Read Online Teaching Esl Efl Listening And Speaking Esl Applied Pdf For Free

Teaching ESL/EFL Listening and Speaking **Targeting Listening and Speaking Listen and Draw Teaching ESL/EFL Listening and Speaking Fifty Ways to Teach Listening The Role of Visuals on EFL Listening Comprehension Teaching EFL Learners Shadowing for Listening The Effects of Captioned Videos on Listening Comprehension and their Consequences for the EFL Classroom** Listening and Speaking Skill Development in a Tertiary Efl Context **Vocabulary Knowledge and Listening Performance in English Language Learning** Iranian EFL Learners' Performance on Pre-listening Activities **Towards Effective Teaching Methods in EFL Listening for Intermediate Learners** *71 Ways to Practice English Listening* **Listening Comprehension and Classroom Anxiety in EFL Contexts Teaching ESL/EFL Reading and Writing EFL Learners' Metacognitive Awareness in Listening Performance Teaching and Research of English Listening Under EFL Context Listening and Notetaking Skills 1** *The Art of Teaching Speaking* **The Effect of Speech Rate on Listening Comprehension of Efl Learners** *Teaching Listening and Speaking LISTENING and NOTETAKING SKILLS2 AUDIO CD Assessing Young Learners of English: Global and Local Perspectives* **EFL Learners' Listening Strategies Use and Their Learning Preferences Emotional Intelligence , Anxiety, and Listening Comprehension** Exploring Listening Strategy Instruction through Action Research *The Practice of Teaching Listening* **Cognitive Models Of Listening Comprehension A Study In Videogogy Teaching English to Second Language Learners in Academic Contexts** *49 ESL Listening Activities for Kids (6-13)* **Learning Vocabulary in Another Language Forum** Teaching and Learning Second Language Listening Research-Driven Pedagogy Left to My Own Devices My School Days **Enriching Teaching and Learning Environments With Contemporary Technologies** *Using Learners' Local Culture to Develop English Language Skills* **Listening & Notetaking Skills** *Handbook of Research in Second Language Teaching and Learning*

Teaching and Learning Second Language Listening Feb 02 2020 Now in its second edition, this reader-friendly text offers a comprehensive treatment of concepts and knowledge related to teaching second language (L2) listening, with a particular emphasis on metacognition. This book advocates a learner-oriented approach to teaching listening that focuses on the process of learning to listen. It applies theories of metacognition and language comprehension to offer sound and reliable pedagogical models for developing learner listening inside and outside the classroom. To bridge theory and practice, the book provides teachers with many examples of research-informed activities to help learners understand and manage cognitive, social, and affective processes in listening. Comprehensively updated with new research and references, the new edition includes additional and expanded discussions of many topics, including metacognition in young learners, working memory, and a L2 listening systems model. It remains an essential text on L2 listening pedagogy, theory, and research.

Cognitive Models Of Listening Comprehension A Study In Videogogy Jul 09 2020 This book, an MA in Teaching English as a Foreign Language, reports on a study that addressed cognitive strategies in processing aural input for EFL learners. The book provides a solid review of literature on cognitive and metacognitive strategies that EFL listeners employ to process and comprehend oral/aural material. Emphasising the import of using an interactive approach to listening, the book provides implications for learning and teaching listening comprehension to EFL students as well as implications for the use of videogogy in the EFL context.

Forum Mar 05 2020

Learning Vocabulary in Another Language Apr 05 2020 An updated, expanded edition of the authoritative book on the teaching and learning of vocabulary in another language.

Fifty Ways to Teach Listening Jul 01 2022 Teaching English as a second or foreign language is full of challenges: How do you hold students' interest? How do you ensure that they get enough practice to really learn? This book addresses the teaching of listening, including listening for main idea, details, specific information, and tone of voice. Active listening and note-taking skills are also covered, and variations are given for higher and lower level students. The "Fifty Ways to Teach" series gives you a variety of drills, games, techniques, methods, and ideas to help your students master English. Most of the ideas can be used for both beginning and advanced classes. Many require little to no preparation or special materials. The ideas can be used with any textbook, or without a textbook at all. These short, practical guides aim to make your teaching life easier, and your students' lives more rewarding and successful.

