DELTA Module Three
ELT Specialism Resource List (Updated 2026)

Below is a summary of reading references collated from a range of specialisms. Centres may wish to use this as a starting point for developing their own reading lists for the specialisms they are supporting. Please note this list is **not** intended to be a definitive or a prescriptive list but is an indication of which references candidates have found useful in researching their assignments.

Course and Syllabus Design

- Dubin, F., & Olshtain, E. (1986). *Course design: Developing programs and materials for language learning*. CUP.
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Heinle & Heinle.
- Johnson, R. K. (Ed.). (1989). *The second language curriculum*. CUP.
- Macalister, J., & Nation, I. S. P. (2020). *Language curriculum design* (2nd ed.). Routledge.
- Nunan, D. (1988). *Syllabus design*. Oxford University Press.
- Richards, J. C. (2001). *Curriculum development in language teaching*. CUP.
- Tomlinson, B. (Ed.). (2023). *Developing materials for language teaching* (3rd ed.). Bloomsbury Academic.
- White, R. V. (1988). *The ELT curriculum: Design, innovation and management*. Blackwell.

Needs Analysis and Assessment

- Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests*. Oxford University Press.
- Bachman, L. F., & Palmer, A. S. (2010). *Language assessment in practice: Developing language assessments and justifying their use in the real world*. Oxford University Press.
- Baxter, A. (1997). *Evaluating your students*. Richmond Publishing.
- Brown, H. D., & Abeywickrama, P. (2018). *Language assessment: Principles and classroom practices* (3rd ed.). Pearson Education.
- Brown, J. D. (2016). *Introducing needs analysis and English for specific purposes*. Routledge.
- Green, A. (2014). *Exploring language assessment and testing: Language in action*. Routledge.
- Hughes, A., & Hughes, J. (2020). *Testing for language teachers* (3rd ed.). CUP.
- Long, M. H. (Ed.). (2005). *Second language needs analysis*. CUP.
- McNamara, T. (2000). *Language testing*. Oxford University Press.

SPECIALISMS

1. Teaching examination classes (EX)

- Burgess, S., & Head, K. (2005). *How to teach for exams*. Longman.
- Cheng, L., Watanabe, Y., & Curtis, A. (Eds.). (2004). *Washback in language testing: Research contexts and methods*. Lawrence Erlbaum Associates.
- Gillis, M. A. (2017, March). *Teaching exam classes: Some issues to keep in mind*. *ELT Notebook*. http://eltnotebook.blogspot.com/2017/03/teaching-exam-classes-some-issues-to.html
- Glover, P. (2014). Do language examinations influence how teachers teach? *International Online Journal of Education and Teaching, 1*(3), 197–214.
- May, P. (1996). *Exam classes*. Oxford University Press.
- Prodromou, L. (1995). The backwash effect: From testing to teaching. *ELT Journal, 49*(1), 13–25.

2. English for Academic Purposes (EAP)

- Alexander, O., Argent, S., & Spencer, J. (2019). *EAP essentials: A teacher's guide to principles and practice* (2nd ed.). Garnet Education.
- Bailey, S. (2025). *Academic writing: A handbook for international students*. (6th ed.). Routledge.
- Benesch, S. (2001). *Critical English for academic purposes: Theory, politics, and practice*. Lawrence Erlbaum Associates.
- Bruce, I. (2011). *Theory and concepts of English for academic purposes*. Palgrave Macmillan.
- Charles, M., & Pecorari, D. (2015). *Introducing English for academic purposes*. Routledge.
- Cottrell, S. (2011). *Critical thinking skills: Developing effective analysis and argument* (2nd ed.). Palgrave Macmillan.
- De Chazal, E. (2014). *English for academic purposes*. Oxford University Press.
- Flowerdew, J., & Peacock, M. (Eds.). (2001). *Research perspectives on English for academic purposes*. CUP.
- Guardado, M., & Light, J. (2020). *Curriculum development in English for academic purposes: A guide to practice*. Palgrave Macmillan.
- Hyland, K. (2006). *English for academic purposes: An advanced resource book*. Routledge.
- Hyland, K., & Shaw, P. (Eds.). (2016). *The Routledge handbook of English for academic purposes*. Routledge.
- Jordan, R. R. (1997). *English for academic purposes: A guide and resource book for teachers*. CUP.
- Kostka, I., & Olmstead-Wang, S. (2014). *Teaching English for academic purposes*. TESOL Press.
- Nguyen, H. H. (2026). Enhancing academic writing skills through culturally responsive pedagogy: A study in EAP courses for international students. *TESL-EJ, 29*(4).
- Pomat, N. (2025). Updating the landscape: A systematic review of emerging trends in English for academic purposes (EAP) research. *Language Teaching Research Quarterly, 47*, 255–280.
- Starfield, S., & Hafner, C. A. (Eds.). (2025). *The handbook of English for specific purposes* (2nd ed.). Wiley-Blackwell.

