The Concise Encyclopedia of Applied Linguistics

Applies applied linguistic theories to the development of materials for language learning to add new depth to the field.

SLA Applied

Offers a wide-ranging overview of the issues and research approaches in the diverse field of applied linguistics. Applied linguistics is an interdisciplinary field that identifies, examines, and seeks solutions to real-life language-related issues. Such issues often occur in situations of language contact and technological innovation, where language problems can range from explaining misunderstandings in face-to-face oral conversation to designing automated speech recognition systems for...
business. The Concise Encyclopedia of Applied Linguistics includes entries on the fundamentals of the discipline, introducing readers to the concepts, research, and methods used by applied linguists working in the field. This succinct, reader-friendly volume offers a collection of entries on a range of language problems and the analytic approaches used to address them. This abridged reference work has been compiled from the most-accessed entries from The Encyclopedia of Applied Linguistics (www.encyclopediaofappliedlinguistics.com), the more extensive volume which is available in print and digital format in 1000 libraries spanning 50 countries worldwide. Alphabetically-organized and updated entries help readers gain an understanding of the essentials of the field with entries on topics such as multilingualism, language policy and planning, language assessment and testing, translation and interpreting, and many others. Accessible for readers who are new to applied linguistics, The Concise Encyclopedia of Applied Linguistics: Includes entries written by experts in a broad range of areas within applied linguistics Explains the theory and research approaches used in the field for analysis of language, language use, and contexts of language use Demonstrates the connections among theory, research, and practice in the study of language issues Provides a perfect starting point for pursuing essential topics in applied linguistics Designed to offer readers an introduction to the range of topics and approaches within the field, The Concise Encyclopedia of Applied Linguistics is ideal for new students of applied linguistics and for researchers in the field.

**Curriculum Development in Language Teaching**

This book connects SLA theory and practice in ways that are relevant and accessible to students, researchers and practitioners.

**Materials development for TESOL**

Explores how literature is used as a model of spoken language and to develop speaking skills in second language learning.

**Applied Linguistics and Materials Development**

Authenticity is one of the most rampant buzzwords in ELT (English Language Teaching). Many have weighed in on what authenticity should mean and on how it may be achieved. The book at hand is an extensive analysis of authenticity as a term and as a concept within the academic field of ELT. The research data comprises virtually all definitions and conceptualizations of authenticity in the international ELT literature. However, only a limited number of texts contributes to what can be called an explicit negotiation of authenticity. A discourse analytical approach is taken to disentangle the hubbub of commentaries and to eventually extrapolate from it six distinct concepts which are attached to the term 'authenticity'. Michel Foucault’s seminal theories are invoked, affording additional insights into discourse dynamics and
power structures among individuals and institutions in ELT.

**Creativity and Innovations in ELT Materials Development**

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

**Resources in Education**

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.

**Handbook for Arabic Language Teaching Professionals in the 21st Century**

This 2002 book examines approaches to teaching students making the transition from 'advanced' or 'superior' proficiency in a foreign language to 'near-native' ability.

**Teaching Language and Literature On and Off-Canon**

This book puts forward an authenticity-centred approach to the design of materials for language learning. The premise of the approach is that language learning should be based on authentic materials drawn from a variety of genres found in the target language culture, and that the learning tasks involving these materials should be correspondingly authentic, by entailing interactions that are consistent with the original communicative purpose of the authentic text. It provides both a theoretical grounding to the authenticity-centred approach, and demonstrates its practical application in a teaching task
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reference section. In outline, the book: • Refines a definition of authenticity in the context of language pedagogy. • Traces the historical background to authenticity in language learning back over one millennium. • Grounds the use of authentic materials in language learning in L2 acquisition research. • Gives a critical analysis of the authenticity of contemporary language study course-books. • Discusses the use of seven authentic genres for language learning; broadcasting, newspapers, advertisements, music and song, film, literature and ICT (information and communications technology). • Offers a set of practical principles for the design of authentic learning tasks. • Includes a reference section providing step-by-step instruction for the design and classroom procedure of learning tasks for materials taken from each of the seven genres.

International Perspectives on CLIL

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.

