Eventually, you will enormously discover a other experience and completion by spending more cash. yet when? get you say yes that you require to get those every needs as soon as having significantly cash? Why dont you attempt to acquire something basic in the beginning? Thats something that will lead you to comprehend even more re the globe, experience, some places, in the manner of history, amusement, and a lot more?

It is your unquestionably own period to comport yourself reviewing habit. in the middle of guides you could enjoy now is Teaching English As Second Or Foreign Language 3rd Edition By Marianne Celce Murcia below.

Keys to Teaching Grammar to English Language Learners – Keith S. Folse 2016
This book teaches the most common ESL grammar points in an accessible way through real ESL errors together with suggested teaching techniques. Relevant grammar terminology is explained. The four objectives of this book are to help teachers: (1)
identify common ESL grammar points and understand the details associated with each one; (2) improve their ability to answer any grammar question on the spot (when on the "hot seat"); (3) anticipate common ESL errors by grammar point, by first language, and/or by proficiency level; and (4) develop more effective grammar/language learning lessons. These objectives are for all teachers, whether they are teaching grammar directly or indirectly in a variety of classes -- including a grammar class, a writing class, a speaking class, an ESP class, or a K-12 class.

Dilemmas in Teaching English to Speakers of Other Languages - Dorothy S. Messerschmitt 2009
The ESOL classroom presents challenges that go beyond technology, linguistic knowledge, or what is covered in teacher education programs: there are issues that reach far past the curriculum. What should a teacher do when presented with a gift from a student? What about being asked to submit a late paper? These are the types of situations that are frequently overlooked in post-secondary and adult ESOL classrooms and the types of emotional, intellectual, and ethical dilemmas that are looked at on a case-by-case basis in Dilemmas in Teaching English to Speakers of Other Languages. The 40 cases in this book will stimulate analysis, encourage reflection, and spark discussion for teachers as well as other members of the educational community by offering both suggestions for fostering discussion and insightful tips for handling dilemmas with professionalism, thought, and social responsibility.

Syllabus Design - David Nunan 1988-07-07
Demonstrates the principles involved in planning and designing an effective syllabus. This book examines important concepts, such as
needs analysis, goal-setting, and content specification, and serves as a useful introduction for teachers who want to gain an understanding of syllabus design in order to modify the syllabuses with which they work.

Teaching English to Speakers of Other Languages - David Nunan 2015-02-11

David Nunan’s dynamic learner-centered teaching style has informed and inspired countless TESOL educators around the world. In this fresh, straightforward introduction to teaching English to speakers of other languages he presents teaching techniques and procedures along with the underlying theory and principles. Complex theories and research studies are explained in a clear and comprehensible, yet non-trivial, manner without trivializing them. Practical examples of how to develop teaching materials and tasks from sound principles provide rich illustrations of theoretical constructs. The content is presented through a lively variety of different textual genres including classroom vignettes showing language teaching in action, question and answer sessions, and opportunities to ‘eavesdrop’ on small group discussions among teachers and teachers in preparation. Readers get involved through engaging, interactive pedagogical features and opportunities for reflection and personal application. Each chapter follows the same format so that readers know what to expect as they work through the text. Key terms are defined in a Glossary at the end of the book. David Nunan’s own reflections and commentaries throughout enrich the direct, up-close style of the text.

Teaching Pronunciation - Celce-Murcia 1996-10-13

This course includes an overview of current theory and practice. The paperback edition offers current and prospective teachers of English a
comprehensive treatment of pronunciation pedagogy, drawing on current theory and practice. The text provides an overview of teaching issues from the perspective of different methodologies and second language acquisition research. It has a thorough grounding in the sound system of North American English, and contains insights into how this sound system intersects with listening, morphology, and spelling. It also contains diagnostic tools, assessment measures, and suggestions for syllabus design. Discussion questions encourage readers to draw on their personal language learning/teaching experiences as they assimilate the contents of each chapter. Follow-up exercises guide teachers in developing a range of classroom activities within a communicative framework.

