**Angoltanári szakirodalom**

**TÁMOP 4.1.2.-08/2/B/KMR-2009-0001**

**ELTE BTK**

**Szakirodalmi kalauz az angoltanári szakhoz**

**Readings in English Language Pedagogy**

**Compiled by Éva Szabó and Norbert Nagy**

**May 2010**

The following list of readings is recommended to students in the MA in ELT programme at the School of English and American Studies at Eötvös Loránd University (ELTE). The list is comprised of books of various kinds ranging from comprehensive works on language pedagogy to resource books for classroom use, all of which are considered to give valuable insights into the most important fields of the ELT profession. Though the list does not include any journal articles, we suggest that students check refereed journals in ELT (British Journal of Language Teaching, ELT Journal, Humanising Language Teaching, Modern English Teacher, The Modern Language Journal, System, TESOL Quarterly, etc.) in topics they would like to explore in depth.

We would like to emphasize that in most cases it is best to use recent publications. There are, however, a number of books on this list that were published a longer time ago, i.e.: in the 1980s. We still thought that they should appear here as they are extremely useful resources, regardless of  ‘their age’.

**Comprehensive works on teaching English as a foreign language (TEFL)**

Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (1988). Teaching English as a foreign language. London: Routledge.

Brown, H. D. (1994). Teaching by principles. An interactive approach to language pedagogy. Englewood Cliffs, NJ: Prentice Hall.

Brown, H. D., (2000). Principles of language learning and teaching (4th ed.). White Plains, NY: Longman.

Brown, S., & McIntyre, D. (1993). Making sense of teaching. Open University Press.

Celce-Murcia, M. (Ed.). (2001). Teaching English as a second or foreign language. Boston, MA: Thomson Learning.

Doff, A. (1988). Teach English. A training course for teachers. Cambridge: Cambridge University Press.

Gower, R., & Walters, S. (1983) Teaching practice handbook. London: Heinemann.

Graddol, D. (2006). English next. The British Council.

Harmer, J. (2007). The practice of English language teaching (4th ed.). Harlow: Longman.

Harmer, J. (2007).  How to teach English (2nd edition). Harlow: Longman.

Hedge, T. (2000). Teaching and learning in the language classroom. Oxford: Oxford University Press.

Johnson, K. (1995). Language teaching and skill learning. Oxford: Basil Blackwell.

Lewis,  M., & Hill, J. (1992) Practical techniques for language teaching. Hove: Language Teaching Publications.

Richards, J.C. (1990). The language teaching matrix. Cambridge: Cambridge University Press.

Scrivener, J. (2005). Learning teaching (2nd ed.). London: Macmillan.

Stern, H. H., (1983). Fundamental concepts of language teaching. Oxford: Oxford University Press.

Ur, P. (1996). A course in language teaching. Cambridge: Cambridge University Press.

**Foreign and second language acquisition**

Baker, J., & Rinvolucri, M. (2004). Unlocking self-expression through neuro-lingusitic programming. DELTA Publishing.

Chamot, A. U., & O'Malley, J. M. (1990). Learning strategies in second language acquisition. Cambridge: Cambridge University Press.

Ellis, R. (1994). The study of second language acqusition. Oxford: Oxford University Press.

Krashen, S. D. (1982). Principles and practice in second language acquisition. New York: Pergamon Press.

Larsen-Freeman, D. & Long, M. H. (1991). An introduction to second language acquisition research. Addison Wesley Publishing Company.

Littlewood, W. (1984). Foreign and second language learning. Cambridge: Cambridge University Press.

Revell, J., & Norman, S. (1997). In your hands. Saffire Press.

**Approaches and methods in language teaching**

Griffiths, G., & Keohane, K. (2000). Personalizing language learning. Cambridge: Cambridge University Press.

Howatt, A.P. (1984). A history of English language teaching. Oxford: Oxford University Press.

Larsen-Freeman, D. (2000). Techniques and principles in language teaching (2nd edition). Oxford: Oxford University Press.

Lewis, M. (1993). The lexical approach. Language Teaching Publications.