Perspectives on Teaching Connected Speech to Second Language Speakers

Materials development has become much more important in the field of TESOL in the last twenty years: modules on materials development are now commonplace on MA TESOL courses around the world. The overall aim of the book is to introduce readers to a wide range of theoretical and practical issues in materials development to enable them to make informed and principled choices in the selection, evaluation, adaptation and production of materials. The book aims to show how these choices need to be informed by an awareness of culture, context and purpose.

English Language Learning Materials

The Routledge Encyclopedia of Language Teaching and Learning is an authoritative reference dealing with all aspects of this increasingly important field of study. Offering a comprehensive range of articles on contemporary language teaching and its history, it has been produced specifically for language teaching professionals and as a reference work for academic
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studies at postgraduate level. In this new edition, every single entry has been reviewed and updated with reference to new developments and publications. Coverage has been expanded to reflect new technological, global and academic developments, with particular attention to areas such as online and distance learning, teacher and learner cognition, testing, assessment and evaluation, global English and teacher education. Themes and disciplines covered include: Methods and materials, including new technologies and materials development Contexts and concepts, such as mediation, risk-taking in language learning and intercomprehension Influential figures from the early days of language teaching to the contemporary Related disciplines, such as psychology, anthropology and corpus linguistics It covers the teaching of specific languages, including Japanese, Chinese, Arabic and African languages, as well as English, French, German and Spanish. There are thirty five overview articles dealing with issues such as communicative language teaching, early language learning, teacher education and syllabus and curriculum design. A further 160 entries focus on topics such as bilingualism, language laboratories and study abroad. Numerous shorter items examine language and cultural institutions, professional associations and acronyms. Multiple cross-references enable the user to browse from one entry to another, and there are suggestions for further reading. Written by an international team of specialists, the Routledge Encyclopedia of Language Teaching and Learning is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject.

Researching Chinese Language Education

This edited book offers culturally-situated, critical accounts of Content and Language Integrated Learning (CLIL) approaches in diverse educational settings, showcasing authentic examples of how CLIL can be applied to different educational levels from primary to tertiary. The contributors offer a research-based, critical view of CLIL opportunities, challenges and implications in the following areas: teacher education, continuing professional development, assessment, teacher-student dialogue, translanguage, coursebooks, bilingual education, authenticity, language development and thinking skills. This wide-ranging volume will appeal to students and scholars of English Language Teaching (ELT), language policy and planning, bi- and multilingualism, and applied linguistics more broadly.

Reconceptualising Authenticity for English as a Global Language

The Routledge Handbook of English Language Teacher Education

Language and literature teaching are a keystone in the age of STEM, especially when dealing with minority communities. Practical methodologies for language learning are essential for bridging the cultural gap. Teaching Language and Literature
On and Off-Canon is a critical research publication that provides a multidisciplinary, multimodal, and heterogenous perspectives on the applications of language learning and teaching practices for commonly studied languages, such as Spanish, English, and French, and less-studied languages, such as Latin, Gaelic, and ancient Semitic languages. Highlighting topics such as language acquisition, artistic literature, and minority languages, this book is essential for language teachers, linguists, academicians, curriculum designers, policymakers, administrators, researchers, and students.

**Practice and Theory for Materials Development in L2 Learning**

International physicians in the United States now total more than 25 per cent of the physician workforce. This title offers a program for an English language curriculum that is specifically designed for the important and growing group of international medical professionals, with a focus on both instruction and assessment.

**Teaching English to Young Learners**

Do you want to improve your teaching practice? Do you need to know more about getting the most out of student feedback? This textbook covers all topics in preparing TESOL teachers for the practical component of their programme.

**Introducing English for Academic Purposes**

Pop Culture in Language Education provides comprehensive insight on how studies of pop culture can inform language teaching and learning. The volume offers a state-of-the-art overview of empirically informed, cutting-edge research that tackles both theoretical concerns and practical implications. The book focuses on how a diverse array of pop culture artifacts such as pop and rap music, movies and TV series, comics and cartoons, fan fiction, and video games can be exploited for the development of language skills. It establishes the study of pop culture and its language as a serious subfield within language education and applied linguistics and explores how studies of pop culture, its language, and its non-linguistic affordances can inform language education at various levels of proficiency and with various learner populations. Presenting a broad range of quantitative and qualitative research approaches including case studies on how pop culture has been used successfully in language education in and beyond the classroom, this book will be of great interest for academics, researchers, and students in the field of language education, applied linguistics, psycholinguistics, and sociolinguistics, as well as for language teachers and materials developers.