Targeting Listening and Speaking Oct 04 2022 Targeting Listening and Speaking provides short and focused activities to help lower-proficiency ESL/EFL students improve their listening and speaking skills. It includes practice in both mastering the larger message and key words/phrases and specific words and sounds to assist students in developing better speaking and comprehension skills. Each unit has a general theme -- such as food, animals and pets, free time and hobbies, and travel -- around which all exercises are designed. The final unit consists of four listening tests that can be used to monitor progress. Each unit includes: dictation practice using dialogues listening skill development speaking practice listening to simple

conversations sound practice with minimal pairs listening to simple lectures more speaking and discussion practice. Quizzes are available on the companion website. The audio material is available either on CD or cassette (there are 4 components for each).

Enriching Teaching and Learning Environments With Contemporary Technologies Sep 30 2019 Educational technologies have revolutionized the learning and teaching environments. Offline/online applications and social media have changed the conventional learning and teaching habits and competencies. In terms of learners, it has been empirically proven that the use of educational technologies in the classroom make learning easier and more enjoyable. On the other hand, it also poses threats to students such as cyberbullying and online addiction. While exploiting the opportunities of technological use in the classroom, educators must also remain vigilant and formulate ways to overcome the challenges and risks brought by technology. Enriching Teaching and Learning Environments With Contemporary Technologies is an essential research publication that aims to present exemplary practices of technology use and their management in pedagogical purposes in learning and teaching environments. The book also analyzes problems that may arise and develops policies on educational technologies and the exploitation of technology with pedagogical purposes as part of the discussion to solve these challenges. Featuring a wide range of topics such as augmented reality, mass media, and religious education, this book is ideal for educators who want to use technology in class, educational administrators who have responsibilities for developing policies on educational technologies and managing the use of them, and researchers who want to carry out a deep investigation into the subject. Additionally, educational software developers, academicians, instructional designers, curriculum developers, education professionals, and students will also benefit from the research contained within the book.

Listen and Draw Sep 03 2022 Listen and Draw is an EFL/ESL teacher's resource book of simple, fun, ready-to-use classroom drawing activities. You can take the book to your classroom, open to a selected page and do the activity with the class. Key features: simple drawings--no artistic talent is needed ready-to-use classroom activities suitable for large classes suitable for mixed-level classes great for beginners and false beginners great for pairwork (online access to printable handouts) develops both listening and speaking develops both fluency and accuracy Can be used to: provide a quick filler supplement and enrich a lesson add variety and provide a motivating change of pace Can be used as: a source of short, enjoyable supplementary activities a fixed component to develop listening comprehension a fixed component to develop listening and speaking a short, intensive listening/speaking course for beginners

Iranian EFL Learners' Performance on Pre-listening Activities Dec 26 2021 It seems that in most of English classes in Iran little attention is paid to the role of pre-listening activities in promoting L2 learners listening comprehension. Hence, the objective of this study is to compare the effect of different pre-listening activities on Iranian EFL learners listening comprehension. The data for this study was collected from 75 students as they were involved in a variety of pre-listening activities. They were divided into three groups. The first experimental group was involved in pre-question activities, the second experimental group was involved pre-teaching vocabulary and the third experimental group was involved in visual support. After treatment each group was given a test to answer.Data analysis has been done with Statistical Package for Social Sciences software The findings in this study indicate a statistically significant effect of pre-question activities compared with pre-teaching vocabulary and visual support on learners' listening comprehension. The study suggests some procedures to be considered in EFL classrooms. Teachers can use pre-question activities to give learners opportunity for obtaining higher rates of listening comprehension.

My School Days Oct 31 2019 My School Days 8.2: Middle School ESL & EFL Textbooks for reading, listening, speaking, and writing. This book contains -colorful illustrations -6 main texts and dialogues -listening & reading questions -speaking & writing questions -grammar & vocabulary questions -review questions Free mp3 downloads from www.likepublishing.org (coming soon).