Nunan, D. (1989a). Designing tasks for the communicative classroom. Cambridge: Cambridge University Press.

Nunan, D. (2004). Task-based language teaching. Cambridge: Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (1986). Approaches and methods in language teaching. Cambridge: Cambridge University Press.

Stevick, E.W. (1990). Humanism in language teaching. A critical perspective. Oxford: Oxford University Press.

Widdowson, H. G. (1978). Teaching language as communication. Oxford: Oxford University Press.

Willis, D. (1990). The lexical syllabus. London: Collins.

Willis, J. (1996). A framework for task-based learning. Harlow: Longman.

**The reflective approach - The reflective practitioner**

Atkinson, T., & Claxton, G. (Eds.). (2000). The intuitive practitioner. On the value of not always knowing what one is doing. Buckingham: Open University Press.

Schön, D. A. (1983). The reflective practitioner: How professionals think in action. New York: Basic Books.

Schön, D. A. (1987). Educating the reflective practitioner. San Francisco: Jossey-Bass Publishers.

Wallace, M. (1993). Training foreign language teachers: A reflective approach. Cambridge: Cambridge University Press.

**Research methods**

Cohen, A.D. (1990). Language learning. Insights for learners, teachers and researchers. Boston, MA: Heinle & Heinle.

Cohen, L., Manion, L., & Morrison, K. (2000). Research methods in education. London: Routledge.

Denzin, N., & Lincoln, Y. (1994). Handbook of qualitative research. Thousand Oaks: Sage.

Dörnyei, Z. (2003). Questionnaires in second language research. Mahwah, NJ: Lawrence Erlbaum Associates.

Maykut, P., & Morehouse, R. (1994). Beginning qualitative research. London: The Falmer Press.

Seliger, H. W., & Shohamy, E. (1989). Second language research methods. Oxford: Oxford University Press.

**Teachers researching teaching -Teacher development**

Bailey, K., & Nunan, D. (Eds.) (1996). Voices from the language classroom. Cambridge: Cambridge University Press.

Bailey, K., Curtis, A., & Nunan, D. (Eds.) (2001). Pursuing professional development. Boston: Heinle & Heinle.

Freeman, D. (1998). Doing teacher research: from inquiry to understanding. Boston: Heinle & Heinle Publishers.

Freeman, D., & J. C. Richards, J. C. (Eds.). (1996). Teacher learning in language teaching.  Cambridge: Cambridge University Press.

Maley, A. (2000). The language teacher’s voice. Macmillan.

McNiff, J. (1992). Action research: Principles and practice. London: Routledge.

Richards, J. C. (1998). Beyond training. Cambridge: Cambridge University Press.

Wallace, M. (1998). Action research for language teachers. Cambridge: Cambridge University Press.

**Classroom observation and research**

Allwright, D., & Bailey, K. (1991). Focus on the language classroom. Cambridge: Cambridge University Press.

Brumfit, C., & Mitchell, R. (Eds.). (1990). Research in the Language Classroom. ELT Documents 133.  London: Macmillan.

Calderhead, J. (1984). Teachers’ classroom decision-making. London: Holt, Rinehart & Winston.

Chaudron, C. (1988). Second language classrooms: Research on teaching and learning. Cambridge: Cambridge University Press.

Hopkins, D. (1985). A teacher’s guide to classroom research. Buckingham: Open University Press).

Hopkins, D. (1985). Second language classroom research on teaching and learning. Cambridge: Cambridge University Press.

Nunan, D. (1989). Understanding language classrooms. Hemel Heampstead: Prentice Hall.

Wajnrib, R. (1992). Classroom observation tasks. Cambridge: Cambridge University Press.

**Teacher roles, learner roles**

Campbell, C., & Kryszewska, H. (1992). Learner-based teaching. Oxford: Oxford University Press.

Medgyes, P. (1994). The non-native teacher. London: Macmillan.

Wright, T. (1991). Roles of teachers and learners. Oxford: Oxford University Press.