3. Teaching Young Learners (YL)

- Bland, J., and Mourão, S. (Eds.). (2026). *Teaching English to young learners: Critical issues in language teaching with 5 to 12-year-olds* (2nd ed.). Bloomsbury.
- Bourke, J. M. (2006). Designing a topic-based syllabus for young learners. *ELT Journal, 60*(3), 279–286.
- Cameron, L. (2001). *Teaching languages to young learners*. CUP.
- Crandall, J., & Shin, J. K. (2014). *Teaching young learners English: From theory to practice*. National Geographic Learning.
- Czerniawski, G., & Kidd, W. (2011). *Teaching teenagers: A toolbox for engaging and motivating learners*. Sage.
- Elliott, K., & Puchta, H. (2017). *Activities for very young learners*. CUP.
- Ellis, G., & Ibrahim, N. (2017). *Teaching children how to learn*. DELTA Publishing.
- Ioannou-Georgiou, S., & Pavlou, P. (2003). *Assessing young learners*. Oxford University Press.
- Lewis, G. (2007). *Teenagers*. Oxford University Press.
- McKay, P. (2006). *Assessing young language learners*. CUP.
- Moon, J. (2005). *Children learning English*. Macmillan Education.
- Mourão, S., & Ellis, G. (2020). *Teaching English to pre-primary children: Educating very young children*. DELTA Publishing.
- Nunan, D. (2011). *Teaching English to young learners*. Anaheim University Press.
- Pinter, A. (2017). *Teaching young language learners* (2nd ed.). Oxford University Press.
- Puchta, H. (2020). *101 tips for teaching teenagers*. CUP.
- Scott, W. A., & Ytreberg, L. H. (1990). *Teaching English to children*. Longman.

4. Business English (BE)

- Barton, D., Burkart, J., & Sever, C. (2007). Business skills 7: Cross-cultural communication. *English Teaching Professional, 52*, 41–43.
- Barton, D., Burkart, J., & Sever, C. (2010). *The business English teacher*. Delta Publishing.
- Basturkmen, H. (2010). *Developing courses in English for specific purposes*. Palgrave Macmillan.
- Cassidy, M. (1999). Starting out in business English. *English Teaching Professional, 12*, 44–45.
- Chan, C., & Frendo, E. (2014). *New ways in teaching business English*. TESOL International Association.
- Chaney, L. H., & Martin, J. S. (2021). *Intercultural business communication* (6th ed.). Pearson.
- Dobbs, B. (2017). What is business English, anyway? *English Teaching Professional, 108*, 32–34.
- Donna, S. (2000). *Teach business English*. CUP.
- Ellis, M., & Johnson, C. (2005). *Teaching business English*. Oxford University Press.
- Frendo, E. (2005). *How to teach business English*. Longman.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. CUP.
- Rogers, L. (2013). Differentiation in the business English classroom. *English Teaching Professional, 85*, 52–53.

5. Teaching One-to-One (1to1)

- Allen, L. (2010). Therapist or teacher? *English Teaching Professional, 68*, 21.
- Bleistein, T., & Lewis, M. (2015). *One-to-one language teaching and learning*. Palgrave Macmillan.
- Downman, J., & Shepheard, J. (2003). *Teaching English one to one*. Teach Yourself.
- Edwards, E. (2012). One is a lovely number. *English Teaching Professional, 83*, 12–14.
- Edwards, E. (2013). Testing, testing, 121. *English Teaching Professional, 85*, 28–29.
- Grasha, A. F. (2002). The dynamics of one-on-one teaching. *College Teaching, 50*(4), 139–146.

- Kaye, P. (2025) *Teaching one-to-one*. TeachingEnglish, British Council. https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson/teaching-one-one
- Murphey, T. (1991). *Teaching one to one*. Longman.
- Osborne, P. (2007). *Teaching English one to one*. Keyways.
- Wilberg, P. (1997). *One to one: A teacher's handbook*. Klett.