EFL Learners' Metacognitive Awareness in Listening Performance Jul 21 2021 Research Paper (undergraduate) from the year 2018 in the subject English - Pedagogy, Didactics, Literature Studies, Urmia University (Urmia University of Medical Sceinces), course: TEFL, language: English, abstract: Metacognition defined as the knowledge and ability to monitor and control cognitive conditions in the learning process. Listening is the most important skill of the four language skills in both learning and teaching and plays an important role in our daily life. Although nowadays there is a deeper perception of listening, it needs more attention and research. The present study investigates the relationship between the Metacognitive awareness and listening performance of English as foreign language learners. The participants were 50 Iranian male students of English language institutes. They completed Metacognitive Awareness Listing Questionnaire (MALQ) and listening section of the final exam. First the listening section were of the final exam was applied to the participants at classrooms by the teacher. Immediately after the administration of the examination, the MALQ were conducted. The analysis exposed a weak positive relationship between learners` Metacognitive awareness scores and listening performance. Although correlation was not high, still there is more correlation in problem solving, directed attention and planning evaluation than others.

The Practice of Teaching Listening Aug 10 2020 Language learning highly relies on listening since it is through listening that the aural inputs used for acquisition and learning of language are supplied. Not only for language, the learning of other subjects also depends on the skill of listening. Students who have great listening ability are tend to be high achievers than who are poor at this skill. So, the value of this skill is enormous in teaching-learning process, particularly in EFL classrooms. It is an essential skill to be given due attention. However, less emphasis was given to teaching listening skill from the earliest times to present compered to other English language skills. This book also discussed whether teachers really teach listening skill or not in EFL classrooms; and assessed the extent listening texts and tasks presented in the course books allow students

to practice listening comprehension.

The Effects of Captioned Videos on Listening Comprehension and their Consequences for the EFL Classroom Mar 29 2022 Seminar paper from the year 2020 in the subject Didactics - English - Pedagogy, Literature Studies, grade: 1,0, University of Duisburg-Essen (Anglophone Studies), course: Teaching and Assessing Learners - EFL, language: English, abstract: Firstly, this work will elaborate on the importance of listening comprehension and refer to further paralinguistic features that are required to understand video material. Furthermore, it will give reasons to incorporate videos in the EFL (English as a foreign language) classroom. In the analytic part of this paper, it will deal with the contradictory findings of some selected studies on captioned videos. It will additionally elaborate different approaches and suggestions for foreign language teachers and their teaching. In recent years, the media have developed rapidly and in many ways. In the same way, there have been many changes in foreign language teaching. From voice recordings, radios to videos, the way teaching is organized has changed and is changing constantly. Ever since excerpts from a radio recording and voice recordings were introduced into foreign language teaching, they have been carefully selected by teachers and embedded, for example, in a task or exercise; learners listened attentively to the audio and tried to solve the task set. But how do you proceed with a video, which offers a visual and an auditive form of representation? Despite much research and knowledge, some questions about the relatively new medium of video remain unanswered. One of these questions is the usefulness of captioned videos.

Teaching and Research of English Listening Under EFL Context Jun 19 2021

Towards Effective Teaching Methods in EFL Listening for Intermediate Learners Nov 24 2021

Listening Comprehension and Classroom Anxiety in EFL Contexts Sep 22 2021

Vocabulary Knowledge and Listening Performance in English Language Learning Jan 27 2022 The primary aim of this book is to enhance English as a foreign language (EFL) learners' listening proficiency and provide pedagogical implications for vocabulary and listening teaching practice. This book gives particular attention to mastery of aural vocabulary knowledge to enhancement of listening performance in Chinese context. It provides a comprehensive picture of the role of vocabulary acquisition approaches and strategy practice in listening performance. This book evaluates the relationship between vocabulary knowledge and listening comprehension in English as a foreign language (EFL), which has not been sufficiently investigated empirically. In particular, it has an added focus on the use of aural vocabulary knowledge tests in detecting the role of vocabulary knowledge in listening comprehension. It highlights the role of vocabulary knowledge in determining listening success. Specifically, it draws scholars' attention to the contributions of aural vocabulary knowledge to listening comprehension. The study also confirms the previous hypotheses of higher correlations between aural vocabulary size knowledge and listening comprehension. Pedagogically, it confirms the significance and necessity of improving both aural and written forms of vocabulary knowledge and focusing on strategy-embedded listening activities in EFL listening education. In this book, each chapter is dedicated to a specific theme in EFL learning and acquisition, providing a China case study dedicated to further development of EFL education.