The monograph constitutes an attempt to demonstrate how Cognitive Grammar (CG) can be employed in the foreign language classroom with a view to aiding learners in better understanding the complexities of English grammar. Its theoretical part provides a brief overview of the main tenets of Cognitive Grammar as well as illustrating how the description of English tense and aspect can be approached from a traditional and a CG perspective. The empirical part reports the findings of an empirical study which aimed to compare the effects of instruction utilizing traditional pedagogic descriptions with those grounded in CG on the explicit and implicit knowledge of the Present Simple and Present Continuous Tenses. The book closes with the discussion of directions for further research when it comes to the application of CG to language pedagogy as well as some pedagogic implications.

Applying Cognitive Grammar in the Foreign Language Classroom - Jakub Bielak 2013-01-12
Production-oriented and Comprehension-based Grammar Teaching in the Foreign Language Classroom - Anna Mystkowska-Wiertelak 2012-03-02

The book addresses one of the key controversies in teaching foreign language grammar, which is the utility of production-oriented instruction, as exemplified in the PPP sequence, and comprehension-based teaching, as implemented in interpretation tasks and processing instruction. It provides a thorough overview of issues related to learning and teaching grammar, with a particular focus on input-oriented approaches, and reports the findings of four studies which sought to compare their effects with instruction based on different forms of output practice. The findings serve as a basis for guidelines on how the two options can be successfully combined in the classroom.

Teaching English as a Second Or

Foreign Language - Marianne Celce-Murcia 1991-01-01

When Dead Tongues Speak - John Gruber-Miller 2006-11-02

Publisher description

Learning From Textbooks - Bruce K. Britton 2012-11-12

It is surprising that there is so little research on textbooks, given their centrality to teaching and learning in elementary and secondary schools. Textbooks have become a focus of political and cultural controversy, advocating a multicultural curriculum that has sparked some vigorous protests. Research is absent in this debate; therefore, questions of legitimate knowledge, the role of textbooks, textbook design, policy selection issues, and economic issues concerning the marketplace are not part of the current debate. Without insights of research on considerate text, mentioning, illustrations and
so forth, the current controversy will result in publishers responding to demands for more content not less; thus, textbooks will become compendia of information that on the surface satisfy everyone. This volume demonstrates how research on important issues relative to textbook design can advance our knowledge about what makes textbooks effective learning tools, and thus inform policymakers, publishers, and those involved in textbook selection. Representing pure and applied approaches, researchers present papers on the quality of writing, the role of questions, the role of pictures and illustrations, and the role of auxiliary materials in the design of effective textbooks. The chapters provide insight into research and its application to textbook design and improvement — stimulating others to follow this lead.

Digital Resources, Creativity and Innovative Methodologies in Language Teaching and Learning — Adriana Teresa Damascelli 2017-06-20

The concept of university language centres has changed in recent decades. Initially conceived as laboratories for practical and autonomous language-learning, they are now considered as places with more specific and complex functions in language teaching and learning. University language centres now constitute networks for exchanging knowledge and know-how in order to respond to ever-changing, multilingual and multicultural contexts. At the same time, the availability and acquisition of new technologies is contributing to the creation of new tools for the provision of appropriate services and training. This collection covers a wide range of topics related to the activities, experiences and applied research carried out in Italian university language centres. It
provides further evidence of the important role university language centres play in promoting language expertise, developing tools and adopting digital resources, and providing support and training for language teaching. Technology, creativity, methodologies and plurilingualism are key topics in the book as they constitute the essential ingredients for effective and successful language teaching and learning. The volume’s thirty-three chapters provide multi-perspective approaches, showing how the real contexts of current language education need the integration of theoretical backgrounds with the best practices resulting from practical experience.

**Discourse and Context in Language Teaching** – Marianne Celce-Murcia 2000

Recommends that language teachers incorporate discourse and pragmatics in their teaching if they wish to implement a communicative approach in their classrooms. The authors show how a discourse perspective can enhance the teaching of traditional areas of linguistic knowledge and language skills.

*Teaching English as a Foreign Language For Dummies* – Michelle Maxom 2012-01-24

Learn to: Put an EFL course programme together from scratch Let your students lose in skills classes – from reading to listening Deliver grammar lessons in a logical and intuitive way Cope with different age groups and capabilities Your one-stop guide to a career that will take you places If you thought that teaching a language that's second nature to you would be easy, think again!

