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Issues in Materials Development provides readers with theoretical foundations and practical aspects of designing materials for EFL/ESL contexts. It starts with discussing some basic and preliminary principles of materials design followed by scrutinizing critical issues in materials development in an objective and systematic way. This ranges from considering learners' needs, adopting, adapting, selection, and gradation of materials to the specific focus of the book on developing various types of materials for the four language skills, pronunciation, ESP vocabulary, and computer assisted language learning materials. Authenticity of materials to be designed and the inclusion of affective factors to develop motivating materials to engage language learners, in addition to features of materials design at a universal level are other areas to read about. This book finally tries to open new horizons and possible futuristic approaches to improve today's ELT materials.

CLIL (Content and Language Integrated Learning) has emerged since the millennium as a major trend in education. Written by Do Coyle, Philip Hood and David Marsh and drawing on their experience of CLIL in secondary schools, primary schools and English language schools across Europe, this book gives a comprehensive overview of CLIL. It summarises the theory which underpins the teaching of a content subject through another language and discusses its practical application, outlining the key directions for the development of research and practice. This book acknowledges the uncertainty many teachers feel about CLIL, because of the requirement for both language and subject knowledge, while providing theoretical and practical routes towards successful practice for all. Viewing current developments in materials development through the eyes of developers, users and researchers from all over the world, this book applies principles to practice. It provides a comprehensive coverage of the main aspects and issues in the field as well as critical overviews of recent developments in materials development, and acts as a stimulus for innovation. Now revised and updated to take account of developments over the last decade, this 3rd edition features: - 8 new chapters, covering materials use, blended learning, multimodality, intercultural competence, communicative competence, the practical realisation of theoretical principles in the development of digital materials, the teaching of right to left languages and the commodification of grammar. - Fully updated chapters with contemporary examples and considering teaching second and foreign languages other than English. - New pedagogical resources, with the addition of tasks and further readings for each chapter. - New online resources, 2 new chapters on producing videos on teacher development courses and materials development on teacher training courses and 2 updated chapters on development courses for teachers and simulations in teacher development, alongside a range of additional tasks and further reading suggestions.

Designed for 6-12 year olds, this title follows best practice in science education and is written by leading authors of primary science resources in the UK. Through stimulating content and carefully graded activities and exercises, it guides pupils to develop a sound framework of scientific knowledge and understanding.

The Teacher's Pack comes with tests and a test generator providing support and guides to teaching material in the Student's Book. Warm-ups, extension activities, fast-finisher tasks and homework ideas allow teachers to tailor material to mixed-ability classes. The IWB is easy to use with integrated audio and an answer key.

This book offers an evidence-based guide to EAL for everyone who works with multilingual learners. It provides a concise, helpful introduction to the latest research underpinning three key areas of EAL practice: How children acquire additional languages How language works across the curriculum How you can establish outstanding EAL practice in your school. Other key features include case studies from experienced EAL specialists, extensive reading recommendations for teachers

who want to build on their knowledge, and a detailed chapter on Ofsted based on interviews with senior inspectors. This book will prove an invaluable guide and support for everyone working with bilingual learners. In clear, short chapters it gives a thorough grounding in the evidence and principles needed to create outstanding EAL provision.

Debates in Modern Languages Education offers a comprehensive introduction and synthesis of the major themes and research evidence in language learning and teaching today, providing an up-to-date, authoritative review of traditional and contemporary issues in language teaching. With chapters by leading experts in the field, thematic sections explore and consider: the importance of a wide range of different knowledge bases and skills for effective teaching how to become expert practitioners approaches to teaching with reference to relevant theories, complex constructs, and empirical research the innovations and ideas that shape and will shape the discipline for the next decade. Each thought-provoking chapter is supported by reference to further reading and additional material to encourage deeper exploration which will help the reader to fully engage in the debates presented. This book is a valuable resource for any student or practising teacher engaged in initial teacher education, continuing professional development and Masters level study.

Teddy's Train is for four- and five-year-olds beginning English. It provides two levels of activity books with perforated tear-out pages. The books have a very low vocabulary load and lots of songs. Teddy's Train uses the metaphor of Teddy and his train to take children to different places. A specially designed long train poster is used to load the new vocabulary flashcards into the wagons. The tear-off sheets mean that teachers can use the materials flexibly to fit in with the general curriculum. Notes and a step-by-step illustrated guide to the action songs are printed on the back of the activity sheets for the teacher. Flashcards teach basic vocabulary.