6. English for Specific Purposes (ESP)

- Anthony, L. (2018). *Introducing English for specific purposes*. Routledge.
- Basturkmen, H. (2010). *Developing courses in English for specific purposes*. Palgrave Macmillan.
- Belcher, D. D. (Ed.). (2009). *English for specific purposes in theory and practice*. University of Michigan Press.
- Bocorny, A. E. P., Sarmento, S., & Viana, V. (2019). *Teaching English for specific purposes*. TESOL Press.
- Dudley-Evans, T., & St John, M.J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. CUP.
- Gatehouse, K. (2001) Key issues in English for specific purposes (ESP) curriculum development, *The Internet TESL Journal*, 7(10).
- Gollin-Kies, S., Hall, D. R., & Moore, S. H. (2015). *Language for specific purposes*. Palgrave Macmillan.
- Harding, K. (2007). *English for specific purposes*. OUP.
- Hutchinson, T. & Waters, A. (1992). *English for specific purposes: A learning-centred approach*. CUP.
- Hyon, S. (2017). *Introducing genre and English for specific purposes*. Routledge.
- Starfield, S., & Hafner, C. A. (Eds.). (2025). *The handbook of English for specific purposes* (2nd ed.). Wiley-Blackwell.

7. Teaching Multilingual Classes (MUL)

Please note that some of the publications listed below may also be useful for the following specialisms: **Teaching Monolingual Classes (MON)** and **Teaching in an English-Speaking Environment (ESE).**

- Baker, W. (2015). *Culture and identity through English as a lingua franca*. De Gruyter.
- Commins, N. L., Hammer, S. J., & Mitchell Viesca, K. (2020). *Teaching content and language in the multilingual classroom: Global perspectives and contexts*. Routledge.
- Creese, A. (2005). *Teacher collaboration and talk in multilingual classrooms*. Multilingual Matters.
- Crystal, D. (2003). *English as a global language* (2nd ed.). CUP.
- Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian Journal of Applied Linguistics, 10*(2), 221–240.
- García, O., & Kleyn, T. (Eds.). (2016). *Translanguaging with multilingual students: Learning from classroom moments*. Routledge.
- Jenkins, J. (2007). *English as a lingua franca: Attitude and identity*. Oxford University Press.
- Kiczkowiak, M., & Lowe, R. J. (2019). *Teaching English as a lingua franca: The journey from EFL to ELF*. Delta Publishing.
- Kramsch, C. (1998). *Language and culture*. Oxford University Press.
- Matsuda, A. (Ed.). (2012). *Principles and practices of teaching English as an international language*. Multilingual Matters.
- May, S. (Ed.). (2014). *The multilingual turn: Implications for SLA, TESOL, and bilingual education*. Routledge.
- McKay, S. L. (2002). *Teaching English as an international language: Rethinking goals and approaches*. Oxford University Press.

- McKay, S. L. (2018). English as an international language: What it is and what it means for pedagogy. *RELC Journal, 49*(1), 9–23.
- Richard-Amato, P. A., & Snow, M. A. (1992). *The multicultural classroom: Readings for content-area teachers*. Longman.
- Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford University Press.

8. Teaching Monolingual Classes (MON)

Please note that some of the publications listed below may also be useful for the following specialisms: **Teaching Multilingual Classes (MUL)** & **Teaching in a Non-English-Speaking Environment (NESE).**

- Atkinson, D. (1993). *Teaching monolingual classes*. Longman.
- Auerbach, E. R. (1993). Reexamining English only in the ESL classroom. *TESOL Quarterly*, 27(1), 9–32.
- Cenoz, J., & Gorter, D. (2021). *Pedagogical translanguaging.* CUP.
- Clanfield, L., & Foord, D. (2003). Using L1 in the classroom. *Humanising Language Teaching*, 5(1).
- Cook, G. (2010). *Translation in language teaching.* Oxford University Press.
- Deller, S., & Rinvolucri, M. (2002). *Using the mother tongue: Making the most of the learner's language.* Delta Publishing.
- García, O., & Wei, L. (2024). *Translanguaging: Language, bilingualism and education.* (2nd ed.).Palgrave Macmillan.
- Gass, S. M., & Selinker, L. (1992). *Language transfer in language learning* (Rev. ed.). John Benjamins.
- Gill, S. (2005). The L1 in the L2 classroom. *Humanising Language Teaching*, 7(5).
- Hall, G., & Cook, G. (2012). *Own-language use in language teaching and learning.* British Council.
- Kerr, P. (2014). *Translation and own-language activities.* CUP.
- Littlewood, W., & Yu, B. (2011). First language and target language in the foreign language classroom. *Language Teaching*, 44(1), 64–77.
- May, S. (Ed.). (2014). *The multilingual turn: Implications for SLA, TESOL, and bilingual education*. Routledge.
- Turnbull, M., & Dailey-O'Cain, J. (Eds.). (2009). *First language use in second and foreign language learning.* Multilingual Matters.

9. Teaching in a non-English-speaking Environment (NESE)

Please note that some of the publications listed below may also be useful for the **Teaching in an English-speaking Environment (ESE)** specialism.
Publications listed in the **Teaching Monolingual learners (MON)** specialism may also be useful in NESE.