Explaining grammar, or teaching correct pronunciation while simultaneously developing your own skills as a teacher can be a huge challenge. Whether you're on a training course or have already started teaching, this book will help
launch your career and give you the confidence and expertise you need to be a brilliant teacher. Make an educated decision – decide between the various courses, qualifications and job locations available to you. Start from scratch – plan well-structured lessons and develop successful and effective teaching techniques. Focus on skills – from reading and writing, to listening and speaking, get your students sounding and feeling fluent. Get your head around grammar – teach students to put sentences together, recognise tenses and use adjectives and adverbs. All shapes and sizes – tailor your lessons to younger learners, one-to-ones, exam classes and Business English learners. Open the book and find: TEFL, TESOL, EFL – what all the acronyms mean. The best course books and materials to supplement your teaching. Advice on running your class and handling difficulties. Lesson plans that you can use in the classroom. Activities and exercises to keep your students on their toes. Constructive ways to correct and assess your students' performance. Ways to inject some fun into your classes. Insider information on the best jobs around the world. 'An invaluable manual for anyone thinking of embarking on a TEFL journey. Michelle Maxom's step-by-step guide provides practical tips to get you started and offers key advice to help unleash the creative English language teacher within.' – Claire Woollam, Director of Studies & a Teacher Trainer at Language Link London. *Teaching English to Students from China* – Gek Ling Lee 2003. This text provides teachers of English to Chinese students with information on the linguistic, cultural and pedagogical backgrounds of these students. It analyses the importance of this background, and offers information on successful classroom teaching methods and
student learning strategies. Translanguaging with Multilingual Students – Ofelia García 2016-06-10
Looking closely at what happens when translanguaging is actively taken up to teach emergent bilingual students across different contexts, this book focuses on how it is already happening in classrooms as well as how it can be implemented as a pedagogical orientation. It extends theoretical understandings of the concept and highlights its promises and challenges. Using a Transformative Action Research design, six empirically grounded ethnographic case studies describe how translanguaging is used in lesson designs and in the spontaneous moves made by teachers and students during specific teaching moments. The cases shed light on two questions: How, when, and why is translanguaging taken up or resisted by students and teachers? What does its use mean for them? Although grounded in a U.S. context, and specifically in classrooms in New York State, Translanguaging with Multilingual Students links findings and theories to different global contexts to offer important lessons for educators worldwide.

Techniques and Principles in Language Teaching has influenced the way thousands of teachers have taught English. This classic guide to developing the way you teach has been an essential resource to new and experienced teachers worldwide, and is now in its third edition. Each chapter focuses on a different teaching approach, describing it being used in the classroom, analyzing what happened, and helping you think how you could apply it to your own teaching. New features of the third edition include: a new
discussion on the political dimensions of language teaching, a new digital technology chapter, and extended coverage of content-based and task-based approaches. On this site you will find additional resources, including author videos in which Diane Larsen-Freeman and Marti Anderson talk about the background to the book and new innovations in language teaching which are discussed in the third edition.

Handbook of Research in Second Language Teaching and Learning - Eli Hinkel 2016-11-18

Volume III of the Handbook of Research in Second Language Teaching and Learning, like Volumes I and II, is a comprehensive, state-of-the-art overview of current research into social contexts of second language (L2)/foreign language (FL) teaching and learning; language policy; curriculum; types of instruction; incremental language skills such as listening, speaking, reading, writing, vocabulary, and grammar; international communication; pragmatics; assessment and testing. It differs from earlier volumes in its main purpose—to provide a more in-depth discussion and detailed focus on the development of the essential language skills required for any type of communication: speaking, listening, reading, vocabulary, grammar, and writing. Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2/FL teaching and learning and applied linguistics, but rather than offering a historical review of disciplinary traditions, it explores innovations and new directions of research, acknowledges the enormous complexity of teaching and learning the essential language abilities, and offers a diversity of perspectives. Chapter authors are all leading authorities in their disciplinary areas. What’s new in Volume III?
Updates the prominent areas of research, including the sub-disciplines addressed in Volumes I and II, and represents the disciplinary mainstays. Considers and discusses perspectives held by different schools of thought on the what, the how, and the why of teaching foundational language skills, including theories, pedagogical principles, and their implementation in practice. Captures new and ongoing developments and trends in the key areas of L2/FL teaching and learning, and innovative research topics that have gained substantial recognition in current publications, including the role of corpora, technology, and digital literacy in L2/FL teaching and learning. Examines new trends in language pedagogy and research, such as an increased societal emphasis on teaching academic language for schooling, somewhat contradictory definitions of literacy, and the growing needs for instruction in intercultural communication.

