

Principles and Practice In Second Language Education

View Online



This reading list is not the final version for the 2019/20 academic year. Changes to readings may still be made ahead of the start of teaching.

[1]

Allwright, D. and Bailey, K.M. 1991. Focus on the language classroom: an introduction to classroom research for language teachers. Cambridge University Press.

[2]

Avineri, N. 2017. Research methods for language teaching: inquiry, process and synthesis. Palgrave Macmillan.

[3]

Benati, A.G. and Angelovska, T. 2016. Second language acquisition: a theoretical introduction to real world applications. Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc.

[4]

Block, D. and Cameron, D. eds. 2002. Globalization and language teaching. Routledge.

[5]

British Council: <https://www.teachingenglish.org.uk/publications-research>.

[6]

Brown, J.D. Mixed methods research for TESOL. Edinburgh University Press.

[7]

Candlin, C. and Mercer, N. 2001. English language teaching in its social context. Routledge.

[8]

Charles, M. 2015. Introducing English for Academic Purposes. Taylor and Francis.

[9]

Curtis, A. 2017. Methods and methodologies for language teaching: the centrality of context. Palgrave Macmillan.

[10]

De Bot, K. et al. 2005. Second language acquisition: an advanced resource book. Routledge.

[11]

Ellis, R. ed. 2014. Exploring language pedagogy through second language acquisition research. Routledge/Taylor & Francis Group.

[12]

Gass, S.M. and Mackey, A. 2012. The Routledge handbook of second language acquisition. Routledge.

[13]

Hall, G. 2018. Exploring English language teaching: language in action. Routledge.

[14]

Hall, G. ed. 2016. The Routledge handbook of English language teaching. Routledge.

[15]

Hinkel, E. 2011. Handbook of research in second language teaching and learning: Volume II . Routledge.

[16]

Hinkel, E. 2011. Handbook of research in second language teaching and learning: Volume II . Routledge.

[17]

Hinkel, E. ed. 2017. Handbook of research in second language teaching and learning: Volume III. Routledge.

[18]

Johnson, K. 2018. An introduction to foreign language learning and teaching. Routledge, Taylor & Francis Group.

[19]

Larsen-Freeman, D. and Anderson, M. 2011. Techniques and principles in language teaching. Oxford University Press.

[20]

Lightbown, P. and Spada, N.M. 2013. How languages are learned. Oxford University Press.

[21]

Little, D.G. et al. 2017. Language learner autonomy: theory, practice and research. Multilingual Matters.

[22]

Mitchell, R. et al. 2019. Second language learning theories. Routledge.

[23]

Murray, D.E. 2019. What English Language Teachers Need to Know Volume I. Routledge.

[24]

Nunan, D. 2015. Teaching English to speakers of other languages: an introduction. Routledge, Taylor & Francis Group.

[25]

Nunan, D. and Carter, R. 2001. The Cambridge guide to teaching English to speakers of other languages. Cambridge University Press.

[26]

Nunan, D. and Choi, J. 2010. Language and culture: reflective narratives and the emergence of identity. Routledge.

[27]

Oxford, R.L. Language learning strategies: what every teacher should know. Heinle & Heinle.

[28]

Saville-Troike, M. and Barto, K. 2017. Introducing second language acquisition. Cambridge University Press.

[29]

Smith, R. 2007. Learner autonomy. *ELT Journal*. 62, 4 (Sep. 2007), 395–397. DOI:<https://doi.org/10.1093/elt/ccn038>.

[30]

Smith, R. 2015. Teacher Research in Language Teaching: A Critical Analysis. *ELT Journal*. 69, 2 (Apr. 2015), 205–208. DOI:<https://doi.org/10.1093/elt/ccv009>.

[31]

Spiro, J. 2013. *Changing methodologies in TESOL*. Edinburgh University Press Ltd.

[32]

Tarone, E. and Swierzbin, B. 2009. *Exploring learner language*. Oxford University Press.

[33]

The International Research Foundation for English Language Education (TIRF): <https://www.tirfonline.org/resources/references/>.

[34]

Thornbury, S. and Thornbury, S. 2017. *The new A-Z of ELT: a dictionary of terms and concepts*. Macmillan Education, a division of Macmillan Publishers Limited.

[35]

Ushioda, E. 2011. Why autonomy? Insights from motivation theory and research. *Innovation in Language Learning and Teaching*. 5, 2 (Jul. 2011), 221–232. DOI:<https://doi.org/10.1080/17501229.2011.577536>.

[36]

Viana, V. et al. 2019. *Teaching English for specific purposes*. Tesolpress.

[37]

Walsh, S. 2011. Exploring classroom discourse: language in action. Routledge.

[38]

Wenden, A. 1991. Learner strategies for learner autonomy: planning and implementing learner training for language learners. Prentice Hall.

[39]

Woodrow, L. 2017. Introducing course design in English for specific purposes. Routledge.

[40]

Applied Linguistics.

[41]

Classroom Discourse.

[42]

Discourse & Society.

[43]

ELT Journal.

[44]

International Journal of Applied Linguistics.

[45]

Language Learner Autonomy: Theory, Practice and Research by David Little, Leni Dam and Lienhard Legenhausen | SiSAL Journal.

[46]

Language Learning.

[47]

Language Teaching Research.

[48]

Learners as Researchers of Their Own Language Learning: Examples from an Autonomy Classroom.

[49]

System.

[50]

Teachers Research!

[51]

TESOL Quarterly.

[52]

The Modern Language Journal.

[53]

World Englishes.