**Working with groups**

Hadfield, J. (1992). Classroom dynamics. Oxford: Oxford University Press.

Houston, G. (1990). The red book of groups.The Rochester Foundation.

Moskowitz, G. (1978). Caring and sharing in the foreign language class. Boston, MA: Heinle & Heinle

**One-to-one teaching**

Osborne, P. (2006). Teaching English one to one. Modern English Publishing.

**Learner autonomy**

Scharle, A., & Szabo, A. (2000). Learner autonomy. Cambridge: Cambridge University Press.

**Teaching different age groups**

Brumfit, C., Moon, J., & Tongue, R. (Eds.), (1991). Teaching English to children: From practice to principle. London: Collins ELT.

Cameron, L. (2001). Teaching languages to young learners. Cambridge: Cambridge University Press.

Linstromberg, S. (Ed.), (2004). Language activities for teenagers. Cambridge: Cambridge University Press.

McKay, H., & Tom, A. (2000). Teaching adult second language learners. Cambridge: Cambridge University Press.

Moon, J. (2000). Children learning English. Macmillan.

Scott, W. A. & Ytreberg , L.H. (1990) Teaching English to Children Longman.

Vale, D., & Feunteun, A. (1995). Teaching children English. Cambridge: Cambridge University Press.

**Teaching students at different levels**

Baker, J., & Westrup, H. (2000). The English language teacher’s handbook: How to teach large classes with few resources. Continuum International Publishing Group.

Hess, N. (2001). Teaching large multilevel classes. Cambridge, Cambridge University Press.

**Handling multiple intelligences in language teaching**

Christison, M. (2005). Multiple intelligences and language learning: A guidebook of theory, activities, inventories, and resources. Alta Books.

Puchta, H., & Rinvolucri, M. (2005). Multiple intelligences in EFL: Exercises for secondary and adult students. Helbling Languages.

**Classroom management**

Deller, S., & Rinvolucri, M. (2002). Using the mother tongue. First Person Publishing.

Medgyes, P., & Thomas, H. (1987). Osztály vigyázz! Budapest: Nemzeti Tankönyvkiadó.

Smith, B., & Swan, M. (Eds.). (1987). Learner English: A teacher's guide to interference and other problems. Cambridge: Cambridge Univerisity Press.

**Error correction**

Edge, J. (1989). Mistakes and correction. London: Longman.

**Syllabus and curriculum design**

Brumfit, C. J. (Ed.). (1984). General English syllabus design. Curriculum and syllabus design for the general English classroom. ELT Documents118. Oxford: Pergamon Press and The British Council.

Johnson, R. K. (Ed.). (1989). The second language curriculum. Cambridge: Cambridge University Press.

Nunan, D. (1988). The learner-centred curriculum. Cambridge: Cambridge University Press.

Nunan, D. (1988). Syllabus design. Oxford: Oxford University Press.

White, R.W. (1988). The ELT curriculum. Design, innovation and management. Oxford: Blackwell.

Yalden, J. (1987). Principles of course design for language teaching. Cambridge: Cambridge University Press.

**Planning**

Clark, C. M., & Yinger, R. J. (1979). Three studies of teacher planning. Research Series No. 55. East Lansing: Michigan State University.

Woodward, T. (2001). Planning lessons and courses. Cambridge: Cambridge University Press.

**Teaching materials and teaching aids**

Cunningsworth, A. (1995). Choosing your coursebook. Oxford: Heinemann.

Dobbs, J. (2001). Using the board in the language classroom. Cambridge: Cambridge University Press.

Dubin, F., & Olshtain, E. (1986). Course design: Developing programs and materials for language learning. Cambridge: Cambridge University Press.

Grant, N. (1990) Making the most of your textbook. Longman.

Holló, D., Kontráné Hegybíró, E., & Tímár, E. (1996). A krétától a videóig. Budapest: Nemzeti Tankönyvkiadó.

Rinvolucri, M. (2002). Humanising your coursebook. DELTA Publishing.

Sheldon, L. (Ed.). (1987). ELT textbooks and materials: Problems in evaluation and development. ELT Documents 126. London: Modern English Publications.