Handbook of Foreign Language Communication and Learning - Karlfried Knapp 2009-12-15
This volume focuses on how far the policies, principles and practices of foreign language teaching and learning are, or can be, informed by theoretical considerations and empirical findings from the linguistic disciplines. Part I deals with the nature of foreign language learning in general, while Part II explores issues arising from linguistic, socio-political, cultural and cognitive perspectives. Part III and IV then consider the different factors that have to be taken into account in designing the foreign language subject and the various approaches to pedagogy that have been proposed. Part V finally addresses questions concerning assessment of learner proficiency and the evaluation of courses designed to
promote it. Key features: provides a state-of-the-art description of different areas in the context of foreign language communication and learning presents a critical appraisal of the relevance of the field offers solutions to everyday language-related problems with contributions from renowned experts

Intercultural Language Use and Language Learning - Eva Alcón Soler 2007-05-24

Eva Alcón Soler Maria Pilar Safont Jordà Universitat Jaume I, Spain The main purpose of the present book is to broaden the scope of research on the development of intercultural communicative competence. Bearing this purpose in mind, English learners are considered as intercultural speakers who share their interest for engaging in real life communication. According to Byram and Fleming (1998), the intercultural speaker is someone with knowledge of one or more cultures and social identities, and who enjoys discovering and maintaining relationships with people from other cultural backgrounds, although s/he has not been formally trained for that purpose. Besides, possessing knowledge of at least two cultures is the case of many learners in bilingual or multilingual communities. In these contexts, the objective of language learning should then focus on developing intercultural competence, which in turn may involve promoting language diversity while encouraging English as both a means and an end of instruction (see Alcón, this volume). This is the idea underlying the volume, which further sustains Kramsch’s argument (1998) against the native/ non-native dichotomy. Following that author, we also believe that in a multilingual world where learners may belong to more than one speech community, their main goal is not to become a native
speaker of English, but to use this language as a tool for interaction among many other languages and cultures.

The Grammar Book - Diane Larsen-Freeman 2014-06-15
The Grammar Book introduces teachers and future teachers to English grammatical constructions. This highly acclaimed text, used both as a course book and as a grammar reference guide, is suitable for all teachers of English. What sets it apart from other grammar books is its unique pedagogical focus: It describes not only how each grammatical construction is formed, but also its meaning and its use. Grammar is seen to be a resource for making meaning in textually and socially appropriate ways.

The Handbook of World Englishes - Braj B. Kachru 2009-02-09
The Handbook of World Englishes is a collection of newly commissioned articles focusing on selected critical dimensions and case studies of the theoretical, ideological, applied and pedagogical issues related to English as it is spoken around the world. Represents the cross-cultural and international contextualization of the English language. Articulates the visions of scholars from major varieties of world Englishes - African, Asian, European, and North and South American. Discusses topics including the sociolinguistic contexts of varieties of English in the inner, outer, and expanding circles of its users; the ranges of functional domains in which these varieties are used; the place of English in language policies and language planning; and debates about English as a cause of language death, murder and suicide.

The Grammar Book - Marianne Celce-Murcia 1999
In this highly acclaimed revision, grammatical descriptions and teaching
suggestions are organized into sections dealing with Form, Meaning, and Use. THE GRAMMAR BOOK, Second Edition helps teachers and future teachers grasp the linguistic system and details of English grammar, providing more information on how structures are used at the discourse level.

Theories in Second Language Acquisition - Bill VanPatten
2020-02-24
This third edition of the best-selling Theories in Second Language Acquisition surveys the major theories currently used in second language acquisition (SLA) research, serving as an ideal introductory text for undergraduate and graduate students in SLA and language teaching. Designed to provide a consistent and coherent presentation for those seeking a basic understanding of the theories that underlie contemporary SLA research, each chapter focuses on a single theory. Chapters are written by leading scholars in the field and incorporate a basic foundational description of the theory, relevant data or research models used with this theory, common misunderstandings, and a sample study from the field to show the theory in practice. New to this edition is a chapter addressing the relationship between theories and L2 teaching, as well as refreshed coverage of all theories throughout the book. A key work in the study of second language acquisition, this volume will be useful to students of linguistics, language and language teaching, and to researchers as a guide to theoretical work outside their respective domains.

