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English File Upper Intermediate Teachers

**Christina Latham-Koenig, Clive
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Latham-Koenig,2008 New Upper Intermediate edition of the course that gets students talking **The Plurilingual TESOL**

Teacher Elizabeth Ellis,2016-10-24 This book introduces a new topic to applied linguistics the significance of the TESOL teacher s background as a learner and user of additional languages The development of the global TESOL profession as a largely English only enterprise has led to the accepted view that as long as the teacher has English proficiency then her or his other languages are irrelevant The book questions this view Learners are in the process of becoming plurilingual and this book argues that they are best served by a teacher who has experience of plurilingualism The book proposes a new way of looking at teacher linguistic identity by examining in detail the rich language biographies of teachers of growing up with two or more languages of learning languages through schooling or as an adult of migrating to another linguaculture of living in a plurilingual family and many more The book examines the history of language in education policy which has led to the

development of the TESOL profession in Australia and elsewhere as a monolingual enterprise It shows that teachers language backgrounds have been ignored in teacher selection teacher training and ongoing professional development The author draws on literature in teacher cognition bilingualism studies intercultural competence bilingual lifewriting and linguistic identity to argue that languages play a key part in the development of teachers professional beliefs identity language awareness and language learning awareness Drawing on three studies involving 115 teachers from Australia and seven other countries the author demonstrates conclusively that large numbers of teachers do have plurilingual experiences that these experiences are ignored in the profession but that they have powerful effects on the formation of beliefs about language learning and teaching which underpin good practice Those teachers who identify as monolingual almost invariably have some language learning experience but it was low level short lived and unsuccessful How does the experience of successful or unsuccessful language learning and language use affect one s identity beliefs and practice as an English language teacher What kinds of experience are most beneficial These concepts and findings have implications for teacher language education teacher professional development and the current calls for increased plurilingual practices in the TESOL classroom

English Pronunciation Instruction Anastazija Kirkova-Naskova,Alice Henderson,Jonás Fouz-González,2021-10-13

English Pronunciation Instruction Research based insights presents recent research on L2 English pronunciation including pedagogical implications and applications and seeks to bridge the gulf between pronunciation research and teaching practice The volume s 15 chapters cover a range of aspects that are central to pronunciation teaching including the teaching of different segmental and suprasegmental features teachers and learners views and practices types and sources of learners errors feedback and assessment tools and strategies for pronunciation instruction reactions towards accented speech as well as the connection between research and teaching Chapters offer a fully developed section on pedagogical implications with insightful suggestions for classroom instruction This format and the variety of topics will be informative for researchers language teachers and students interested in English pronunciation as it explores the diverse challenges learners of different L1 backgrounds face and also provides research informed techniques and recommendations on how to cope with them

English File Christina Latham-Koenig,Clive Oxenden,Anna Lowy,Beatriz Martín García,Oxford University Press,2014

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