



# **THE COMMUNICATIVE SYLLABUS**

**Evolution, Design  
and Implementation**

**Janice Yalden**

PRENTICE-HALL INTERNATIONAL ENGLISH LANGUAGE TEACHING

# The Communicative Syllabus Evolution Design And Implementation

**Eli Hinkel**



## **The Communicative Syllabus Evolution Design And Implementation:**

*The Communicative Syllabus* Janice Yalden, 1983      *The Communicative Syllabus* Janice Yalden, 1987      **The Communicative Syllabus**, 1996      **Communicative Methods In ELT An Indian Perspective** Mubeena Fazili, 2007

There is no denying the fact that the ELT world has changed drastically from the teacher-oriented to a more learner-oriented one. Unfortunately, India is too slow to this change. Barring a few educational institutions, we continue to carry on with the old and outdated methods and materials. English is still taught here as a content subject rather than a language subject. No doubt, the shift is not easy to achieve. In fact, it is not as much a change in materials as a change in the total outlook and behaviour. It implies looking at language from a whole new perspective. It is against this backdrop that the present book has been written. It aims at providing an insight into existing language teaching in India. It discusses at length all the issues related to the Indian curriculum problems that are likely to be faced by teachers, students and curriculum framers. In adopting this method, are discussed threadbare and proper solutions provided. It is hoped that the book will be of great help to researchers, scholars and syllabus framers. Besides being a reference book for students of English language and linguistics.

*The Arabic Language in America* Aleya Rouchdy, 1992

As in any other situation of languages in contact, Arabic spoken in the United States is changing under the influence of English. It has incorporated different linguistic innovations and interference from English occurs on the various linguistic levels. However, in many cases, this interference does not lead to language attrition but rather to the creation of an ethnic language with special uses understood only by members of the Arab American community. Developed out of Aleya Rouchdy's own involvement and teaching of Arabic in the United States, this book, the first of its kind, is devoted to the full range of Arabic in America. In Part I, contributors discuss borrowing and the changes occurring on the various linguistic levels of Arabic and the social factors that have contributed to these changes. Other chapters in Part I deal with code switching between English and Arabic. Part II examines the shift toward English and the maintenance of Arabic as well as the attitudes that speakers display toward Arabic. Chapters in Part III are pedagogical in nature. The essays explore the history of the study of Arabic in the United States and examine methods and materials used in the teaching of Arabic as well as some of the theoretical and practical implications associated with these different approaches. Primarily for readers with special interest in Arab immigration, settlement and ethnicity, *The Arabic Language in America* will also engage the attention of sociologists, social historians, anthropologists, linguists and sociolinguists who will find the book relevant for their work.

*Innovation in English Language Teaching* David Hall, Ann Hewings, 2013-10-18

This reader provides both theoretical perspectives and practical tools for analysing and understanding how ELT classroom curricula can be analysed, developed and evaluated. The commissioned and classic texts place curriculum change in a philosophical framework and also explore the political and institutional considerations. A series of case studies are provided to highlight both the role of the teacher in curriculum innovation and various processes of

planning and implementation The final section deals with evaluating curriculum and syllabus change      **Handbook of Foreign Language Communication and Learning** Karlfried Knapp, Barbara Seidlhofer, 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

**Applied Languages: Theory and Practice in ESP** Jordi Piqué Angordans, David J. Viera, 1997 Today more and more linguists and language specialists the world over are acknowledging the vital role of ESP within the English language teaching and learning area Consequently teachers and learners alike are discovering that there is a wider scope available to them in the field Hopefully the joint effort that went into the publishing of this volume will serve to motivate others to continue working in this direction

**Teaching and Testimony** Allen Carey-Webb, Stephen Benz, 1996-07-03 By utilizing the testimonial narrative of Rigoberta Menchú a Mayan Quiché of Guatemala and winner of the 1992 Nobel Peace Prize teachers in this volume engage students in vital and relevant cross cultural learning in a variety of locations disciplines and levels Teaching and Testimony tells teachers stories of using Menchú's testimonial in their classrooms and invites reflection on the transformative possibility of integrating previously marginalized voices Energized by the teaching of Menchú's testimonial narrative I Rigoberta Menchú these teachers let their guard down wrestle with the immediate difficulties and possibilities of multicultural teaching and speak with passion about the importance of what they and their students are learning