**Approaches and Methods in Language Teaching**
Drawing on the collective expertise of language scholars and educators in a variety of subdisciplines, the Handbook for Arabic Language Teaching Professionals in the 21st Century, Volume II, provides a comprehensive treatment of teaching and research in Arabic as a second and foreign language worldwide. Keeping a balance among theory, research and practice, the content is organized around 12 themes: Trends and Recent Issues in Teaching and Learning Arabic Social, Political and Educational Contexts of Arabic Language Teaching and Learning Identifying Core Issues in Practice Language Variation, Communicative Competence and Using Frames in Arabic Language Teaching and Learning Arabic Programs: Goals, Design and Curriculum Teaching and Learning: Content-Based Instruction and Curriculum Arabic Teaching and Learning: Classroom Language Materials and Language Corpora Assessment, Testing and Evaluation Methodology of Teaching Arabic: Skills and Components Teacher Education and Professional Development Technology-Mediated Teaching and Learning Future Directions The field faces new challenges since the publication of Volume I, including increasing and diverse demands, motives and needs for learning Arabic across various contexts of use; a need for accountability and academic research given the growing recognition of the complexity and diverse contexts of teaching Arabic; and an increasing shortage of and need for quality of instruction. Volume II addresses these challenges. It is designed to generate a dialogue—continued from Volume I—among professionals in the field leading to improved practice, and to facilitate interactions, not only among individuals but also among educational institutions within a single country and across different countries.

Situating Moral and Cultural Values in ELT Materials

This resource contains 14 articles on connected speech of interest to teachers, researchers, and materials developers in both ESL/EFL and Japanese.

Research for Materials Development in Language Learning

This book examines the concept of authentic English in today’s world, where cultures are in constant interaction and the English language works as a binding agent for many cross-cultural exchanges. It offers a comprehensive review of decades of debate around authenticity in language teaching and learning and attempts to synthesise the complexities by presenting them as a continuum. This continuum builds on the work of eminent scholars and combines them within a flexible framework that celebrates the process of interaction whilst acknowledging the complexity and individual subjectivity of authenticity. Authenticity is approached as a complex dynamic construct that can only be understood by examining it from social, individual and contextual dimensions, in relation to actual people. Authenticity is a problem not just for language acquisition but one which affects us as individuals belonging to society.
**Practice and Theory for Materials Development in L2 Learning**

This volume represents a unique addition to the growing body of empirical literature on materials development, adopting a reverse approach to the topic. Rather than applying theory to practice, practitioners and researchers from 11 countries reappraise applied linguistics theories through practice. The book also provides evidence for the diversity of materials development around the globe at different levels for different specialities and for different purposes. Each chapter surveys the relevant literature (such as task-based learning and language and culture), describes a specific research project, reports the results of the project, and discusses the implications of these results for the development of materials both in the local context and in general. After each section there are editorial comments highlighting the issues emerging from the research, and there is a conclusion which connects the findings of the various chapters and makes suggestions both for future research and for the principled development of materials for L2 learners. The book will be suitable for teachers, materials developers, academics and students in post-graduate courses in applied linguistics, in TEFL/TESOL and in the teaching of other languages as an L2.

**Literature, Spoken Language and Speaking Skills in Second Language Learning**

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.

