should be defined and taught as a school subject. It critically examines current proposals for the specification of course content and classroom methodology, with particular reference to ideas about authenticity and task-based learning.

Controversies in Applied Linguistics
Editor: Barbara Seidlhofer
This book presents several issues on which applied linguists take very different positions: e.g. linguistic imperialism, the validity of critical discourse analysis, the pedagogic relevance of corpus descriptions of language, the theoretical bases of second language acquisition research, and the nature of applied linguistics itself.
Oxford Applied Linguistics

Fundamental Concepts of Language Teaching
H H STERN
This book puts applied linguistics research into its historical and inter-disciplinary perspective.

Aspects of Language Teaching
H G WIDOWSON
A critical review of the most prominent issues in language teaching – among them the relevance of theoretical enquiry to practical pedagogy, and the relationship between grammar and discourse in communicative language teaching.

Teaching Language as Communication
H G WIDOWSON
This book develops a rational approach to the teaching of language as communication, based on a careful consideration of the nature of language and of the language user’s activities.

Context and Culture in Language Teaching
JAMES R NATTINGER AND JEANETTE S DECARRICO
Second language acquisition research is used to present a language teaching programme based on the use of prefabricated language. The ‘lexical phrase’ can serve as an effective basis for second and foreign language learning.

Lexical Phrases and Language Teaching
JAMES R NATTINGER
A history of English Language Teaching that takes the reader from the Renaissance to the present day. The book covers all the important phases of the history from a global perspective.

Principle and Practice in Applied Linguistics
Studies in honour of H G Widdowson
EDITORS: GUY COOK AND BARBARA SEIDLOHER
A comprehensive overview of the many and diverse areas in applied linguistics today.

Research Methods in Applied Linguistics
ZOLTÁN DORDNYEI
A comprehensive overview of research methodology in applied linguistics which describes the various stages of qualitative and quantitative investigations, from collecting the data to reporting the results.

Complex Systems and Applied Linguistics
DIANE LARSEN-FREEMAN AND LYNNNE CAMERON
Introduces key concepts in complex systems theory to readers concerned with language, its acquisition, and its use. Complex Systems and Applied Linguistics demonstrates the applicability and usefulness of these concepts to a range of areas in applied linguistics including second language development, language teaching, and discourse analysis. It concludes with a chapter that inventories suitable approaches to research investigations.

A Cognitive Approach to Language Learning
PETER SKEHAN
This book discusses psycholinguistic and cognitive aspects of language learning, and looks at the contrast between universalist accounts of language learning and accounts which focus on individual differences between learners.

Literacy and Language Teaching
RICHARD KERN
This book proposes literacy as an organizing principle for language teaching and assessment. It addresses key research findings in cognitive theory, sociolinguistics, discourse analysis, language acquisition, and literacy studies.

Sociocultural Theory and Second Language Learning
JAMES P LANTOLF
A major statement of the current research being conducted on the learning of second languages from a sociocultural perspective.

Practical Stylistics
H G WIDOWSON
This book provides a set of principles for an approach to teaching poetry which integrates the study of language and literature.

Language Play, Language Learning
GUY COOK
This book demonstrates the extent and importance of language play in human life and draws out the implications for applied linguistics and language teaching.

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