Teaching ESL/EFL Listening and Speaking Aug 02 2022 This guide for teachers and teacher trainees provides a wealth of suggestions for helping learners at all levels of proficiency develop their listening and speaking skills and fluency, using a framework based on principles of teaching and learning. By following these suggestions, which are organised around four strands—meaning-focused input, meaning-focused output, language-focused learning, and fluency development—teachers will be able to design and present a balanced programme for their students. Updated with cutting-edge research and theory, the second edition of Teaching ESL/EFL Listening and Speaking retains its hands-on focus and engaging format, and features new activities and information on emerging topics, including: Two new chapters on Extensive Listening and Teaching Using a Course Book Expanded coverage of key topics, including assessment, pronunciation, and using the internet to develop listening and speaking skills Easy-to-implement tasks and suggestions for further reading in every chapter More tools for preservice teachers and teacher trainers, such as a sample unit, a "survival syllabus", and topic prompts The second edition of this bestselling book is an essential text for all Certificate, Diploma, Masters, and Doctoral courses for teachers of English as a second or foreign language.

Handbook of Research in Second Language Teaching and Learning Jun 27 2019 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.

Exploring Listening Strategy Instruction through Action Research Sep 10 2020 Listening in a second language is challenge for students and teachers alike. This book provides a personal account of an action research intervention involving listening strategy instruction that investigated the viability of this innovative pedagogy in the Japanese university context.

Listening & Notetaking Skills Jul 29 2019 The new edition of the Listening and Notetaking Skills series incorporates engaging National Geographic content and video featuring authentic interviews and videos with National Geographic Explorers! This unique approach engages learners while enhancing listening comprehension and developing notetaking and study skills.

EFL Learners' Listening Strategies Use and Their Learning Preferences Nov 12 2020 The aim of this study is to investigate the listening strategies use of English major students and their learning preference. The study used descriptive statistics and inferential statistics to analyze the data. The result of analysis revealed that the participants employed meta-cognitive listening strategies the most, followed by cognitive and socio-affective listening strategies, and in terms of learning styles, they preferred communicative styles the most and concrete styles the least. Their second and third styles were analytical and authority-oriented. The finding also indicated that both male and female learners utilized meta-cognitive, cognitive and socio-affective listening strategies sequentially. Whereas, the mean scores indicated that male students employed each listening strategy more often than females. The Pearson correlation analysis showed that there was a statistically significant relationship between learning styles and listening strategies employed by the students. Therefore, EFL teachers should involve learning styles into listening strategy instruction. This would help them which kinds of listening strategies should be focused and how to deal with learners.

Teaching ESL/EFL Listening and Speaking Nov 05 2022 Parts and goals of a listening and speaking course -- Beginning to listen and speak in another language -- Listening -- Extensive listening -- Language-focused learning through dictation and related activities -- Pronunciation -- Learning through task-based interaction -- Learning through pushed output -- Teaching using a course book -- Language-focused learning -- Developing fluency -- Assessing progress.

Listening and Speaking Skill Development in a Tertiary Efl Context Feb 25 2022 English listening and speaking skill development has been a critical concern in EFL contexts such as Taiwan, where English is generally a language to learn in the classroom but not to have the opportunity to speak outside. Consequently, classroom practice has an indispensable role in EFL learners' skill development trajectory. Through micro-analysis of classroom discourse, this ethnographic study aims to show how a classroom community provided valuable opportunities for learners to engage not only in using English for communication but also in negotiating social relationships. Despite limited English abilities, learners employed different types of participation patterns as they manipulated power-in-interaction in micro contexts. Moreover, this study demonstrates how an EFL classroom can work as a "community of practice," in which novice-expert relations enrich peer interactions and negotiations of meaning. This analysis helps to understand classroom discourse in an EFL context, and provides teachers and practitioners in English education, and anyone interested in teaching in Asia with a social perspective into EFL learners' language development.