**Language as Discourse** Michael McCarthy, Ronald Carter, 2014-07-22 In this book Michael McCarthy and Ronald Carter describe the discursive properties of language and demonstrate what insights this approach can offer to the student and teacher of language The authors examine the relationship between complete texts both spoken and written and the social and cultural contexts in which they function They argue that the functions of language are often best understood in a discursive environment and that exploring language in context compels us to revise commonly held understandings about the forms and meanings of language In so doing the authors argue the need for language teachers syllabus planners and curriculum organisers to give greater attention to language as discourse      **Readings in English Language Teaching in India** Shirin Kudchedkar, 2002-08 The book is a contributory volume of essays on the teaching of English in Indian classrooms the sociolinguistic and psycholinguistic aspects the theories and practice syllabus design classroom

methodologies and classroom management materials development and evaluation strategies It offers exhaustive concrete and supportive theoretical systems to analyse the situation of teaching English as a second language in India 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 **Task Sequencing and Instructed Second Language Learning** Melissa Baralt,Roger Gilabert,Peter Robinson,2014-07-31 Task Sequencing and Instructed Second Language Learning provides theoretical rationales for and empirical studies of the effects of sequencing language learning tasks to maximize second language learning Examples of task sequences and both laboratory and classroom based research into them are presented This is the first collection of so far under researched studies on the effects of task sequencing framed within the Cognition Hypothesis of Task based Language Teaching TBLT and the SSARC model for task sequencing Perspectives include laboratory based and classroom based research designs implications for teacher training laboratory and classroom research methods conversational interaction task sequencing and Task Based Language Teaching syllabus design *Psycholinguistics* Danny Steinberg,Hiroshi Nagata,David Aline,2013-10-23 How do we learn to produce and comprehend speech How does language relate to thought This second edition of the successful text Psycholinguistics Language Mind and World considers the psychology of language as it relates to learning mind and brain as well as various aspects of society and culture Current issues and research topics are presented in an in depth manner although little or no specific knowledge of any topic is presupposed The book is divided into four main parts First Language Learning Second Language Learning Language Mind and Brain Mental Grammar and Language Processing These four sections include chapters covering areas such as deaf language education first language acquisition and first language reading second language acquisition language teaching and the problems of bilingualism Updated throughout this new edition also considers and proposes new theories in psycholinguistics and linguistics and introduces a new theory of grammar Natural Grammar which is the only current grammar that is based on the primacy of the psycholinguistic process of speech comprehension derives speech production from that process Written in an accessible and fluent style Psycholinguistics Language Mind and World will be of interest to students lecturers and researchers from linguistics psychology philosophy and second language teaching *Handbook of Research in Second Language Teaching and Learning* Eli Hinkel,2011-01-25 This landmark volume provides a broad based comprehensive state of the art overview of current knowledge and research into second language teaching and learning All authors are leading authorities in their areas of expertise The chapters all completely new for Volume 2 are organized in eight thematic sections Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language

Teaching Second Language Assessment Ideology Identity Culture and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy Changes in Volume 2 captures new and ongoing developments research and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia Australia Europe and North America to broaden the Handbook's international scope Volume 2 is an essential resource for researchers faculty teachers and students in MA TESL and applied linguistics programs as well as curriculum and material developers

**Politeness Phenomena in England and Greece** Maria Sifianou, 1999 Politeness is crucial to successful communication and is consequently of great interest to those who study language in its social context This book presents the first application of Brown and Levinson's ground breaking theoretical work in a full length comparative case study Maria Sifianou draws her data from a variety of sources including literature particularly drama questionnaires and personal observation She attempts to discover the principles underlying social interaction in both intracultural and intercultural contexts and discusses the extent to which the concept of politeness is common to different cultures She argues that politeness is conceptualized differently and thus manifested differently in the two societies under study Greeks tend to use more positive politeness devices than the English who prefer more negative devices Positive politeness is more closely related to friendliness negative politeness to formality Dr Sifianou's analysis illustrates and supports the general claim that despite popular stereotypes there can be no objective verification for the view that one nation is more polite than another Teaching Modern Foreign

Languages Carol Morgan, Peter Neil, 2014-07-10 Designed for all trainee and newly qualified teachers teacher trainers and mentors this volume provides a contemporary handbook for the teaching of modern foreign languages covering Key Stages 2 3 and 4 in line with current DfEE and TTA guidelines **Techniques and Principles in Language Teaching 3rd edition**

**- Oxford Handbooks for Language Teachers** Diane Larsen-Freeman, Marti Anderson, 2013-01-18 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 **English Teaching Forum**, 2000 **Tuttitalia**, 1996

## The Enigmatic Realm of **The Communicative Syllabus Evolution Design And Implementation**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **The Communicative Syllabus Evolution Design And Implementation** a literary masterpiece penned by a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting affect the hearts and minds of those who partake in its reading experience.

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