

An Evaluation Of English Textbook Used At Senior And

This course includes authentic material taken from Dorling Kindersley's acclaimed Eyewitness Travel Guides which explore some of the world's top tourist destinations.

This research collection presents a critical review of the materials used for learning English around the world. The first section includes a discussion of materials for specific learners and purposes, such as young learners, self-study, academic writing and general proficiency. The second section presents a detailed study of the materials used in Europe, Asia, North America, South America, Africa and Australia, and critically evaluates their effectiveness in the teaching of English to speakers of other languages. Taking both the teacher's and the learner's needs into consideration, the book makes a positive contribution to the future of research in materials development, and has practical applications. This comprehensive, critical analysis of materials in use around the world will be useful for academics researching materials development and applied linguistics and for students on post-graduate applied linguistics and ELT courses.

Every student needs top class reading and writing to succeed at an academic level. Skillful focuses on these two skills to give presentation, instant practice and complete immersion in those language skills. It offers students the opportunity to develop language skills by presenting them with ideas from today's world, while building critical thinking skills that are vital for academic success. This is taken even further with a focus on study skills, providing students with practical guidance and support, and building confidence for independent learning throughout their university career.

Materials and Methods in ELT, Second Edition offers a comprehensive and practical introduction to central themes in the principles and practice of Teaching English as a Foreign/Second Language. Offers a comprehensive and practical introduction to central themes in the principles and practice of Teaching English as a Foreign/Second Language. Features a number of new sections, including task-based learning, the use of the internet, and teacher-research, as well as new samples from current teaching materials. Includes an appendix with a selected list of key websites for teachers and students. This second edition has been completely revised and updated.

English for Specific Purposes offers the teacher a new perspective on this important field. The main concern is effective learning and how this can best be achieved in ESP courses. The authors discuss the evolution of ESP and its position today; the role of the ESP teacher; course design; syllabuses; materials; teaching methods, and evaluation procedures. It will be of interest to all teachers who are concerned with ESP. Those who are new to the field will find it a thorough, practical introduction while those with more extensive experience will find its approach both stimulating and innovative.

Managing Evaluation and Innovation in Language Teaching focuses on the

connections to be made between evaluation and change in language education with a specific focus on English Language Teaching. The book demonstrates the central importance of evaluation in relation to language projects and programmes, the management of change and innovation, and in improving language teacher development. The introductory chapter provides an overview of the present trends in evaluation as well as offering examples of recent evaluation projects. Subsequent chapters identify contemporary issues in evaluation and their relevance to language teaching, covering a number of cultural and ethnographic studies in evaluation management in different world-wide contexts, as well as drawing insights from other related disciplines. The editors seek to draw attention to the possibilities of inter-disciplinary exchange to inform the reader of current practice, and highlight emerging issues in the expanding field of evaluation in language teaching, especially in ELT. The contemporary nature of the studies presented here will be relevant to both post graduate students following language education programmes as well as to professionals involved in language teaching. It will be of particular interest to those involved in the management of innovation and the evaluation of projects and programmes, such as curriculum developers, Director of Studies, and professionals with a special responsibility for bringing about change in language teaching contexts.

English language teaching textbooks (or coursebooks, as they are sometimes known) play a central role in the life of a classroom and in many contexts constitute the syllabus the teacher is expected to follow. However, there is a need to extend and strengthen research in this area. Following a substantial state-of-the-art survey of research on ELT textbooks and a discussion of appropriate methods to study them, this volume contains chapters focusing on: 1. analysis of textbook content; 2. how textbooks are used in the English language classroom, and 3. textbook writers' accounts of the materials writing, design, and publishing process. Written by an international cast of teachers and textbook writers working in the UK, the USA, Japan, Spain, New Zealand, and Saudi Arabia, this volume features a balance of theory and practice and refers to both general English and English for Academic Purposes (EAP) textbooks used around the world.

Master's Thesis from the year 2020 in the subject Didactics - English - Miscellaneous, grade: 1,0, University of Duisburg-Essen (Department of Anglophone Studies), language: English, abstract: In contrast to the reality outside of school, textbooks, especially in the context of teaching English as a foreign language (TEFL), are still the most important medium for language learning purposes today. However, the academic evaluation of textbooks is surprisingly a rather neglected field of study. Also, the very few studies that evaluate an EFL-textbook mostly only consider the technical dimension of analysis, such as the theoretical perspective of EFL methodology. Yet, to gain a more holistic impression of a textbook, one should also include the practical perspective of EFL teachers. Therefore, the present case study critically evaluates one exemplary textbook combining the theoretical perspective of EFL