This book offers a unique perspective on creativity in an educational environment where there is a relative dearth of literature on this subject. The authors link practice and principle to provide a practical and valuable guide for more creative language learning and teaching, using not only theoretical ideas but useful practical advice and recommendations on how better to introduce creativity into teaching and daily life. This innovative volume is sure to become a crucial reference point for teachers and practitioners of language teaching, and anyone interested in the ways in which creativity can be channelled into the teaching and learning process.

Offers an innovative, holistic and evidence-based pedagogic approach to deeper learning for all subjects of schooling.

CLIL (Content and Language Integrated Learning) has attracted great interest in recent years, especially in Europe but increasingly more widely in the world. This book provides practical, classroom-tested activities that can be used when teaching any subject.

An update of the well-loved course for young learners - now fully in line with the revised Cambridge English: Young Learners tests. The fun course for seriously good results! This seven-level course delights children and inspires teachers with bright ideas for the English classroom. Perfect for general use Kid's Box Second edition is now updated with new vocabulary and activities so that it fully covers the syllabus of the revised Cambridge English: Young Learners tests. The Student's Book 2 presents and practices new language through amusing stories and fantastic songs and activities to give children an enjoyable and confident start to learning English. Cambridge English: Starters-type tests evaluate progress and familiarize children with the international tests format.

Quoi de Neuf? is a new national series for secondary French, combining up-to-date and engaging language content with a focus on students' intercultural competence. The print and digital components are highly integrated, easy to use and provide meaningful interactions within and beyond the classroom. The carefully sequenced content gives students a real sense of progression,

achievement and motivation. The Teacher Companion is a complete copy of the student and activity book with answers and comments, as well as additional content and tasks.

"This is an invaluable resource for teachers who want to provide learners with a varied range of successful experience speaking English at different levels."--Back cover.

This book inspects higher education reform in market-oriented socialist Vietnam, with a focus on newness narratives and enquiry. Engaging in dialogic conversations with global and regional forces and exploring convergences in the domains of policy, curriculum, research, pedagogy, and society, chapter authors analyse ideologies that have entered Vietnam's educational landscape. Chapters include discussions of post-Soviet legacies, socialist thought, privatization, neoliberalism, global rankings, academic freedom, autonomy, and elitism, as well as the actors, discourses and practices through which they manifest. In so doing, authors' commentaries juxtapose phenomena in Vietnam with other national contexts such as the Philippines, Brunei Darussalam, Japan, Australia, and Trinidad and Tobago.

This edited book explores critical issues relating to Content and Language Integrated Learning (CLIL) and English as a Medium of Instruction (EMI), setting out their similarities and differences to demystify the terms and their implications for classroom practice. The authors show how CLIL and EMI practices are carried out in different institutional contexts and demonstrate how both approaches can benefit language and content acquisition. This book is addressed to second/foreign language teaching staff involved in teaching in English at primary education, secondary education, and higher education levels.

The Activity Books have been specially written for pupils who are not expected to read and write in English. In Macmillan English Quest 2, reading and writing is gently introduced from Unit 3 onwards. The books are full of fun and engaging activities, which pupils will enjoy and which will help consolidate the learning from the Pupil's Books.

This book offers a new methodological framework for the CLIL classroom, focusing on how to guide input and support output. Full of real-life examples and practical guidelines, the book provides support to both novice and experienced CLIL teachers. Areas covered include: the language used in CLIL; CLIL teacher training; materials design for CLIL; assessment in CLIL. Extra resources are available on the website: www.oup.com/elt/teacher/cilil Phil Ball is a CLIL author and teacher trainer based in northern Spain. Keith Kelly is a writer and speaker on CLIL worldwide, and is based in Plovdiv, Bulgaria. John Clegg is a textbook author and CLIL consultant based in London.

Engaging facts, amazing photography and captivating real-life video take young learners on a journey to explore the world as they learn English. Are you ready to explore? What makes our bodies move? Why do whales jump out of water? Guess What! is a six-level course that invites children to explore the world through engaging facts, amazing photography, and captivating video. The highly photographic Student's Book Level 3 brings lessons to life with engaging characters, topics that spark children's curiosity, and a wide variety of activities, including humorous contextual dialogs, songs, chants, games, stories illustrating social values, functional dialogs, and role play. There are plenty of opportunities for developing children's thinking skills and their knowledge of other subjects in the CLIL lessons.

