Suggested Reading

The definitive scholarly work on digital literature. A dense read, but seminal in its defining of ergodic literature, which includes Interactive Fiction.

Bridges the gap between research and practice in the area of project-based learning and teaching and provides examples of its implementation in a variety of language learning contexts.

Provides insights on the complex dynamics of language policy and practice, and the current debate on the discourse of English as a global tool for development. The contributors analyse a range of English language projects in Asia and Africa in the light of this discourse. The link to m-learning in Bangladesh may be perceived through this critical stance on the ‘dreams’ and the ‘realities’ of English learning in the region.

Provides a comprehensive examination of policy, practice, research and theory related to ELT in international contexts.

Content and language integrated learning (CLIL), classroom discourse, discourse analysis, pragmatics, bilingual education.

This text is an essential reference tool, particularly the sections that focus on drawing on students’ primary language and culture, and how to develop rich academic language in the classroom context.

Gay defines and explores the term culturally responsive teaching. In this article and her book (2000), she stresses the need for teachers to move beyond respect and recognition towards the development of their own knowledge base about the cultural diversity present in their classroom. Her work draws on the strengths that students bring in service of learning.

Utilizing students’ funds of knowledge is a major component in teaching for social justice and equity. This article explores in great depth the importance of validating one’s students’ identities, specifically in terms of language, both within the content and within the classroom community.

Graves introduces techniques and strategies for rich vocabulary instruction, which can be used in any language teaching context to enhance a variety of materials.


A critical examination of global ELT coursebooks and the values and interests they often reflect. A number of well-known coursebooks are subject to critical scrutiny. It is a thought provoking reading for English teachers and teacher educators as to how culture is depicted and taught.


All content development needs to be relevant to the learners it is trying to reach. This report shows how research into the needs, interests, ambitions of young people in emerging markets as well as research into how they use technology and for what purpose can help shape mobile learning content for the future.


Explores issues related to the design, implementation, and evaluation of materials in language programs, including an interesting introduction that raises important issues related to materials development and design.


A very interesting collection of essays on the theory and design of Interactive Fiction written by many of its most acclaimed authors.


An excellent article on the staying power of text in Interactive Fiction amidst our current graphics-dominated world.


A rich and reflective, but also simple resource. It covers everything you need to work with young learners in EFL and ESL.


The authors apply the framework from their chapter to the analysis of the international and localised versions of two EFL coursebooks.


Qu Jiangfiong and Tan Bee Tin’s chapter evaluates three coursebooks used in China from the perspective of the cultures of learning reflected in them. Other chapters in the same book report on research on different types of materials used in varied contexts.


This has the advantage of being a single-authored volume rather than a collection of articles. Topics covered include choosing, evaluating and adapting textbooks and
designing other forms of materials. It offers practical ideas on how teachers can adapt and supplement textbooks and suggestions for teachers who wish to prepare their own materials.


Provides interesting ideas on successful CLIL planning and teaching strategies.


This article is accessible and explicit about responsive methods and materials. The author examines “culturally complex atmospheres” and provides reflection tools that a teacher can use in researching her classroom, particularly in the primary grades.


This article encourages teachers to think about which culture they teach in the age of globalization where US and British cultures cannot be the unique target cultures anymore. Culture and ELT should meet students’ needs and be more international and inclusive to promote linguistic and cultural awareness.


Discusses key pedagogical issues and seeks to help teachers in their early professional development to develop their key skills, knowledge and understanding of ELT.


Prensky’s follow up book to the incredibly influential ‘Digital Game-based Learning’ (2001) is better argued and more convincing at promoting the learning affordances of video games.


A practical resource for teachers who wish to guide children to become confident writers whether in EFL, ESL or EAL. The introduction highlights everything the teacher needs to know about how children learn to write.


This document gives a general introduction to CLT with many examples to demonstrate CLT key concepts.


A useful tool to help teachers meet the diverse needs of learners. It has the essential components of effective guided reading lessons and the use of guided writing to support the reading process.


A useful collection of articles covering very different territory from the Tomlinson collections. Topics covered include textbooks for different skill areas, authenticity in textbook language, and evaluating textbooks.

An interesting article that argues for the existence of the sense of ‘performing presence’ in text-based Interactive Fiction games (the sense of actually performing actions in a textual virtual world).


Gives a comprehensive introduction to the many aspects of materials development for language teaching. The chapters, written by both teachers and researchers, discuss theories of materials design but also provide concepts and approaches that teachers can use to apply these theories. The book helps teachers to develop the ability to evaluate, select, adapt and/or create materials that are appropriate to their local context and relevant to their learners’ needs.


This edited volume provides an informed and critical review of the materials used in ELT, with a focus on specific learners and contexts around the world. It is especially relevant for those interested in research in materials development that has practical applications.


A good overview of issues involved in the design and evaluation of different types of materials including textbooks. Included are the role of corpora, materials writing processes, and the role of technology.


Considers a variety of approaches for incorporating the building of language skills into programmes for pre- and in-service language teachers.


Explores the use of open source technology for classroom activities.


Wedell is a powerful voice on the issue of planning and managing educational innovation and change. He illustrates the theory and practice of change through several case studies. His “questions to consider” are designed to encourage critical reflection while his own answers and approaches focus on implementation processes that are sensitive to local contextual realities.


Contains extensive materials and lessons designed to bring stories to life while building fluency in listening and other language skill areas.


A very accessible and comprehensive guide to digital game-based learning, which looks at the advantages and disadvantages of using DGBL in higher-learning.
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