**DEVELOPING ECONOMIC ENGLISH INSTRUCTIONAL MATERIAL BASED ON SHARIAH ECONOMY SYSTEM**

The food supply chain needs to reassure consumers and businesses about the safety and standards of food. Global estimates of the cost of food fraud to economies run into billions of dollars hence a huge surge in interest in food authenticity and means of detecting and preventing food fraud and food crime. Approaches targeting DNA markers have assumed a pre-eminence. This book is the most comprehensive and timely collection of material from those working at the forefront of DNA techniques applied to food authenticity. Addressing the new field of analytical molecular biology as it combines the quality assurance rigour of analytical chemistry with DNA techniques, it introduces the science behind DNA as a target analyte, its extraction, amplification, detection and quantitation as applied to the detection of food fraud and food crime. Making the link with traditional forensic DNA profiling and describing emerging and cutting-edge techniques such as next generation sequencing, this book presents real-world case studies from a wide perspective including from analytical service providers, industry, enforcement agencies and academics. It will appeal to food testing laboratories worldwide, who are just starting to use these techniques and students of molecular biology, food science and food integrity. Food policy
professionals and regulatory organisations who will be using these techniques to back up legislation and regulation will find the text invaluable. Those in the food industry in regulatory and technical roles will want to have this book on their desks.

The Routledge Handbook of English for Academic Purposes

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.

Practice in TESOL

The culmination of more than a decade of research, this compelling volume offers a fresh approach for applying functional linguistics to assess student performance, to inform the teaching and learning of Chinese and to design curriculum and teaching materials. Documenting authentic systemic functional linguistics (SFL) studies in researching and teaching Chinese as a first or second language, this research is set in the multilingual settings of Hong Kong and Australia. The experiences of SFL and genre teaching in English have been well demonstrated as valid, viable and practical in different contexts; however this volume covers the relatively new domain of research into the applications of SFL to the teaching of Chinese. Using SFL as the research framework, the authors cover three major areas in Chinese language education: effective pedagogies, curriculum and material design, and text analysis. Covering major local curriculum reforms and the rapid growth of International Baccalaurate programmes worldwide, this book will be of interest to linguists, language teachers and teacher educators and those involved in the teaching and learning of Chinese around the world.

Routledge Encyclopedia of Language Teaching and Learning

The Routledge Handbook of English Language Teacher Education provides an accessible, authoritative, comprehensive and up-to-date resource of English language teacher education. With an overview of historical issues, theoretical frameworks and current debates, this handbook provides unique insights into a range of teacher education contexts, focusing on key issues relating to teacher and learner priorities, language and communication, current practices, reflective practice, and
research. Key features include: a cross-section of current theories, practices and issues, providing readers with a resource which can be used in a variety of contexts; the use of data, transcripts and tasks to highlight and illustrate a range of practices, including examples of ‘best practice’; ‘snapshots’ of ELTE from a number of contexts taken from all around the world; and examples of current technological advances, contemporary thinking on reflective practice, and insights gained from recent research. This wide-ranging and international collection of chapters has been written by leading experts in the field. The Routledge Handbook of English Language Teacher Education is sure to be core reading for students, researchers and educators in applied linguistics, TESOL and language education.

**DNA Techniques to Verify Food Authenticity**

This publication is a result of the joint conference held by MATSDA and Fontys University of Applied Sciences, the Netherlands, in Tilburg in June 2017. MATSDA is an international materials development association founded in 1993 which serves to bring together researchers, teachers, materials developers and publishers in an effort to improve the effectiveness of language learning materials. The 2017 conference centred on issues related to the development of meaning-focused materials for language learning, and attracted presenters from twenty-five countries stretching from Greenland to Brazil. These issues are reflected in the chapters in this volume, with each one focusing on a different aspect of meaning-focused materials and many of them introducing the reader to previously unexplored facets of the theory of meaning-focused instruction and its application to materials development. The contributions here are of essential value to post-graduate students, to teachers, to materials developers and to researchers. They are written to be academically rigorous, but at the same time accessible to newcomers to the field and to experienced experts alike.