Wright, J. (1998). Dictionaries. Oxford: Oxford University Press.

**Teaching vocabulary**

Allen, V. (1983). Techniques in teaching vocabulary. Oxford: Oxford University Press.

Carter, R., & McCarthy, M. (1988). Vocabulary and language teaching. London: Longman.

Ellis, G., & Sinclair, B. (1989) Learning to learn English. Cambridge: Cambridge University Press.

Gairns, R., & Redman, S. (1986). Working with words. Cambridge: Cambridge University Press.

McCarthy, M. (1990). Vocabulary. Oxford: Oxford University Press.

Nation, I. S. (1990). Teaching and learning vocabulary. New York: Newbury House.

Morgan, J., & Rinvolucri, M. (1986). Vocabulary. Oxford: Oxford University Press.

Thornbury, S. (2002). How to teach vocabulary. Harlow: Longman.

**Teaching grammar**

Bygate, M., Tonkyn, A., & Williams, E. (Eds.), (1994). Grammar and the language teacher. Hemel Hempstead: Prentice Hall International.

Celce-Murcia, M., & Hilles, S. L., (1988). Techniques and resources in teaching grammar. New York: Oxford University Press.

Celce-Murcia, M., & Larsen-Freeman, D. (1983). The grammar book. Rowley, MA: Newbury House.

Close, R. A. (1992). A teacher’s grammar. Language Teaching Publications.

Davis, P., & Rinvolucri, M. (1995). More grammar games: Cognitive, affective and movement activities for EFL students. Cambridge: Cambridge University Press.

Harmer, J. (1989). Teaching and learning grammar. London: Longman.

McKay, S. L. (1987). Teaching grammar: Form, function and technique. Hemel Hempstead: Prentice Hall.

Parrott, M. (2000). Grammar for English language teachers. Cambridge: Cambridge University Press.

Rinvolucri, M. (1985). Grammar games. Cambridge: Cambridge University Press.

Scrivener, J. (2003). Teaching grammar. Oxford: Oxford University Press.

Scrivener, J. (2010). Teaching English Grammar. Macmillan Education.

Thornbury, S. (1997). About language: Tasks for teachers of English. Cambridge: Cambridge University Press.

Thornbury, S. (1999). How to teach grammar. Harlow: Longman.

Thornbury, S. (2005). Uncovering grammar. Macmillan Education.

Ur, P. (1988). Grammar practice activities. Cambridge: Cambridge University Press.

Wajnryb, R. (1990). Grammar dictation. Oxford: Oxford University Press.

**Teaching pronunciation**

Bowen, T., & Marks, J. (1992). The pronunciation book. London: Pilgrims-Longman.

Brown, A. (Ed.). (1992). Approaches to pronunciation teaching. London: MacMillan.

Davis, P., & Rinvolucri, M. (1988). Dictation. Cambridge: Cambridge University Press.

Hancock, M. (1995). Pronunciation games. Cambridge: Cambridge University Press.

Hewings, M. (1993). Pronunciation tasks. Cambridge: Cambridge University Press.

Hewings, M. (2004). Pronunciation practice activities. Cambridge: Cambridge University Press.

Kelly, G. (2000). How to teach pronuncation. Harlow: Longman.

Swan, M., & Smith, B. (1987). Learner English. Cambridge: Cambridge University Press.

Underhill, A. (2005). Sound foundations. Macmillan Education.

**Teaching speaking**

Brown, G., & Yule, G. (1983). Teaching the spoken language. Cambridge: Cambridge University Press.

Byrne, D. (1987). Techniques for classroom interaction. London: Longman.

Dörnyei, Z., & Thurrell, S. (1992). Conversations and dialogues in action. Hemel Hempstead: Prentice Hall International.

Frank, C., Rinvolucri, M., & Berer, M. (1982). Challenge to think. Cambridge: Cambridge University Press.

Golebiowska, A. (1990). Getting students to talk. Hemel Hempstead: Prentice Hall International.