CLIL across Educational Levels is a new addition to our Richmond CLIL Handbooks range. This complete volume of case studies taken from primary, secondary and tertiary contexts provides the long-awaited multi-purpose platform for CLIL professionals to actively engage in this growing field of teaching and learning. It examines the origins, principles and benefits of Content and Language Integrated Learning. It allows practitioners to experiment with examples of good practice drawn from across the educational levels. It contains findings from research results into CLIL subjects at

all levels, presented in clear engaging contexts. It offers a forum to share experiences among CLIL stakeholders. The CLIL website offers ready-made downloadable Power Point material and lesson plans for selected activities. The CLIL online forum enables teachers to share their favourite activities and presentations. It features downloadable Power Point material.

A new three-level series in which students learn and practise the words and phrases they need to know at Basic, Intermediate, and Advanced levels. Each level of Oxford Word Skills enables students to:

This is 'the' teacher training course for teachers and trainee teachers preparing for the Cambridge ESOL Teaching Knowledge Test - CLIL module.

This volume builds a conceptual basis for assessment promoting learning in Content and Language Integrated Learning (CLIL) classrooms and proposes practical assessment approaches and activities that CLIL teachers can apply in the classroom. CLIL as an educational context is unique, as language and content learning happen simultaneously. The efficacy of such instruction has been studied extensively, but assessment in CLIL classrooms has drawn much less attention. The present volume aims to fill this gap. Arranged based on different ways that content and language are integrated in CLIL, the chapters in this book together build a solid theoretical basis for assessment promoting learning in CLIL classrooms. The authors discuss how assessment eliciting this integration yields insights into learners' abilities, but more importantly, how these insights are used to promote learning. The contributors to the volume together build the understanding of classroom-based assessment as cyclic, of teaching, learning, and assessment as inter-related, and of content and language in CLIL classrooms as a dialectical unity. This volume will spark interest in and discussion of classroom-based assessment in CLIL among CLIL educators and researchers, enable reflection of classroom assessment practices, and foster collaboration between CLIL teachers and researchers. The assessment approaches and activities discussed in the volume, in turn, will help educators understand the scope of applications of assessment and inspire them to adapt these to their own classrooms.

Content and language integrated learning (CLIL) is an increasingly popular educational approach given its dual focus on enabling learners to acquire subject-matter through an additional language, while learning this second language in tandem with content. This Handbook provides a comprehensive overview of recent CLIL developments, illustrating how CLIL has been uniquely conceptualised and practised across educational and geographical contexts. Divided into six sections, covering language and language teaching, core topics and issues, contexts and learners, CLIL in practice, CLIL around the world, and a final section looking forward to future research directions, every chapter provides a balanced discussion of the benefits, challenges and implications of this approach. Representing the same diversity and intercultural understanding that CLIL features, the chapters are authored by established as well as early-career academics based around the world. The Routledge Handbook of Content and Language Integrated Learning is the essential guide to CLIL for advanced students and researchers of applied linguistics, education and TESOL.

Pushing the field forward in critically important ways, this book offers clear curricular directions and pedagogical guidelines to transform foreign language classrooms into environments where stimulating intellectual curiosity and tapping critical thinking abilities are as important as developing students' linguistic repertoires. The case is made for content-based instruction—an approach to making FL classrooms sites where intellectually stimulating explorations are the norm rather than

the exception. The book explicitly describes in detail how teachers could and should use content-based instruction, explains how integration of content and language aims can be accomplished within a program, identifies essential strategies to support this curricular and pedagogical approach, discusses issues of assessment within this context, and more. Content-Based Foreign Language Teaching provides theoretical perspectives and empirical evidence for reforming curricula and instruction, describes models and curriculum planning strategies that support implementation of well-balanced FL programs, explores the transformative potential of critical pedagogy in the FL classroom, and offers illustrations of secondary and post-secondary language programs that have experimented with alternative approaches. Advancing alternatives to conventional curriculum design, this volume posits meaning-oriented approaches as necessary to create language programs that make a great difference in the overall educational lives of learners

Innovative activities for Content and Language Integrated Learning (CLIL) teachers and trainee teachers. CLIL Activities is organised into five chapters: Activating, Guiding understanding, Focus on language, Focus on speaking and Focus on writing. A further chapter provides practical ideas for assessment, review and feedback. The Background to CLIL section offers a clear explanation of what CLIL is and its benefits and challenges. The book contains a wide range of easily accessible activities that can be used in any order. Dedicated subject pages include annotated extracts from authentic school teaching materials, demonstrating how language is used in particular school subjects, such as geography, science, maths and ICT. The accompanying CD-ROM contains print-ready CLIL activities.