**Authenticity in English Language Teaching**

The Routledge Handbook of English for Academic Purposes provides an accessible, authoritative and comprehensive introduction to English for Academic Purposes (EAP), covering the main theories, concepts, contexts and applications of this fast growing area of applied linguistics. Forty-four chapters are organised into eight sections covering: Conceptions of EAP Contexts for EAP EAP and language skills Research perspectives Pedagogic genres Research genres Pedagogic contexts Managing learning Authored by specialists from around the world, each chapter focuses on a different area of EAP and provides a state-of-the-art review of the key ideas and concepts. Illustrative case studies are included wherever possible, setting out in an accessible way the pitfalls, challenges and opportunities of research or practice in that area. Suggestions for further reading are included with each chapter. The Routledge Handbook of English for Academic Purposes is an essential reference for advanced undergraduate and postgraduate students of EAP within English, Applied Linguistics and TESOL.
**English Language and the Medical Profession: Instructing and Assessing the Communication Skills of International Physicians**

This new edition surveys the major approaches and methods in language teaching.

**Authenticity in Materials Development for Language Learning**

Aimed at student teachers, educators and practitioners, Teaching English Language to Young Learners outlines and explains the crucial issues, themes and scenarios relating to this area of teaching. Each chapter by a leading international scholar offers a thorough introduction to a central theme of English as a foreign language (EFL) with preteens, with clear presentation of the theoretical background and detailed references for further reading, providing access to the most recent scholarship. Exploring the essential issues critically and in-depth, including the disadvantages as well as advantages of Teaching English as a Foreign Language (TEFL) with young learners, topics include: - task-based learning in the primary school; - storytelling; - drama; - technology; - vocabulary development; - intercultural understanding; - Content and Language Integrated Learning (CLIL) scenarios; - assessment. Innovative and rapidly emerging topics are covered, such as immersion teaching, picturebooks in the EFL classroom and English with pre-primary children.

**Authentic Materials Development for an Adult School ESL Class**

This volume represents a unique addition to the growing body of empirical literature on materials development, adopting a reverse approach to the topic. Rather than applying ‘theory to practice’, practitioners and researchers from 11 countries reappraise applied linguistics theories through practice. The book also provides evidence for the diversity of materials development around the globe at different levels for different specialities and for different purposes. Each chapter surveys the relevant literature (such as task-based learning and language and culture), describes a specific research project, reports the results of the project, and discusses the implications of these results for the development of materials both in the local context and in general. After each section there are editorial comments highlighting the issues emerging from the research, and there is a conclusion which connects the findings of the various chapters and makes suggestions both for future research and for the principled development of materials for L2 learners. The book will be suitable for teachers, materials developers, academics and students in post-graduate courses in applied linguistics, in TEFL/TESOL and in the teaching of other languages as an L2.

**Designing Authenticity Into Language Learning Materials**
There have been a number of books published on various aspects of materials development for language teaching but Developing Materials for Language Teaching is the only one which provides a comprehensive coverage of the main aspects and issues in the field. This second edition brings it completely up to date and expands on the original book. It deals with advances in IT and an increasingly globalized world. It is the only publication which views current developments in materials development through the eyes of developers and users of materials from all over the world. In doing so it applies principles to practice in ways demonstrated to facilitate the effectiveness of language learning materials. The chapters are written so that the book provides critical overviews of recent developments in materials development and at the same time acts as a stimulus for development and innovation in the field. It is intended both for use as a course book on postgraduate and teacher training courses and as a resource for the stimulus and refreshment of teachers, publishers and applied linguists in the field. The book contains updated versions of many of the chapters in the 2003 edition plus new chapters on corpus-informed materials development, materials development for blended learning, materials development for EAP, materials development for ESOL and materials development for young learners.

Materials Development in Language Teaching

This volume makes a unique contribution to the literature on materials development for language learning. It focuses on issues related to authenticity in materials development and includes research-based position statements, applications of theory to practice and developments of theory from observed practice. Each paper concentrates on a different aspect of authenticity and many of them introduce the reader to previously unexplored facets of authenticity. The chapters are sequenced so that the book moves from general discussion about the value of authenticity to reports of evaluations of authenticity to reports of the exploitation of authenticity in specific learning contexts. Many questions are raised, much revealing data is reported and analysed, and many pedagogic suggestions are made. The contributions here have been written so that they are of potential value to teachers, to materials developers, to post-graduate students and to researchers. They are written to be academically rigorous, but at the same time to be accessible to newcomers to the field and to experienced experts alike.

