An Essential Bibliography for English Language
Teaching and Applied Linguistics

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Introduction

Section List

Background and Explanation

Suggested Use
The bibliography that follows includes an updated set of resources that the applied linguistics faculty at Northern Arizona University (NAU) consider essential for the work that they do as teacher trainers and applied linguists. (The first “Essential Bibliography for English Language Teaching and Applied Linguistics” was compiled in January 1999.) Readers should keep in mind that a bibliography like this one, compiled by a group of seven individuals, is going to be limited to some extent. Apart from the limitations that stem from our individual research interests and program demands, we also limited ourselves to an $8,000 (U.S.) cumulative cap; to volumes published in the last decade (though there are a few exceptions); to books rather than journals, individual articles, CDs, and computer software (though a few books with accompanying cassettes have been included); and to books that are most relevant to an international audience of English language teaching professionals. Recognizing these limitations, we hope that readers understand that not every possible resource could be included here; many other excellent volumes exist and in a larger collection they would be considered vital additions.

Section List

The bibliography is divided into 32 sections. Below is an alphabetical list of all the sections of the bibliography. Click on a title to go to that section's page. At the bottom of each section is a link back to this page.

Action Research
Classroom-based Research
Cognitive Styles and Learner Strategies
Computer/Technology Assisted Language Learning
Content-based Instruction
Cooperative Learning
Corpus Linguistics
Curriculum Planning and Materials Development
English Language Reference
English for Specific Purposes
Grammar
Interactive Activities for Language Instruction, involving games, songs, and videos
Introduction to Linguistics
Language Assessment
Language Teaching Methodology
Listening
Popular Multi-level Textbooks Series
**Background and Explanation**

The 32 general categories of the “Essential Bibliography” were identified by the faculty at Northern Arizona University as a comprehensive framework for the listing of relevant resources for language professionals around the world. Certainly, another group of applied linguists might have selected alternative headings. We believe that the range of categories included is likely to cover the needs and interests of most professionals and libraries outside of the United States.

Most sections are subdivided into two groups of entries: Teacher References and Teacher Resources. The volumes listed under Teacher References serve a number of purposes: They provide background information specific to language instruction and curriculum planning. They provide basic linguistic information and current research perspectives on the topic suggested by the heading. In a number of cases, they provide information and resources for teacher training purposes. Most are not readily usable by practicing teachers without specific applied linguistics and language teaching training. The volumes listed as Teacher References are meant to be consulted by teacher trainers or ELT professionals looking to upgrade their knowledge.

The volumes listed under Teacher Resources are readily usable by practicing language teachers. In general, they contain innovative teaching ideas, creative options for lesson plans and course design, and practical suggestions for classroom management, reflective teaching, and assessment that can be adapted for a wide range of instructional
contexts. In some cases, actual textbooks are listed. Some of the volumes included might be considered teacher “reference” books under certain circumstances but we have listed them as “resources” because of their accessibility to teachers and extensive coverage of practical ideas for the language classroom.

It should be noted that some sections (e.g., Classroom-based Research, Spoken and Written Discourse) only include Teacher References. These sections focus on the background knowledge essential for the preparation of teachers and applied linguists who are looking to expand their knowledge base. Despite the fact that there are few books that address practical teaching ideas in these areas (thus the absence of Teacher Resource listings), the sections are nevertheless important for a collection that is meant to be helpful to teachers and teacher trainers.

The section entitled “Popular Multi-level Textbook Series” is divided into sections which correspond to select series. It is recommended that libraries building their collections with limited resources only order one series. (The $8000 limit set here is based on the purchase of the first series listed.)

It is important to note that the various entries in each subsection of the bibliography are listed in order of purchasing priority, rather than alphabetical order, cost, or publisher. For example, the first book under “Grammar: Teacher Resources” represents a volume that we believe is the most worthy of purchase in the section. Included with each volume are the ISBN number and the price (based on 2001 or 2002 catalogues). Utilizing this information, readers can make purchasing selections based on some combination of interest, importance, and cost.

Suggested Use

Libraries and individuals building their collection of resources can use this bibliography in a number of ways.

1. They might purchase the first one or two volumes under each subheading in order to establish a broad foundation of information.
2. They might purchase several volumes in specific sections in order to meet particular needs or interests.
3. They might purchase all volumes listed in a number of sections in order to specialize in pertinent topics.
4. They might purchase only the volumes listed as Teacher Resources in order to establish a library of practical materials and ideas for teaching.
5. They might purchase only the volumes listed as Teacher References if their goals focus more on teacher training and general information references.

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### Classroom-based Research

**Teacher References**


Bailey, K. M. and D. Nunan. eds. 1996. *Voices from the language classroom:}*


Cognitive Styles and Learner Strategies

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Listening

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Mendelsohn, D. and J. Rubin, eds. 1995. A guide for the teaching of second


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Popular Multi-level Textbook Series

**New Interchange Series** (This series can be supplemented with videotapes, video activity books, and a CD-ROM with self-study activities. Not listed here.)


**Atlas: Learning-centered Communication Series** (This series can be supplemented with a video, video guide with reproducible masters. Not listed here. Testing packages for levels 1-2 and 3-4 at $51 each.)


**True Colors Series** (This series can be supplemented with videos, audio CDs, and “teachers’ bonus packages” that include additional materials for classroom use. Not listed here.)


**Gateways/Transitions Series** (This series can be supplemented with CDs. Not listed here.)


**Spectrum: A Communicative Course in English Series** (This series can be
supplemented with videos, video viewer’s guides, and video teacher’s guides. In addition, the first four levels are available in split editions. Not listed here.)


Program Administration and Evaluation

Administrator References


Pronunciation

Teacher References


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**Psycholinguistics**

**Teacher References**


Schmidt, R., ed. 1995. *Attention and awareness in foreign language learning*. Honolulu, HI: Second Language Teaching and Curriculum Center, University

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Teacher Education

Trainer References


James, P. 2001. *Teachers in action: Tasks for in-service language teacher*
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Teaching Children

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Multi-Skill Programs for Young Learners


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