Game-based resources provide opportunities to consolidate and develop a greater knowledge and understanding of both mathematical concepts and numeracy skills, which present opportunities and challenges for both teachers and learners when engaging with subject content. For learners for whom the language of instruction is not their first or main language, this can present challenges and barriers to their progress. This requires teachers to reconsider and adapt their teaching strategies to ensure the needs of these learners are fully addressed, thereby promoting inclusion and inclusive practices. The Handbook of Research on International Approaches and Practices for Gamifying Mathematics provides relevant theoretical frameworks and the latest empirical research findings in teaching and learning mathematics in bilingual/plurilingual education by using active methodologies, specifically gamification and game-based learning and teaching. Covering a wide range of topics such as e-safety, bilingual education, and multimodal mathematics, this major reference work is ideal for policymakers, researchers, academicians, practitioners, scholars, instructors, and students.

Kid's Box is bursting with bright ideas to inspire you and your pupils! This six-level course gives children a confident start to learning English, and makes lessons a joy for teachers. Perfect for general use, Kid's Box also fully covers the syllabus of the Cambridge Young Learners English (YLE) tests. New language is presented through amusing stories that your students will adore and practised with fantastic songs and activities, making the learning process a delight. Key language is continuously revised and recycled, helping to build children's confidence, and a focus on communicative activities ensures that children use the language they have learned in a fun, 'no-pressure' context. The loveable members of the Star family will delight young learners, while an extensive range of supplementary materials provides the teacher with all the extra activities they need.

This book will be of interest to a broad readership, regardless of whether they have a background in sociolinguistics, functional linguistics or genre theories. It presents an accessible "meta-lan-

guage" (i.e. a language for talking about language) that is workable and usable for teachers and researchers from both language and content backgrounds, thus facilitating collaboration across content and language subject panels. Chapters 1 to 3 lay the theoretical foundation of this common meta-language by critically reviewing, systematically presenting and integrating key theoretical resources for teachers and researchers in this field. In turn, Chapters 4 to 7 focus on issues in pedagogy and assessment, and on school-based approaches to LAC and CLIL, drawing on both research studies and the experiences of front-line teachers and school administrators. Chapter 8 provides a critical and reflexive angle on the field by asking difficult questions regarding how LAC and CLIL are often situated in contexts characterized by inequality of access to the linguistic and cultural capitals, where the local languages of the students are usually neglected or viewed unfavourably in relation to the L2 in mainstream society, and where teachers are usually positioned as recipients of knowledge rather than makers of knowledge. In closing, Chapter 9 reviews the state of the art in the field and proposes directions for future inquiry.

Modern societies tend to demand innovative learning modalities in which foreign languages are used to teach content subjects from very early educational stages. Education authorities in different geographical areas of the world are currently working to determine how bilingual teaching should be developed depending, along with many other factors, on the initial training of bilingual education teachers. On this basis, it is necessary to review how tertiary education institutions deal with the theoretical foundations and practical approaches necessary for this learning modality to train bilingual education teachers for primary schools. The Handbook of Research on Training Teachers for Bilingual Education in Primary Schools includes international experiences of teacher training for bilingual education in primary schools in which educators should be able to recognize themselves and identify concrete working formulas to apply in their daily work. Covering key topics such as teacher training, language learning, and primary education, this reference work is ideal for administrators, teacher trainers, policymakers, researchers, scholars, practitioners, academicians, instructors, and students.

This book provides a theoretically based approach to the integration of language and content in primary and secondary contexts. Drawing on their wide experience as CLIL educators and researchers, the authors explore data collected in real CLIL classrooms from two interrelated perspectives: the CLIL classroom as an interactional context for developing language and content, and the genres and registers through which the meanings of the different academic subjects are enacted. From the analysis of this corpus of data, the authors provide a rich description of how CLIL students' language works and may be expected to develop. Also available separately as a hardback.

EMPTY

Beautiful world photography, captivating real-life video and interest-grabbing CLIL topics take young learners on a remarkable journey to explore the world as they learn English. Are you ready to explore? Why do whales jump out of water? What makes our bodies move? Guess What! is a six-level course that invites children to explore the world through engaging facts, amazing photography and captivating video. The highly photographic Pupil's Book Level 5 brings lessons to life with engaging characters, topics that spark children's curiosity, and a wide variety of activities, including humorous contextual dialogues, songs, chants, games, stories illustrating social values, functional dialogues, and role play. There are plenty of opportunities for developing children's thinking skills and their knowledge of other subjects in the CLIL lessons.