Holden, S. (1981). Drama in language teaching. Harlow: Longman.

Klippel, F. (1984). Keep talking. Cambridge: Cambridge University Press.

Maley, A., & Duff, A. (1978). Drama techniques in language teaching. Cambridge: Cambridge University Press.

Nolasco, R., & Arthur, L. (1987). Conversation. Oxford: Oxford University Press.

Pattinson, P. (1987). Developing communication skills. Cambridge: Cambridge University Press.

Poretr-Ladousse, G. (1987). Role play. Oxford: Oxford University Press.

Pugliese, C. (2010). Being creative. Delta Publishing.

Thornbury, S. (2005). How to teach speaking. Harlow: Longman.

Ur, P. (1981). Discussions that work. Cambridge: Cambridge University Press.

Ur, P., & Wright, A. (1992). Five-minute activities. Cambridge: Cambridge University Press.

Wright, A., Betteridge, D., & Buckby, M. (1984). Games for language learning. Cambridge: Cambridge University Press.

**Teaching listening**

Anderson, A., & Lynch, T. (1988). Listening. Oxford: Oxford University Press.

Brown, G. (1990). Listening to spoken English. (2nd ed.). Harlow: Longman.

Hadfield, J., & Hadfield, C. (1999). Simple listening activities. Oxford: Oxford University Press.

Rixon, S. (1998). Developing listening skills. London: Macmillan.

Rost, M. (1990). Listening in language learning. London: Longman.

Rost, M. (1991). Listening in action: Activities for developing listening in language education. Hemel Hempstead: Prentice Hall International.

Underwood, M. (1989). Teaching listening. London: Longman.

Ur, P. (1984). Teaching listening comprehension. Cambridge: Cambridge University Press.

**Teaching reading**

Alderson, J. C., & Urquhart, A. H. (Eds.), (1984). Reading in a foreign language. London: Longman.

Bamford, J., & Day, R. (2004). Extensive reading activities for teaching language. Cambridge: Cambridge University Press.

Day, R., & Bamford, J. (1998). Extensive reading in the second language classroom. Cambridge: Cambridge University Press.

Greenwood, J. (1988). Class readers. Oxford: Oxford University Press.

Grellet, F. (1981). Developing reading skills. Cambridge: Cambridge University Press.

Nuttal, C. (2005). Teaching reading skills in a foreign language (2nd ed.). Macmillan ELT.

Wallace, C. (1992). Reading. Oxford: Oxford University Press.

**Teaching writing**

Harmer, J. (2004). How to teach writing. Harlow: Longman.

Hedge, T. (2005). Writing (2nd ed.). Oxford: Oxford University Press.

Holmes, V., & Moulton, M. (2001). Writing simple poems. Cambridge: Cambridge University Press.

Raimes, A. (1983). Techniques in teaching writing. Oxford: Oxford University.

Reid, J.M. (1993). Teaching ESL writing. Englewood Cliffs, N.J.: Prentice

White, R., & Ardt, V. (1991). Process writing. Longman.

**Teaching culture**

Byram, M. (1997). Teaching and assessing intercultural communicative competence. Clevedon: Multilingual Matters.

Byram, M., Gribkova, B., & Starkey, H. (2002). Developing the intercultural dimension in language teaching. Strasbourg: Council of Europe.         <http://www.coe.int/t/dg4/linguistic/Source/Guide_dimintercult_EN.pdf>

Corbett, J. (2010). Intercultural language activities. Cambridge: Cambridge University Press.

Fantini, A. E. (Ed.). (1997). New ways in teaching culture. Alexandria, VA: TESOL

Kramsch, C. (1998). Language and Culture. Oxford: Oxford University Press.

Johnson, G., & Rinvolucri, M. (2010). Culture in our classrooms. Delta Publishing.

Lázár, I. Huber-Kriegler, M., Lussier, D., Matei, G., & Peck, C. (Eds.). (2007). Developing        and      assessing intercultural communicative competence. A guide for language teachers and teacher       educators (booklet and CD-ROM). Strasbourg: Council of Europe. <http://www.ecml.at/mtp2/Iccinte/results/>.

