

# Discussions that work

Task-centred fluency practice

Penny Ur

Cambridge  
Handbooks  
for Language  
Teachers  
Series Editor  
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# Discussions That Work Task Centred Fluency Practice

**Carol Goldfus, Raphael Gefen**



## **Discussions That Work Task Centred Fluency Practice:**

*Discussions that Work* Penny Ur, 1981-01-30 Fifty practical activities to produce a genuine and enthusiastic exchange of ideas

**Discussions that Work** Penny Ur, 1997

**Introduction to TESOL** Kate Mastruserio Reynolds, Kenan Dikilitas, Steve Close, 2021-11-23 A comprehensive introduction to TESOL for new and future teachers of English offering a full and detailed view of the process of becoming a language teacher

*Introduction to TESOL Becoming a Language Teaching Professional* presents an expansive and well balanced view of both the interdisciplinary knowledgebase and professional opportunities in the field of language teaching

Written to help aspiring TESOL educators understand how to begin their careers this comprehensive textbook covers both the foundational linguistic elements of TESOL as well as the practical pedagogical aspects of the discipline

Written with the needs of the introductory student in mind this book delves into the essentials of English as a Second Language ESL and English as a Foreign Language EFL teaching covering professional organizations language acquisition theories instructional practices professional development and more

Readers are provided with clear descriptions of recent research and contemporary practices numerous illustrations and examples highlighting key material and engaging real world vignettes from professionals teaching internationally

Offering a coherent overview and contextualized orientation of the field of TESOL this guide

Discusses the differences in TESOL approaches in international settings

Addresses the current state and potential future of TESOL with a view for new developments in teaching pedagogy and language research

Explores the history and development of the field including the political social and cultural decisions made about language teaching and learning

Describes the specializations niches and subfields within the discipline of TESOL

Explains what how and why TESOL educators need a working understanding of linguistics and second language acquisition theories

Outlines the scope of the profession and how to engage in professional organizations to grow in expertise

*Introduction to TESOL Becoming a Language Teaching Professional* is essential reading for students and educators planning to enter this dynamic and rewarding area of language teaching

**Forum** , 1982

**Teaching Science** Ralph Levinson, 2005-08-05 The articles collected together here examine the theories now used to explain how children learn science and how those theories can be translated into effective and stimulating teaching

**The Standby Book** Seth Lindstromberg, 1997-09-04 A rich resource for teachers of general English courses groups of business and professional people and students of English for academic purposes

**Working Papers** , 1984

Anglo-American Studies , 1983

Teacher's Handbook Judith L. Shrum, Eileen W. Glisan, 2000

*Teacher's Handbook* emphasizes real world practice by presenting a concise theoretical review followed by provocative case studies that ask new and experienced instructors to judge for themselves how best to acquire ESL and foreign language proficiency

Appropriate for secondary and college instructors

*Teacher's Handbook* also includes extensive appendices covering professional organizations publications and performance standards for language teachers and students

This new edition includes a text specific web site that contains

video case studies a bulletin board and useful links to a variety of professional organizations and mailing lists     *Teaching Spanish* Wilga M. Rivers, Milton Mariano Azevedo, William H. Heflin, 1988 This text addresses all skills taught in the Spanish language classroom suggests successful teaching techniques focuses on problems unique to the teaching of Spanish Covers an impressive range of topics An appendix includes ACTFL proficiency guidelines two up to date bibliographies     *Talking to Learn* Richard R. Day, 1986 Explores the role played by conversation in the teaching and acquisition of a second language

**Bringing a "dead" Language Back to Life** Kelina Naura Tasha Lobo, 2001     *Publisher's Monthly*, 1992     A  
Communicative Methodology Carol Goldfus, Raphael Gefen, 1993     **Target Language, Collaborative Learning and Autonomy** Ernesto Macaro, 1997 As a teacher and researcher into modern language teaching the author is able to provide an authoritative analysis of the idea of teaching exclusively in the target language He explains the relevance of this technique to the classroom situation     Video in Second Language Teaching Susan Stempleski, 1992 Provides practical and principled advice to inexperienced and experienced teachers who are using or plan to use video in second language teaching Page 4 of cover     *Curriculum Renewal in School Foreign Language Learning* John L. Clark, 1987 The main purpose of this book is to show how the traditions in foreign language teaching and in curriculum renewal should converge so that the importance of modern language teaching in the educational domain is fully realized     Language George Melville Bolling, Bernard Bloch, 1982 Proceedings of the annual meeting of the Society in v 1 11 1925 34 After 1934 they appear in Its Bulletin     **The Cumulative Book Index**, 1982 A world list of books in the English language     Journal of Problem-solving in Education, 1998

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