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# New English File Intermediate 2007 Oxford University

**Clive Oxenden, PAUL SELIGSON**



## **New English File Intermediate 2007 Oxford University:**

*New English File* Clive Oxenden, Christina Latham-Koenig, Tracy Byrne, 2006      **Student's book** Clive Oxenden, Christina Latham-Koenig, 2006      **The Use of Pop Songs in the EFL Classroom** Ornerová Lenka, 2011-03-09

Inhaltsangabe Introduction I have chosen the topic of using pop songs in the EFL classroom because I strongly believe that working with pop songs is a highly motivational device When I was a student at a lower and upper secondary school listening to songs in English classes was my favourite activity I have always wanted to be able to understand the lyrics of songs I listened to Later I realized that I have learned a lot from listening to pop songs and analyzing their lyrics Therefore in my diploma project I would like to prove that using pop songs is a highly motivational device in teaching English with instructional value and that students enjoy working with pop songs The theoretical part of this diploma project is based on relevant sources of background literature In the first two chapters the use of songs is described with regard to motivation and the Multiple Intelligences Theory The third and fourth chapter deal with the reasons for using songs and their classification In the last two chapters of the theoretical part pedagogical principles of using pop songs in class as well as the pros and cons of teaching through pop songs are presented The practical part is based on the findings of three surveys I have conducted in the field of using songs in the EFL classroom In the first part of the research I present an analysis of questionnaires which I distributed among English teachers at lower and upper secondary schools and grammar schools In the second part of the research I describe students attitudes to pop song based lessons which I taught during my teaching practice at grammar schools In the third part of the research I analyze the types of songs presented in commonly used textbooks at lower and upper secondary schools In addition I present a self developed teaching material containing a list of pop songs suitable for the EFL classroom In the last part of the practical part I answer the research questions and provide some implications for my own teaching Inhaltsverzeichnis Table of Contents ABBREVIATIONS AND DEFINITIONS ABSTRACT INTRODUCTION9 THEORETICAL PART 1 MOTIVATION10 1 1Definition of motivation10 1 2Different kinds of motivation11 1 3Motivation in second language acquisition learning vs foreign language learning12 1 4Sources of motivation in the EFL classroom14 2 MULTIPLE INTELLIGENCES16 2 1The categories of intelligence17 2 2The implications of MI theory for ELT19 2 3Musical

**New English File** Clive Oxenden, Christina Latham-Koenig, 2006      **Teaching and Researching English Accents in Native and Non-native Speakers** Ewa Waniek-Klimczak, Linda R. Shockey, 2012-12-14

Second language phonology is approached in this book from the perspective of data based studies into the English sound system as used by native and non native speakers of the language The book offers a unique combination of psycholinguistic sociolinguistic and pedagogical approaches with individual contributions investigating the effect of selected conditioning factors on the pronunciation of English With all the richness of approaches it is a strong phonetic background that unifies individual contributions to the volume Thus the book contains a large body of original primary research which will be of

interest to experienced scientist practitioners and lecturers as well as graduate students planning to embark on empirical methods of investigating the nature of the sound system *Developing Materials for Language Teaching* Brian Tomlinson, 2023-07-27 Viewing current developments in materials development through the eyes of developers users and researchers from all over the world this book applies principles to practice It provides a comprehensive coverage of the main aspects and issues in the field as well as critical overviews of recent developments in materials development and acts as a stimulus for innovation Now revised and updated to take account of developments over the last decade this 3rd edition features 8 new chapters covering materials use blended learning multimodality intercultural competence communicative competence the practical realisation of theoretical principles in the development of digital materials the teaching of right to left languages and the commodification of grammar Fully updated chapters with contemporary examples and considering teaching second and foreign languages other than English New pedagogical resources with the addition of tasks and further readings for each chapter New online resources 2 new chapters on producing videos on teacher development courses and materials development on teacher training courses and 2 updated chapters on development courses for teachers and simulations in teacher development alongside a range of additional tasks and further reading suggestions **Applied Linguistics and Materials Development** Brian Tomlinson, 2013-01-31 Applies applied linguistic theories to the development of materials for language learning to add new depth to the field *New English File* Clive Oxenden, Christina Latham-Koenig, Paul Seligson, Tracy Byrne, 2006 **New English File** Clive Oxenden, Christina Latham-Koenig, Jane Hudson, Gill Hamilton, 2008 *Peer Interaction and Second Language Learning* Masatoshi Sato, Susan Ballinger, 2016-03-10 This volume represents the first collection of empirical studies focusing on peer interaction for L2 learning These studies aim to unveil the impact of mediating variables such as task type mode of interaction and social relationships on learners interactional behaviors and language development in this unique and pedagogically powerful learning context To examine these issues contributors employed quantitative qualitative and mixed methods designs as well as cognitive social and sociocognitive theoretical frameworks The majority of the studies are classroom based and were conducted in a rich array of settings covering five continents and encompassing a wide range of learner L1s and target languages These settings include second and foreign language classrooms from primary to university level content based programs online contexts and after school programs To span the divide between research and practice each study includes a section suggesting pedagogical implications [New English File Intermediate](#) Clive Oxenden, Christina Latham-Koenig, 2007 4 Student s Book units Practical English lessons with video Consolidation and review pages after each unit Communication section and Listening scripts Grammar Bank Vocabulary Bank and Sound Bank 4 Workbook units Answer key **English File Intermediate Plus** Mike S. Boyle, Christina Latham-Koenig, Clive Oxenden, 2014-03-20 English File Intermediate Plus Student s Book is suitable for CEFR level B1 B2 English File third edition provides a balance of grammar vocabulary pronunciation and skills to give

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