Left to My Own Devices Dec 02 2019 Left to My Own Devices: Learner Autonomy and Mobile-Assisted Language Learning is the result of five years of intensive dedication to teaching innovation and curriculum development. The book offers a series of studies exploring how mobile technologies in particular, and mobile learning in general, may be used for second language teaching and learning in a wide variety of environments. Although a strong emphasis is laid on issues to do with autonomy and independence in second language acquisition, the volume also examines the connections and interrelations of mobile learning and second language teaching and learning process on the whole, as well as the process of adoption of new, mobile technologies as teaching tools in various communities across the globe. The volume is targeted at a broad spectrum of readers including academics in the field of e-learning, online learning, and ICT-based learning, with an interest in exploring the possibilities of mobile-assisted learning and the new developments of ICT - in particular, portable devices - for the foreign language classroom. The volume will also be of interest to e-learning practitioners, course designers, resource centers managers, educators - on different levels - and foreign language instructors and trainers alike. All in all, the volume is most attractive to those interested in the emerging field of mobile-assisted learning in general, and its potential for foreign language teaching and learning in particular.

LISTENING and NOTETAKING SKILLS2 AUDIO CD Jan 15 2021 "The new edition of the Listening and Notetaking Skills series incorporates engaging National Geographic content and video featuring authentic interviews and videos with National Geographic Explorers! This unique approach engages learners while enhancing listening comprehension and developing notetaking and study skills"--Publisher.

Listening and Notetaking Skills 1 May 19 2021 The new edition of the Listening and Notetaking Skills series incorporates engaging National Geographic content and video featuring authentic interviews and videos with National Geographic Explorers! This unique approach engages learners while enhancing listening comprehension and developing notetaking and study skills.

49 ESL Listening Activities for Kids (6-13) May 07 2020 Even experienced ESL teachers get stuck in a rut. It's time to find some fresh ideas! Whether you're a first-time ESL/EFL/TEFL teacher, an experienced but overwhelmed instructor, or an instructor without a textbook, you need more activities for your listening classes for children. If you're tired of wasting time wading through the junk on the Internet, then Jackie is here to help. During her decade of experience as a CELTA/DELTA certified teacher, author Jackie Bolen has developed countless games and activities for her students. She's sharing her low-

prep/no-prep ideas with ESL teachers throughout the world. In ESL Listening Activities for Kids (6-13), you'll get dozens of ideas to use in your own classroom. The highly-detailed descriptions will show you exactly how to use the activities during your lessons. Jackie's clearly and concisely explained activities will help you add instructional variety and put the focus back on your students. If you're extremely busy or you're simply out of new ideas, Jackie's book makes it easy to try out new and exciting activities your students will love! Buy the book to get new lesson plans ready to go in minutes!

Teaching EFL Learners Shadowing for Listening Apr 29 2022 Shadowing, an active and highly cognitive technique for EFL listening skill development, in which learners track heard speech and vocalize it simultaneously, is gradually becoming recognized. However, there remain a lot of mysteries and misunderstandings about it. This book uncovers shadowing in terms of theory and practice. This book cements shadowing as a separate technique from other similar techniques such as Elicited Imitation, Mirroring, and simple repetition, and provides ample empirical data to explain the function of Shadowing. It also elaborates on how Shadowing should be used in terms of materials, procedure, and learners¿ psychology, which would aid in instructors¿ use of Shadowing in teaching. A guide on a method effective in improving learners¿ bottom-up listening skills, this book will certainly prove useful to English Language learners and instructors in their linguistic pursuits.

71 Ways to Practice English Listening Oct 24 2021 Are your English listening skills holding you back from success? What would it mean to your studies or career to be able to listen fluently in English? The habits and study tips in 71 Ways to Practice English Listening: Tips for ESL/EFL Learners are designed to improve your English listening quickly and easily. Jackie Bolen and Jennifer Booker Smith have nearly thirty years experience teaching ESL/EFL. In this book, they have organized the advice they have given countless students to help reach their listening goals from improving a test score, to getting a job, to watching English movies and TV, or traveling around the world. It really is possible to improve your listening skills, whether you're a beginner, or advanced student. In this book, you'll find out how reading more can improve your listening, where to find the best free resources online, and how to make the most of your study time. You'll also find some fun ideas for improving your listening. There is even a tip about how to eavesdrop well! Pick up 71 Ways to Practice English Listening today and get started. Better English listening is in your future!