Moran, P. (2001). Teaching Culture: perspectives in practice. Boston, MA: Heinle & Heinle.

Tomalin,  B., & Stempleski, S. (1993). Cultural awareness. Oxford: Oxford University Press.

Valdes, J.B. (Ed.). (1986). Culture bound. Cambridge: Cambridge University Press.

**Using stories, songs and literature in language teaching**

Carter, R & Long, M. (1991). Teaching literature. London: Longman.

Collie, J., & Slater, S. (1987). Literature in the language classroom. Cambridge: Cambridge University Press.

Duff, A., & Maley, A. (1990). Literature. Oxford: Oxford University Press.

Grieffe, D. T. (1992). Songs in action. Hemel Hempstead: Prentice Hall International.

Lazar, G. (1993). Literature and language teaching. Cambridge: Cambridge University Press.

Morgan, J., & Rinvolucri, M. (1983). Once upon a time: Using stories in the language classroom. Cambridge: Cambridge University Press.

**Project work and cooperative learning**

Fried-Booth, D. (1986) Project work. Oxford: Oxford University Press.

**Using visual aids and technology in language teaching**

Allan, M. (1985). Teaching English with video. Harlow: Longman.

Cooper, R., Lavery, M., & Rinvolucri, M. (1991). Video. Oxford: Oxford University Press.

Cranmer, D., & Laroy, C. (1991). Musical openings. Harlow: Longman.

Dudeney, G., & Hockly, N. (2007). How to teach English with technology. Harlow: Longman.

Hill, D. (1990). Visual impact. Harlow: Longman.

Lewis, G. (2004). The Internet and young learners. Oxford: Oxford University Press.

Lonergan, J. (1984). Video in language teaching. Cambridge: Cambridge University Press.

Smith, D., & Baber, E. (2006). Teaching English with information technology. Modern English Publishing.

**Homework**

Painter, L. (2003). Homework. Oxford: Oxford University Press.

**Teaching ESP**

Dudley-Evans, T. & St John, M. (1998). Developments in English for specific purposes: A multi-disciplinary approach. Cambridge: Cambridge University Press.

Ellis, M. & Johnson, C. (1994). Teaching business English. Oxford: Oxford University Press.

Frendo, E. (2005). How to teach business English. Harlow: Longman.

Hutchinson, T. & Waters, A. (1987). English for specific purposes: A learning-centred approach. Cambridge: Cambridge University Press.

**Testing and exams**

Alderson, C., Clapham, T., & Wall, D. (1995). Language test construction and evaluation. Cambridge: Cambridge University Press.

Bachmann, L. F. (1990). Fundamental considerations in language testing. Oxford: Oxford University Press.

Bowers, R., & Brumfit, C. (Eds.). (1991). Applied linguistics and English language testing. London: MacMillan.

Burgess, S., & Head, K. (2005). How to teach for exams. Harlow: Longman.

Heaton, J. B. (1990). Classroom testing. London: Longman.

Hughes, A. (1989). Testing for language teachers. Cambridge: Cambridge University Press.

“Introduction to ALTE.” Retrieved from http://www.alte.org/about/index.php

McNamara, T. (2000). Language testing. Oxford: Oxford University Press.

Underhill, N. (1987). Testing spoken language. Cambridge: Cambridge University Press.

Ur, P. (1996). A course in language teaching. Cambridge: Cambridge University Press.

Weir, C. (1990). Communicative language testing. New York: Prentice Hall International.

Weir, C. (1993). Understanding and developing language tests. Hemel Hempstead: Prentice Hall International.

**Trainers’ handbooks**

Parrott, M. (1993). Tasks for language teachers. Cambridge: Cambridge University Press.

Tanner, R., & Green, K. (1998). Tasks for teacher education. Harlow: Longman.

Woodward, T. (1991). Models and metaphors in language teacher training. Cambridge: Cambridge University Press.

Woodward, T. (1992). Ways of training. Harlow: Longman.