Learning English as a Foreign Language For Dummies - Gavin Dudeney
2009-11-24
Do you know a bit of English, and want to improve without a teacher? Whether you're a student, a
traveller, or you just want to learn basic English, this plain-speaking guide will help you pick up the essentials so you'll be understanding and speaking English in no time. Improve your grammar, speech, vocabulary and pronunciation at your own pace, and prepare yourself to get around in any English-speaking country comfortably – and without embarrassment! Learning English as a Foreign Language For Dummies includes: Part I: Getting Started Chapter 1: You Already Know a Little English Chapter 2: Basic English Grammar Chapter 3: Greetings and Introductions Part II: English in Action Chapter 4: Shopping and Numbers Chapter 5: Eating Out Chapter 6: Out on the Town Chapter 7: Hobbies and Free Time Chapter 8: Talking on the Phone Chapter 9: At the Office and Around the House Chapter 10: Written English – Newspapers and Signs Part III: English on the Go Chapter 11: Money Chapter 12: Checking into a Hotel Chapter 13: Asking Directions and Getting Around Chapter 14: Handling Emergencies Part IV: The Part of Tens Chapter 15: Ten Ways to Speak English Quickly Chapter 16: Ten Favourite English Expressions Chapter 17: Ten Holidays to Remember Chapter 18: Ten Phrases That Make You Sound Fluent in English Part V: Appendices Appendix A: Phrasal verbs explained Appendix B: Common Verbs [Agree, Can / be able, Come, Do, Go, Have, Make , Need, Put, Think] English Irregular Verbs Appendix C: About the Downloadable Content Teaching English as a Second Or Foreign Language – Marianne Celce-Murcia 2014 Now in its fourth edition, this methodology resource gives both experienced and prospective teachers the theoretical background and practical applications they need to succeed. Now in its fourth edition, this comprehensive, best-selling methodology resource gives both
prospective and experienced ESL/ELT teachers the theoretical background and practical applications they need to decide which approaches, materials, and resources can and should be used in their classrooms. With a focus on the learner and attention to the socio-cultural influences on language learning, CThe Apple BookCO covers methodology, language skills, teaching skills, integrated approaches, learner variables, and teacher development New Trends in Foreign Language Teaching – Raúl Ruiz Cecilia 2019-01-15 Language teaching approaches, methods and procedures are constantly undergoing reassessment. New ideas keep emerging as the growing complexity of the means of communication and the opportunities created by technology put language skills to new uses. In addition, the political, social and economic impact of globalisation, the new demands of the labour market that result from it, the pursuit of competitiveness, the challenges of intercultural communication and the diversification of culture have opened new perspectives on the central role that foreign languages have come to play in the development of contemporary societies. This book provides an insight into the latest developments in the field and discusses the new trends in foreign language teaching in four major areas, namely methods and approaches, teacher training, innovation in the classroom, and evaluation and assessment. Teach English as a Foreign Language: Teach Yourself (New Edition) – David Riddell 2014-06-27 This new edition of Teach EFL is the ultimate practical reference guide to teaching English as a Foreign Language. 'Riddell's book is a classic - it answers all those questions new language teachers have....covers an amazing amount in a
clear accessible way.' David Carr, Director of Teacher Training
International House London

This book is packed with information on:
- effective teaching techniques.
- sound classroom management.
- practical lesson planning.
- successful job hunting and career development.

This is an indispensable book for all new and experienced EFL teachers: a step-by-step guide on what to teach and how to teach it. This edition has been fully revised to include:
- up-to-date information on technology as an aid to learning.
- comprehensive information on the increasingly popular task-based learning.
- invaluable advice on making the transition from learning to teaching.
- clear guidance on ongoing professional development.
- useful examples of teaching in different international contexts. Rely on Teach Yourself, trusted by learners for over 75 years.

Techniques and Resources in Teaching Grammar - Marianne Celce-Murcia
1988-04-28

Addressing general questions of grammar in ESL theory and classroom practice, this book offers ideas for the creative teaching of grammar. It also includes suggestions for teaching most of the beginning-level structures, which are listed separately in a grammar index.