The Art of Teaching Speaking Apr 17 2021 *What elements make a speaking activity successful? *Which tasks or activities really help build speaking fluency? *What does the research show regarding speaking activities? *What mistakes do ESL teachers often make in speaking activity design? In this highly accessible and practical resource, Keith S. Folse provides a wealth of information to help ESL/EFL teachers design and use speaking tasks that will actually improve students' speaking fluency. The book presents and discusses the relevant research and assessment issues and includes case studies from twenty different settings and classrooms around the world so that readers learn from others about the problems and successes of using various speaking activities. Teachers will find the chapters on Twenty Successful Activities and Ten Unsuccessful Activities particularly valuable. The successful activities are provided for classroom use and are reproducible. The book also contains five appendixes that explain what teachers need to know about vocabulary, pronunciation, and grammar and how they affect the teaching of speaking. Samples of successful lesson plans and a list of resources useful for teaching speaking are also included. Keith S. Folse, Ph.D., is Coordinator, TESOL Programs, University of Central Florida (Orlando). He is the author of Vocabulary Myths (University of Michigan Press, 2004) and more than 35 second language textbooks, including texts on grammar, reading, speaking, listening, and writing.

Teaching Listening and Speaking Feb 13 2021 Seminar paper from the year 2006 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 2,3, University of Kassel, course: Introduction to English as a Foreign Language (EFL) Teaching Methodology, language: English, abstract: Since we are studying to become future teachers of English, it is really important to teach the "so-called ?four skills`- listening, speaking, reading and writing" (Brumfit, 1984, p.103). This term paper will only deal with two of the four skills, which are listening and speaking. Both of these skills need to be learned and require active behaviour. This term paper starts off by introducing the reader to the topic of teaching listening, continues by explaining the characteristics of listening situations, learner problems with listening and different listening activities which can be used at school. Furthermore, it gives a definition of speaking, how to teach speaking at school, some important speaking methods and learner problems. The next topic is the oral presentation itself and what we did in class, which tasks we gave to the other students, which aims we wanted to achieve and how everything worked out. In the final conclusion we want to show what we learned while we prepared our presentation and actually presented it in class. Some problems that occurred in class and how we could have improved the organisation of the presentation and the get involved part will be mentioned as well. We finish our paper with the attachment and the bibliography.

Using Learners' Local Culture to Develop English Language Skills Aug 29 2019 This volume is the logical outgrowth of the previous book "Islamic Arabic culture in English Language Textbooks", which explored the criteria of Islamic Arabic culture that should be involved in the English Language Textbooks prescribed for Muslim Arab students. This second volume tries to present an answer to the following bewildering question, "Do we really need to teach language with its own culture?" The intimate relationship between language and culture is strikingly illustrated by many studies, which confirm the view that language and culture cannot be separated.I always asked myself,"Should the students' local culture be neglected?" I decided on my goal and determined to find out the truth through designing an Islamic-Arabic-culture-based course and teaching it to a sample of Muslim Arab students at Al-Azhar institutes in Egypt. With so much energy directed at further investigation, it was obvious that any such development would be valuable and that different trends and tendencies were bound to develop.Based on the results of the study, it was clearly shown that the proposed Islamic-Arabic-culture-based course was very effective in developing EFL listening and reading skills.

Teaching English to Second Language Learners in Academic Contexts Jun 07 2020 Teaching English to Second

Language Learners in Academic Contexts: Reading, Writing, Listening, and Speaking provides the fundamental knowledge that ESL and EFL teachers need to teach the four language skills. This foundational text, written by internationally renowned experts in the field, explains why skills-based teaching is at the heart of effective instruction in English for academic purposes (EAP) contexts. Each of the four main sections of the book helps readers understand how each skill—reading, writing, listening, and speaking—works and explains what research has to say about successful skill performance. Pedagogically focused chapters apply this information to principles for EAP curriculum design and to instructional activities and tasks adaptable in a wide range of language-learning contexts. Options for assessment and the role of digital technologies are considered for each skill, and essential information on integrated-skill instruction is provided. Moving from theory to practice, this teacher-friendly text is an essential resource for courses in TESOL programs, for in-service teacher-training seminars, and for practicing EAP teachers who want to upgrade their teaching abilities and knowledge bases.