didactics and the practical perspective of EFL teachers. The TEFL textbook chosen for this case study is titled "English G21 A5" published by Cornelsen in 2010. It is designed for grade 9 at Gymnasium in Germany. Taking Unit 1 of this textbook as an example, this paper aims at examining the potential of this textbook for EFL learning and teaching. The central question is whether the textbook meets the various requirements posed to a textbook including the numerous principles that are part of contemporary EFL methodology and central educational standards. In the first part of the analysis (chapter 4) the question is in how far the textbook meets the theoretical requirements of TEFL. For the second part of the analysis (chapter 5) a small survey was carried out conducting qualitative interviews with four different teachers. Employing qualitative content analysis, the survey intends to find out about the teachers' opinion on the textbook focusing on the question, how the teachers assess the value of the textbook for their teaching practice. Prior to the analysis it is, however, necessary to elaborate on some theoretical background (chapter 2). This involves describing the main paradigms of contemporary EFL methodology as well as illustrating relevant theoretical context in relation to the term textbook and textbook evaluation revealing central requirements EFL textbooks need to fulfil. The aim of this twofold description is to develop a list of criteria (section 2.2.4) that will be used as the foundation of the textbook evaluation. The selected textbook will be introduced in more detail in chapter 3.

Materials Development in Language Teaching aims to help readers apply current theoretical principles and research findings to the practical realities of developing and exploiting classroom materials. The authors also suggest new ideas and directions in materials development, which readers can pursue for themselves. This book is accessible to readers with little previous experience in the field, and is essential reading for all those involved in developing materials for language teaching. In the second edition of this highly popular title, each chapter has been comprehensively revised and updated to take into account both recent research and the significant technological developments since the first edition was published in 1998. Two new chapters have been added to assess the potential of electronic media for materials development. These chapters include an overview of the technologies available, as well as individual case studies and activities. This is an attempt to redraw the boundaries of foreign language study. It focuses attention not just on cultural knowledge as a necessary aspect of communicative competence, but as an educational objective in its own right, as an end as well as a means of language learning. Winner MLA Kenneth W Mildenberger Prize Course planning and development, in the context of current theories of language learning.

This book published to help material designers and language teachers to be familiar with different situations in educational settings and to overcome shortcomings of learning obstacles in educational environments especially in high schools. In addition, it helps syllabus designers to prepare the needed knowledge

materials for learners in which they could strengthen their overall general English ability while learning a second language. The present book includes a case study in which the researcher tries to show the importance of second language textbooks in which the students need in order to understand the foreign language.

This supplementary ebook contains the 12 chapters from the first edition of Brain Tomlinson's comprehensive *Developing Materials for Language Teaching* on various aspects of materials development for language teaching that did not, for reasons of space, appear in the second edition.

Teaching materials play a crucial role in teaching-learning. When these take the form of a textbook it is essential that it is carefully selected to meet both external requirements and the needs of the teachers, as well as allowing teacher to mediate between the textbook and the learners, adapting and supplementing the book as necessary.

Providing a systematic approach to the selection and subsequent evaluation of coursebooks, this textbook gives practical advice on adaptation and supplementation, and beyond. Suggestions on systematising the process of materials development and on the use of learner-generated materials are included for teachers who prefer to prepare their own materials. With integrated and wide-ranging coverage of the topic, this is the ideal book for those studying or practising language teaching or applied linguistics. Key Features: * Numerous examples * Interleaved tasks which can be utilised by an instructor * Extensive bibliography

DESCRIPTION This latest edition of *SPSS: Analysis Without Anguish* is based on Version 14.0 of SPSS for Windows. SPSS is a sophisticated piece of software used by social scientists and other professionals for statistical analysis. Always popular in previous editions, *SPSS: Analysis without Anguish Version 14.0 for Windows* continues to address the needs of all users of SPSS software. It serves as a practical introduction to new users and also allows those wishing to undertake more advanced analysis to work their way systematically through each stage. Extensive use of screen displays and a range of 'step-by-step' working and practice examples remain as features of the workbook. *SPSS: Analysis without Anguish Version 14.0* is suitable across a number of disciplines, including business, health, social sciences, environmental science and geography. It can also be value packed with other Wiley textbooks in subjects such as statistics, market research and research methods to save students money. **FEATURES** ? New range of working and practice examples ? Suitable for use with version 14.0 of SPSS for Windows ? Updated screen displays to reflect output from SPSS version 14.0 ? Optional bundling of SPSS student software with a 24-month licence ? Suitable across disciplines and for varying levels of expertise ? Spiral bound for ease of use at the computer ? Now includes an index at the back of the book ? Data files available on accompanying text website ? Adopting lecturers have access to a CD containing all of the text screen dump images for lecture presentation **ABOUT THE AUTHOR** Dr Sheridan Coakes is the Director of Coakes Consulting, a specialist research consultancy established to undertake social research in an applied context. Sheridan has a PhD in the area of Community Psychology and has worked extensively with urban and rural communities across Australia. She has published and presented papers on social impact assessment and public involvement in a variety of different forums.