Teaching English as a Foreign Language - Carola Surkamp 2018-03-24

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) - 2020

Teaching by Principles – H. Douglas Brown 2015
Teaching by Principles is a widely acclaimed methodology test used in language teacher education programs around the world. In this fourth edition, Dr. H. Douglas Brown and Dr. Heekyeong Lee offer a comprehensive survey of practical language teaching options firmly anchored in current research on second language acquisition and pedagogy. Features of the Fourth Edition A comprehensive update on current issues, new research findings, and innovative classroom teaching techniques, with additional and reworked chapters to reflect this information A description and analysis of new foundational principles, including:
agency, identity, languaculture, communities of practice, embodied cognition, and self-regulation. Pre-reading organizers at the beginning of each chapter. Frequent statistics and pedagogical "tips" in each chapter. Numerous "classroom connections" to stimulate practical applications of concepts and principles. End-of-chapter group activities, discussion topics, and suggested additional readings. A glossary of technical terminology.

Teaching Pronunciation Hardback with Audio CDs (2) – Marianne Celce-Murcia 2010-04-16

The second edition includes updates and insights on current research and pedagogical practice that have developed over the last decade. This new edition of Teaching Pronunciation – undoubtedly the gold standard for pronunciation methodology texts – has been revised to reflect recent research into the sound system of North American English, as well as new practices in pronunciation pedagogy. Audio CDs with additional examples are now packaged with the book.

Teaching English as a Second Or Foreign Language – Marianne Celce-Murcia 2001-01-01

Now in its third edition, this comprehensive, best-selling methodology resource gives both experienced and prospective ESL/EFL teachers the theoretical background and practical applications they need to decide which methods, materials, and resources can and should be used in their classrooms. – Back cover.

Practical Techniques for Language Teaching – Michael Lewis 1999

Teaching Adult English Language Learners – Betsy Parrish 2019

Grammar Dimensions – Diane Larsen-Freeman 1997

Book 4 is the fourth in a four level series aimed at the advanced language
learner and addresses the three dimensions of language--form, meaning, and use--ensuring that students not only learn to form grammatical structures, but also are able to use them meaningfully and appropriately.

**Task-based grammar teaching of English** – Susanne Niemeier 2017-10-23

The focus on communication in TBLT often comes at the expense of form. In this book, the task-based approach is enhanced and coupled with insights into (cognitive) grammar, an approach which sees grammar as meaningful. The book shows how grammar teaching can be integrated into a communicative lesson in a non-explicit way, i.e., "by the backdoor". The learners are involved in situations that they may also encounter outside their classrooms and they are given communicative tasks they are to work on and solve, usually with a partner or in small groups. What teachers need to invest for preparing such lessons is their own creativity, as they have to come up with communicative situations which guide the learners into using a specific grammatical structure. The book first discusses the didactic and the linguistic theories involved and then translates these theoretical perspectives into actual teaching practice, focusing on the following grammatical phenomena: tense, aspect, modality, conditionals, passive voice, prepositions, phrasal verbs, verb complementation, pronouns and articles.

**Techniques and Principles in Language Teaching** – Diane Larsen-Freeman 2000

Current Trends in the Development and Teaching of the four Language Skills
- Esther Usó-Juan 2006-01-01

Current Trends in the Development and Teaching of the four Language Skills builds connections from theory in the four language skills to instructional practices. It comprises twenty-one chapters that are grouped in five sections. The first section includes an introductory chapter which presents a communicative competence framework developed by the editors in order to highlight the key role the four skills play in language learning and teaching. The next four sections each represent a language skill: Section II is devoted to listening, Section III to speaking, Section IV to reading and Section V to writing. In order to provide an extensive treatment of each of the four skills, each section starts with a theoretical chapter which briefly illustrates advances in the understanding of how each skill is likely to be learned and taught, followed by four didactically oriented chapters authored by leading international specialists. These pedagogical chapters deal specifically with four key topics: 1) areas of research that influence the teaching of a particular skill; 2) an overview of strategies or techniques necessary for developing a particular skill; 3) an approach to the academic orientation of a particular skill, and 4) unique aspects of teaching each skill. Moreover, all chapters incorporate two common sections: pre-reading questions at the beginning of the chapter in order to stimulate readers' interest in its content, and a section entitled suggested activities at the end of the chapter in order to allow readers put the ideas and concepts presented into practice. The accessible style and practical focus of the volume make it an ideal tool for teachers, teacher
trainers, and teacher trainees who are involved in teaching the four language skills in a second or foreign language context. The Grammar Book – Marianne Celce-Murcia 1983