English Language Teaching

MAJOR THEMES IN EDUCATION

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With contributions drawn from a variety of contexts, this extensive new six-volume collection from Routledge's Major Themes in Education series, reflects the international diversity of English Language Teaching in practice. Bringing together material from a broad range of perspectives, it highlights the controversial nature of many apparent 'givens' in the field, and provides a useful balance between academic and practical insights.

With a general introduction and separate section introductions presenting the historical context for current debates and guiding users through the various issues raised in the collection, this is a highly useful resource for both student and scholar alike.
125. Bridget Fitzgerald Cersten and Norbert Thasty, ‘Creating International 
    Contexts for Cultural Communication: Video Exchange Projects in the 


4.4. Curriculum Evaluation


Part 5. Focus on the Teacher: The Professional Development of the Teacher


Introduction

Part 1. Focus on Key Orientations in ELT

1.1. The Communicative Approach to Language Teaching


1.2. Task-Based Language Teaching


1.3. Form-Focused Instruction


1.4. Input and Interaction in the Classroom


1.5 English and Englishes: The Internationalization of English and its Impact on the Goals and Methods of ELT


Part 2. Focus on the Learner

2.1. Affective Factors in Classroom Learning

2.2. Learner Strategies

2.3. The Autonomous Learner

Part 3. Focus on Methodology

3.1. Top-Down and Bottom-Up Processes in Reading

3.2. Skills Development Through Extensive Practice
77. Christine Nuttall, 'An Extensive Reading Programme', Teaching Reading Skills in a Foreign Language (Heinemann, 1982), pp. 167–90.
3.3. Process and Post-Process Approaches to Writing


3.4. The Teaching of Vocabulary


3.5. Critical Literacy


104. Ellen Sacks, 'You Can’t Bury Him, not to Praise Him': Teaching


4.1. Learner-Centredness in English Language Teaching


4.2. Authenticity and Simplification in Learning Materials


118. Saudar Marit Simensen, 'Adapted Readers: How are they Adapted?', *Reading in a Foreign Language*, 1988, 4, 1, 41–57.


4.3. Cultural Content in the Syllabus