This book looks at the curriculum from a teacher's perspective and reports on what instructors focus on in planning, implementing, and evaluating language courses. 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.

This book examines current research in materials development and discussing their implications for the learning and teaching of languages.

This dissertation, "Teachers' Evaluation of English Textbooks: an Investigation of Teachers' Ideas and Current Practices and Their Implications for Developing Textbook Evaluation Criteria" by Wai-han, Grace, Law, ???, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. DOI:

10.5353/th_b3195798 Subjects: English language - China - Hong Kong - Textbooks for foreign speakers - Evaluation English language - Study and teaching - China - Hong Kong Textbooks - China - Hong Kong - Evaluation English language - Study and teaching Social surveys - Secondary school teachers Textbooks - Evaluation

Research and writing on secondary education is often a specialised treatment of isolated themes. This reader draws together the most significant work of recent years across a whole range of themes to give students and new teachers an overview of some of the most important issues and challenges that faced secondary teachers in the 1990s. It looks at the central players - the children and the teachers - at the classrooms in which they work together; at the curriculum, both implicit and overt; and at the wider community and political context of secondary education. Divided into sections to allow easy access to material of interest, the book covers: * learners * teachers * classrooms * curriculum * schools. Throughout, the reader addresses the crucial issues of effectiveness, quality and achievement and how these will influence the work of the secondary teacher in the coming years.

In Issues in Coursebook Evaluation, Azarnoosh, Zeraatpishe, Faravani and Kargozari (Eds.) take a theory to practice approach in investigating basic topics in evaluating English language textbooks. In each case, theoretical foundations, specific evaluation criteria, and practical examples are presented.

This book identifies the many facets of culture that influence second language learners and teachers. The paperback edition identifies the many facets of culture that influence second language learners and teachers. It addresses the

impact of culture on learning to interact, speak, construct meaning, and write in a second language, while staying within the sociocultural paradigms specific to a particular language and its speakers. By providing a comprehensive introduction to research from other disciplines on the interaction between language and culture, this volume offers an important contribution to the field of second language acquisition.

"Provides an overview of the current state of materials design in language teaching. The materials discussed include the complete range of language-learning resources from teacher-created materials to commercially-developed tasks, texts, and activities. Seventeen original chapters explore the issues involved in the design, implementation, and evaluation of materials in a wide variety of contexts. The contributors, an international group of established experts, explain the theories and principles underlying their approaches to materials design. They examine the issues that materials writers encounter when developing language-teaching materials, both in print and digital formats, and present a variety of solutions that help resolve those issues. Discussion questions and tasks follow each chapter to make this volume useful to prospective and practicing teachers alike"--P. [4] of cover.

"Touchstone is an innovative four-level series for adults and young adults, taking students from beginning to intermediate levels (CEFR: A1-B2). Based on research into the Cambridge English Corpus, Touchstone teaches English as it is really used. It presents natural language in authentic contexts, and explicitly develops conversation strategies so learners speak with fluency and confidence."--Page 4 of cover.

English, as a global language, is one of the dominant mediums in great number of areas such as politics, economy, and international education. English is the major tool to communicate with the all people around the world and the main language used for international trade and academic study. That is why people want to learn English as a foreign or second language in their countries especially in Iran. Educational materials in general and textbooks in particular have a crucial role in this process. Moreover, the tangible element that gives a language course face validity to many teachers and learners is the textbook. That is why textbook selection and evaluation appears to be a very important issue in teaching and learning process.

Documentary sources have become increasingly neglected in education and the social sciences. This book seeks to emphasise their potential value and importance for an understanding of modern societies, while also recognising their limitations, and explores their relationship with other research strategies. This up-to-date examination of how to research and use documents analyzes texts from the past and present, considering sources ranging from personal archives to online documents and including books, reports, official documents, works of fiction and printed media. This comprehensive analysis of the use of documents in research includes sections covering: * analysing documents * legal frameworks and ethical issues * records and archives * printed media and literature * diaries, letters and autobiographies.

[Copyright: 7b392300aac61bd1f1cd3f2ab21bcb97](https://doi.org/10.1017/9781108888888)