



# Delta Modules One and Two – a reading and reference list

The following is not meant to imply that you should read everything on this list – life is too short for that. However, access to many of them will be helpful. You should contrive to get access to at least one from each section.

Some of these references do not address teaching directly – nor does Module One, of course – but many do and they are specific to Module Two.

You should also have access to some current ELT coursebooks.

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# Language Systems

Batstone, R (1994) Grammar, Oxford: Oxford University Press

Biber, D, Johansson, S, Leech, G, Conrad, S and Finegan, E (1999) Longman Grammar of Spoken and Written English, Harlow: Pearson Education Limited

Bolitho, R and Tomlinson, B (1995) Discover English, Heinemann

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Bygate, M, Tonkyn, A and Williams, E (eds) (1994) Grammar and the Language Teacher, Prentice Hall International

Carter, R and Hughes, R (2007) Exploring Grammar in Context, Cambridge: Cambridge University Press

Carter, R, Hughes, R and McCarthy, M (2006) Cambridge Grammar of English, Cambridge: Cambridge University Press

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Gerngross G, Puchta H, Thornbury S (2007) Teaching Grammar Creatively, Helbling

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Leech, G (1987) Meaning and the English Verb, Harlow: Longman

Leech, G and Svartvik, J (2003) A Communicative Grammar of English, Harlow: Longman

Leech, G et al (2001) An A-Z of English Grammar and Usage, Harlow: Longman

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Parrott, M (2010) Grammar for English Language Teachers (2<sup>nd</sup> Edition), Cambridge: Cambridge University Press

Quirk, R, Greenbaum S, Leech, G and Svartvik J (1972) A Grammar of Contemporary English, Harlow: Longman

Richards, J and Schmidt, R (2010) Longman's Dictionary of Language Teaching and Applied Linguistics (4th edition), Harlow: Longman

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Thornbury, S (2004) Natural Grammar, Oxford: Oxford University Press

Thornbury, S (2005) *Uncovering Grammar*, Macmillan

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Yule, G (1998) Exploring English Grammar, Oxford: Oxford University Press



## Language Typology

Campbell, GL (1995) Concise Compendium of the World's Languages, London, Routledge

Comrie, B (1989) Language Universals and Linguistic Typology, 2<sup>nd</sup> Edition, Oxford, Blackwell

Croft, W (1990) Typology and Universals, Cambridge, Cambridge University Press

Crystal, D (1987) The Cambridge Encyclopedia of Language, Cambridge, Press Syndicate of the University of Cambridge

Greenberg, JH (ed.) (1996) Universals of Grammar, 2<sup>nd</sup> edition, Cambridge, Mass., MIT Press

Swan, M and Smith, B (2001) Learner English: a teacher's guide to interference and other problems, 2<sup>nd</sup> edition, Cambridge, Cambridge University Press

# *Learning, Motivation and Learner Autonomy*

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Cowes, R and Target, F (1998) Helping Students to Learn, Richmond

Cranmer, D (1996) Motivating High Level Learners, Pilgrim Longman

Dickinson, L (1987) Self-instruction in the Language Classroom, Cambridge: Cambridge University Press

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Williams, M and Burden, R (1997) Psychology for Language Teachers, Cambridge: Cambridge University Press

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Hoey, M (2005) Lexical Priming, Routledge

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Guse, J (2011) Communicative Activities for EAP, Cambridge: Cambridge University Press

Hughes, R (2002) Teaching and Researching Speaking, Harlow: Longman

Keller, E and Warner, ST (1988) Conversation Gambits, LTP

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Maley, A and Doff, A (2002) Drama Techniques in Language Learning, Cambridge: Cambridge University Press

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

Porter Ladousse, G (1987) Role Play, Oxford: Oxford University Press

Powell, M (1996) Presenting in English, Heinle



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Ur, P (2014) Discussions and more: oral fluency practice in the classroom, Cambridge: Cambridge University Press

# Testing and assessment

Alderson, JC, Clapham, C & Wall, D (1995) Language Test Construction and Evaluation, Cambridge: Cambridge University Press

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Bachman, L and Palmer, AS (2010) Language Assessment in Practice, Oxford: Oxford University Press

Bailey, K (1988) Learning about Language Assessment, Newbury House

Baxter, A (1997) Evaluating your Students, Richmond

Buck, G (2001) Assessing Listening (Cambridge Language Assessment), Cambridge: Cambridge University Press

Carr, NT (2011) Designing and Analysing Language Tests, Oxford: Oxford University Press

Coombe, C et al (2012) The Cambridge Guide to Second Language Assessment, Cambridge: Cambridge University Press

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Hughes, A (1989) Testing for Language Teachers, Cambridge: Cambridge University Press

Jang, EE (2014) Testing: Focus on Assessment, Oxford: Oxford University Press

Luoma, S (2004) Assessing Speaking (Cambridge Language Assessment), Cambridge: Cambridge University Press

Madsen, HS (1983) Techniques in Testing, Oxford: Oxford University Press



Martyniuk, W (ed) (2012) Aligning Tests with the CEFR, Cambridge: Cambridge University Press

McKay, P (2006) Assessing Young Language Learners (Cambridge Language Assessment), Cambridge: Cambridge University Press

McNamara, T (2000) Language Testing, Oxford: Oxford University Press

Purpura, JE (2004) Assessing Grammar (Cambridge Language Assessment), Cambridge: Cambridge University Press

Rea-Dickens, P and Germaine, K (1992) Evaluation, Oxford: Oxford University Press

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Celce-Murcia, M and Olshtain, E (2000) Discourse and Context in Language Teaching, Cambridge: Cambridge University Press

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Halliday, MAK and Hasan, R (2014) Cohesion in English, Routledge

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

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