

Curriculum Development In Language Teaching Richards

Zia Tajeddin,Saman Ebadi

Curriculum Development in Language Teaching Jack C. Richards,2001-03-12 1 The origins of language curriculum development 2 From syllabus design to curriculum development 3 Needs analysis 4 Situation analysis 5 Planning goals and learning outcomes 6 Course planning and syllabus design 7 Providing for effective teaching 8 The role and design of instructional materials 9 Approaches to evaluation.

Curriculum Development in Language Teaching Jack C. Richards,2017-04-06 A new edition of a successful title, which has been fully revised and updated to reflect contemporary issues in curriculum. The paperback edition provides a systematic introduction to the issues involved in developing, managing, and evaluating effective second and foreign language programs and teaching materials. Key stages in the curriculum development process are examined, including situation analysis, needs analysis, goal setting, syllabus design, materials development and adaptation, teaching and teacher support, and evaluation. Discussion activities throughout the book enable it to be used as a reference text for teachers and administrators.

The Language Teaching Matrix Jack C. Richards,1990-02-23 For use in courses on language teaching methodology and teacher preparation, this book also serves as an invaluable source for courses in language curriculum development, materials development, and teaching practice. The author views effective language teaching as a network of interactions involving the curriculum, methodology, the teacher, the learner, and instructional materials (hence the metaphor of a matrix). Each chapter discusses and examines the theoretical and practical dimensions of a central issue in language teaching. Among the topics covered are curriculum development, designing instructional materials, teaching listening, speaking, reading and writing, the nature of effective teaching, self-monitoring in teacher development, and language and content. Richards presents key issues in an accessible and highly readable style, and shows how teachers and teachers-in-training can be involved in the investigation of classroom teaching and learning. The emphasis is not on prescriptions but rather on developing effective teaching through understanding the various factors that interact in second language learning and in the second language classroom.

Curriculum Development in Language Teaching C. Jack Richards,2001

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.

The Routledge Handbook of Materials Development for Language Teaching Julie Norton, Heather Buchanan, 2022-03-16 The Routledge Handbook of Materials Development for Language Teaching is the definitive resource for all working in this area of language and English language teaching. With 34 chapters authored by leading figures from around the world, the Handbook provides an historical overview of the development of language teaching materials, critical discussion of core issues, and an assessment of future directions. The contributions represent a range of different international contexts, providing insightful, state-of-the-art coverage of the field. Structured in nine sections, the Handbook covers: changes and developments in language teaching materials controversial issues in materials development research and materials development materials for language learning and skills development materials evaluation and adaptation materials for specific contexts materials development and technology developing materials for publication professional development and materials writing Demonstrating throughout the dynamic relationship between theory and practice, this accessible Handbook is essential reading for researchers, scholars, and students on MA programmes in ELT, TESOL, and applied linguistics.

Using Theories for Second Language Teaching and Learning Dale T. Griffee, Greta Gorsuch, 2023-12-14 This book helps second language teachers use theories in their practice, exploring in concrete and practical ways the intersections between teachers, learners, and institutions, and theories of teaching, theories of learning, and theories of language. These intersections provide language teachers with critical insights on how to deal with professional complexities and practical guidance on how to develop appropriate pedagogical practice. By focusing on theories of teaching, the authors give readers the tools to create a clear image of the kind of teacher they wish to be. By exploring theories of learning, they promote the formation of teachers' personal theories which allow them to identify their own areas of special interest in learner achievement and enrichment. By examining theories of language, the book shows how administrators and teachers can use theories to identify course goals and plan priorities for class time. Using Theories for Second Language Teaching and Learning treats theory as a concept in its own right and promotes knowing theory as a means of teacher discovery, reflection, and learning through case studies, which are descriptions and analyses of teachers thinking and acting in classrooms and in

the institutions in which they work. Every chapter presents case studies with examples from the teaching of different languages, including Chinese, English, French, German, and Korean. An array of theories from multiple disciplines are featured and reflective projects are offered that lead readers to discover the importance and role of theory in daily professional life.

Curriculum Development In Language Teaching South Asian Edition Richards,

Handbook of Research in Second Language Teaching and Learning Eli Hinkel, 2016-11-18 Volume III of the Handbook of Research in Second Language Teaching and Learning, like Volumes I and II, is a comprehensive, state-of-the-art overview of current research into social contexts of second language (L2)/foreign language (FL) teaching and learning; language policy; curriculum; types of instruction; incremental language skills such as listening, speaking, reading, writing, vocabulary, and grammar; international communication; pragmatics; assessment and testing. It differs from earlier volumes in its main purpose—to provide a more in-depth discussion and detailed focus on the development of the essential language skills required for any type of communication: speaking, listening, reading, vocabulary, grammar, and writing. Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2/FL teaching and learning and applied linguistics, but rather than offering a historical review of disciplinary traditions, it explores innovations and new directions of research, acknowledges the enormous complexity of teaching and learning the essential language abilities, and offers a diversity of perspectives. Chapter authors are all leading authorities in their disciplinary areas. What's new in Volume III? Updates the prominent areas of research, including the sub-disciplines addressed in Volumes I and II, and represents the disciplinary mainstays Considers and discusses perspectives held by different schools of thought on the what, the how, and the why of teaching foundational language skills, including theories, pedagogical principles, and their implementation in practice Captures new and ongoing developments and trends in the key areas of L2/FL teaching and learning, and innovative research topics that have gained substantial recognition in current publications, including the role of corpora, technology, and digital literacy in L2/FL teaching and learning Examines new trends in language pedagogy and research, such as an increased societal emphasis on teaching academic language for schooling, somewhat contradictory definitions of literacy, and the growing needs for instruction in intercultural communication.