Meaning-Focused Materials for Language Learning

This book brings together renowned scholars and new voices to challenge current practices in ELT materials design in order to work towards optimal learning conditions. It proposes ideas and principles to improve second language task design through novel resources such as drama, poetry, literature and online resources; and it maps out a number of unusual connections between theory and practice in the field of ELT materials development. The first section of the book discusses how innovative task-writing ideas can stretch materials beyond the current quality to make them more original and
inspiring; the second part examines how different arts and technologies can drive innovation in coursebooks; the third section describes how teachers and learners can participate in materials writing and negotiate ways to personalize learning.

**Revisiting the Assessment of Second Language Abilities: From Theory to Practice**

This volume accentuates how ELT materials can be a mediation of capitalizing on moral and cultural values, which are more locally-grounded in respective Southeast Asia (SEA) countries. It features critical studies on locally-produced ELT materials (textbooks) situated in the following SEA countries: Timor-Leste, The Philippines, Singapore, Malaysia, Cambodia, Vietnam, Indonesia, and Thailand. The chapters, written by experts who know the ELT context of their respective SEA country, critically examine the design and use of ELT materials widely used in local and national contexts. Thus, the volume provides fresh insight into how values are uniquely manifested in language classroom materials. The present text also brings together empirical, conceptual and practical grounds for incorporating moral and cultural values into ELT materials development in such a way that it views morality and culture as a mutually complementing entity. This much-needed volume will be a valuable resource for those interested in the design and use of language materials in culturally and linguistically diverse contexts, such as in the Asia Pacific, America, Africa, and Europe.

**Developing Materials for Language Teaching**

This book presents an overview of revisiting the assessment of language abilities. It also showcases how the measurement of such constructs can result in negative or positive washback and how outcomes might be conducive to repercussions that decide on the future of many stakeholders. The 23 chapters were selected among tens of chapters received from different contexts that addressed the issue of revisiting the assessment of language abilities, such as Tunisia, Ukraine, Algeria, Russia, KSA, Sudan, Egypt, Canada, Kurdistan, UK, USA, Iran, Turkey, etc. These contexts have highlighted the necessity to revisit the different constructs which should be assessed with a clear and straightforward foundation on students’ learning objectives and their actual language ability. To do so, most of the chapters present hands-on use of relevant statistical tests that might serve in revisiting the construct definition both theoretically and operationally. Perhaps the sole and intricate question that the authors of these contributions ask is what it means to revisit the assessment of the construct of individualized language ability and how. In addition, the book accentuates the momentousness and significance of reflecting on test fairness and validation as the mainspring and backbone for democratization of assessment. This book appeals to a broad readership, such as English Language Teaching (ELT) practitioners, language teachers, students, testing organizations, policy-makers, test designers, writers of test specifications, testing experts, researchers, program evaluators, especially in the Middle East and North Africa (MENA) as well as other international contexts.
Developing Professional-Level Language Proficiency

This book shows that: (1) The development of economic English Instructional material based on shariah economy system is very important to be done because it is related students’ needs and level. The development of the material is based on the consideration of economic students’ wants, necessities and lacks related to the economic English and also other aspects such as existing economic English materials, learning environment, and teaching and learning process; (2) The product of economic English instructional material based on shariah economy system produced is the complete material that contains integrated skills (listening, speaking, reading, and writing); besides that the material also contains all language components (grammar, vocabulary and pronunciation and spelling). All of the language skills and components in the material are provided with some exercises and images to make the students interesting and easy to understand the material.

The Routledge Handbook of Materials Development for Language Teaching

Pop Culture in Language Education

Introducing English for Academic Purposes is an accessible and engaging textbook which presents a wide-ranging introduction to the field, covering the global and institutional position of EAP as well as its manifestations in classrooms and research contexts around the world. Each chapter provides: a critical overview introducing readers to theory- and research-informed perspectives; profiles of practice to guide readers in putting theory to use in real world contexts; tasks, reflection exercises and a glossary to help readers consolidate their understanding; an annotated further reading section with links to online resources to enable readers to extend their knowledge. Covering both theoretical and practical issues, Introducing English for Academic Purposes is essential reading for studentsof applied linguistics, and pre-service and in-service teachers of EAP.

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