Teaching ESL/EFL Reading and Writing Aug 22 2021 Using a framework based on principles of teaching and learning, this guide for teachers and teacher trainees provides a wealth of suggestions for helping learners at all levels of proficiency develop their reading and writing skills and fluency. By following these suggestions, which are organized around four strands – meaning-focused input, meaning-focused output, language-focused learning, and fluency development – teachers will be able to design and present a balanced program for their students. Teaching ESL/EFL Reading and Writing, and its companion text, Teaching ESL/EFL Listening and Speaking, are similar in format and the kinds of topics covered, but do not need to be used together. Drawing on research and theory in applied linguistics, their focus is strongly hands-on, featuring easily applied principles, a large number of useful teaching techniques, and guidelines for testing and monitoring, All Certificate, Diploma, Masters and Doctoral courses for teachers of English as a second or foreign language include a teaching methods component. The texts are designed for and have been field tested in such programs.

Assessing Young Learners of English: Global and Local Perspectives Dec 14 2020 This volume documents international, national, and small-scale testing and assessment projects of English language education for young learners, across a range of educational contexts. It covers three main areas: age-appropriate 'can do statements' and task types for teaching and testing learners between the ages of 6 to 13; innovative approaches to self-assessment, diagnostic testing, self- perception, and computer-based testing; and findings on how young learners perform on vocabulary, listening, speaking, pronunciation, and reading comprehension tests in European and Asian contexts. Early language learning has become a major trend in English language education around the globe. As a result of the spread of teaching English to a growing number of young children, assessment of and for learning have emerged as key issues. In line with this development, there is a clear and emerging need to make early language programs accountable and to assess both the progress children make over time and to quantify their achievement at various stages of development. This volume informs stakeholders about the realistic goals of early language learning, their efficiency, and how much progress children make over time.

The Effect of Speech Rate on Listening Comprehension of Efl Learners Mar 17 2021 This work presents interesting result of a research on listening comprehension of EFL learners where there is too much concern on how to decide on speech rate. Speech rate is given a key role as the most important factor effecting listening comprehension and also causing a great deal of anxiety for EFL learners. There are two types of speech rate studied here, slow speech rate (VOA special English) and natural speech rate ranging from movies, cartoons, news radio, speeches, to soap operas.

The Role of Visuals on EFL Listening Comprehension May 31 2022

Emotional Intelligence , Anxiety, and Listening Comprehension Oct 12 2020 With the emergence of EI, the one-dimensional definition and the role of intelligence in an individuals' success were revised. Unlike the traditional beliefs about intelligence, IQ proved to be a weak predictor of how well we relate with others and cope with a wide variety of daily challenges. Different disciplines and fields of study started off drawing on the genuine and vigorous findings of psychological breakthroughs in the realm of emotional intelligence theory. The realm of language teaching and learning was not an exception; some scholars in the field began to benefit from the findings of EI in the language learning and teaching context. Regarding the importance of emotional intelligence and the role of EI in controlling a phenomenon like anxiety which is a hindering factor in listening comprehension, finding relationships between foreign language listening anxiety and emotional intelligence along with listening comprehension as Cindrella receptive skill would be of high importance for recognizing hindering factors which to some extent lead to EFL learners' unsatisfactory performance. This book is an account of the interplay among EI, anxiety, and listenig comprehension.

Research-Driven Pedagogy Jan 03 2020 Research-Driven Pedagogy: Implications of L2A Theory and Research for the Teaching of Language Skills brings together the essentials of second language acquisition (SLA) theory, research, and second language (L2) pedagogy. Uniquely, the design of this book helps researchers and practitioners make explicit connections between theory, research, and practice; learn about and conduct classroom research to contribute to the relevance and applicability of SLA research; and improve current L2 curriculum and instruction in light of current theory and research. The volume offers critical reviews of the most relevant, current SLA theory and research about receptive, productive, complementary, and nonverbal communication skills, as well as willingness to communicate (WTC). Each chapter is formatted to include five major topics about each language skill: (1) major theories, (2) critical reviews of salient/current research, (3) commonly-used data collection and analysis techniques, (4) summary of specific pedagogical implications of pertinent research and theory, and (5) theory and research-driven scenarios/activities that can be used in teaching. A teacher or a researcher can pick any chapter in this volume to learn about the most important language skills (e.g., reading, writing, nonverbal communication), while having all-in-one place access to almost everything they would need.