RELC Journal ,2002

Unpacking Creativity for Language Teaching Tan Bee Tin, 2022-06-19 Before unlocking creativity, we must first unpack what it means. In this book, creativity is unravelled from various perspectives and the relevance for language teaching and learning is explored. Tin offers a coherent discussion of creativity, adopting an inclusive and integrated but, at the same time, focused approach to creativity. Divided into 12 chapters, the book covers: A critical review of the way the term 'creativity' is used, defined and written about in various disciplines Various models and theories of creativity, the product- and process-

oriented views of creativity and their relevance for language teaching Three pillars on which creative language pedagogy should be based Over 60 practical tasks, applying theoretical arguments and principles of creativity to language teaching and learning Based on the author's own practice and research on creativity over the last two decades, the book provides exciting new ideas for scholars and practitioners interested in creativity and creative language pedagogy. The book serves as an important contribution for students, teachers and scholars in the field of applied linguistics, language teaching and education.

Reflective Language Teaching Thomas S. C. Farrell, 2018-09-06 Reflective Language Teaching: Practical Applications for TESOL Teachers is an extensively revised and updated second edition of the popular and accessible text Reflective Language Teaching: From Research to Practice originally published in 2008. This fully up-to-date second edition includes: - an expanded preface - updated case studies and new cases throughout that deal with new developments in language teaching and reflective practice - fully updated citations - three brand new chapters, on online reflective practice and teaching young learners, and a new final chapter on developing a 'culture of reflection' As in the first edition, this book outlines strategies for professional development through reflective practice in the language classroom. Accessible and comprehensive, the book presupposes no prior knowledge of linguistics or language teaching, and each chapter includes reflective discussion questions to help the reader apply the strategies and procedures discussed.

Annual Meeting Program American Educational Research Association, 2000

Syllabus Design Of English Language Teaching Prof. Dr. Abd. Hakim Yassi, Dipl., TESTL., M.A., 2018-01-03 This book is entitled Syllabus Design for English Language Teaching which was written and developed based on a research "Communicative Competence Based Syllabus Design for Speaking Course One for Students of The English Department". It mainly provides detailed elucidation of the process of designing a syllabus as one of systematic steps of curriculum development in language teaching. Curriculum development in language teaching should be done since it implies an effort carried out by the language teachers to improve the quality of language teaching through some stages of systematic planning such as a needs analysis, formulation of learning objectives, development of syllabus and teaching materials, teaching materials' implementation as well as evaluation to find out the effectiveness of the curriculum by taking into account the achievement of learning goals in language teaching program. This book generally includes some information on the discussion of: (1). The status of English in the education system of Indonesia and the outcomes of English teaching all this time according to researchers in the field of language teaching; (2). The distinction between the terms of curriculum and syllabus therewith the syllabus design theory from the standpoint of ESP and Language Program Development; (3). Theory of needs analysis as the main cornerstone in the development of syllabus design; (4). The concept and the theory of communicative competence based syllabus design; (5). The systematic stages in designing a competency-based syllabus

ranging from preliminary stages with the needs analysis, the stage of teaching materials development, as well as the stage of reviewing the learning outcomes; (6). A practical example of a study which is presented to make the readers clearly understand how to apply the stages of developing the communicative competence based syllabus design Buku Persembahan Penerbit PrenadaMedia

Professional Development for Language Teachers Jack C. Richards, Thomas S. C. Farrell, 2005-04-04 This much-needed text provides a coherent and strategic approach to teacher development Teacher Development for Language Teachers examines ten different approaches for facilitating professional development in language teaching: self-monitoring, support groups, journal writing, classroom observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching, and action research. The introductory chapter provides a conceptual framework. All chapters contain practical examples and reflection questions to help readers apply the approach in their own teaching context.

A Novice Teacher's Approach to Decision-making Tiina-Maija Hukari, 2005

Bibliographic Guide to Education, 2001 ... lists publications cataloged by Teachers College, Columbia University, supplemented by ... The Research Libraries of The New York Public Library.

Encyclopedia of Arabic Language and Linguistics: Eg-Lan Kees Versteegh, C. H. M. Versteegh, Mushira Eid, 2006 The Encyclopedia of Arabic Language and Linguistics is a major multi-volume reference work. It is a unique collaboration of hundreds of scholars from around the world and covers all relevant aspects of the study of Arabic, dealing with all levels of the language (pre-Classical Arabic, Classical Arabic, Modern Standard Arabic, Arabic vernaculars, mixed varieties of Arabic).

Working Papers, 1986

Teaching Adult English Language Learners Richard A. Orem, 2005 This resource brings together information about policy, second language acquisition theory and research, methods and materials for teaching adult English language learners, program design, and cross-cultural issues that effect learning in adult ESL classrooms. It also discusses the context within which adult ESOL instructors work and in which adult ESOL programs function. The framework for this discussion of context draws from the developing framework of standards for teachers of adult learners under consideration by TESOL (Teachers of English to Speakers of Other Languages, Inc.). This book is designed for faculty and students in adult education graduate programs and other TESOL preparation programs at the undergraduate and graduate levels that target adult learners. Other audiences are adult ESL program directors and policy makers as well as educators working in elementary and high school, many of whom are connected to populations of adult learners through the parents of the children they serve.

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