- Aiusheeva, M., & Guntur, L. M. F. (2019). Exploring the strategies of raising motivation among ESL students in a non-English speaking context. *ELS Journal on Interdisciplinary Studies in Humanities, 2*(3), 452–464.
- Alptekin, C., & Alptekin, M. (1984). The question of culture: EFL teaching in non-English-speaking countries. *ELT Journal, 38*(1), 14–20.
- Bolitho, R., Gower, R., Johnson, K., Murison-Bowie, S., Rossner, R., & White, R. (1983). Talking shop: The communicative teaching of English in non-English-speaking countries. *ELT Journal, 37*(3), 235–242.
- Hasanah, N., & Utami, P. T. (2019). Emerging challenges of teaching English in non-native English-speaking countries: Teachers' view. *English Language Teaching Educational Journal, 2*(3), 112–120.
- Higgins, J. (2024). Virtual bridges to global competence: Cultivating undergraduates' English communication and intercultural skills through online exchange. *Journal of International Students, 14*(4), 862–882.
- Peretz, A. S. (1988). *Language and EFL teacher preparation in non-English-speaking environments* (ERIC Document No. ED299838). ERIC. https://eric.ed.gov/?id=ED299838
- Rose, H., & Galloway, N. (2019). *Global Englishes for language teaching*. CUP.

- Tarnopolsky, O. (1999). *Teaching English intensively in a non-English-speaking country: Theory, practice, and results* (ERIC Document No. ED428579). ERIC. https://eric.ed.gov/?id=ED428579

10. Teaching in an English-speaking Environment (ESE)

Please note that some of the publications listed below may also be useful for the **Teaching in a non-English-speaking Environment (NESE)** specialism.
Publications listed in the **Teaching Multilingual learners (MUL)** specialism may also be useful in ESE.

- Alptekin, C. (2002). Towards intercultural communicative competence. *ELT Journal, 56*(1), 57–64.
- Byram, M. (2021). *Teaching and assessing intercultural communicative competence: Revisited*. Multilingual Matters.
- Cauldwell, R. (2013). *Phonology for listening: Teaching the stream of speech*. Speech in Action.
- Cutting, J., & Fordyce, K. (2021). *Pragmatics: A resource book for students* (4th ed.). Routledge.
- Galloway, N., & Rose, H. (2018). Incorporating Global Englishes into the ELT classroom. *ELT Journal, 72*(1), 3–14.
- Ishihara, N., & Cohen, A. D. (2022). *Teaching and learning pragmatics: Where language and culture meet* (2nd ed.). Routledge.
- Jackson, J. (2024). *Introducing language and intercultural communication* (3rd ed.). Routledge.
- Lam, W. Y. K. (2002). Raising students' awareness of the features of real-world listening input. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 248–253). CUP.
- Liddicoat, A. J., & Scarino, A. (2013). *Intercultural language teaching and learning*. Wiley-Blackwell.
- Thornbury, S., & Slade, D. (2006). *Conversation: From description to pedagogy*. CUP.
- Tomalin, B., & Stempleski, S. (1993). *Cultural awareness*. Oxford University Press.

11. Content and Language Integrated Learning/Embedded ESOL (CLIL)

- Ball, P., Kelly, K., & Clegg, J. (2015). *Putting CLIL into practice*. Oxford University Press.
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. CUP.
- Dalton-Puffer, C. (2007). *Discourse in content and language integrated learning (CLIL) classrooms*. John Benjamins.
- Dalton-Puffer, C. (2011). Content-and-language integrated learning: From practice to principles? *Annual Review of Applied Linguistics, 31*, 182–204.
- Deller, S., & Price, C. (2007). *Teaching other subjects through English*. Oxford University Press.
- Genesee, F., & Hamayan, E. (2016). *CLIL in context: Practical guidance for educators*. CUP.
- Llinares, A., Morton, T., & Whittaker, R. (2012). *The roles of language in CLIL*. CUP.
- Mehisto, P., Marsh, D., & Frigols, M. J. (2008). *Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education*. Macmillan.

12. ESOL Learners with Literacy Needs (ESOLLIT)

- Auerbach, E. R. (1999). *The power of writing, the writing of power: Approaches to adult ESOL writing instruction*. *Focus on Basics, 3*(D).
- Bigelow, M., & Vinogradov, P. (2011). Teaching adult second language learners who are emergent readers. *Annual Review of Applied Linguistics, 31*, 120–136.
- Burt, M., Peyton, J. K., & Schaetzel, K. (2008). *Working with adult English language learners with limited literacy: Research, practice, and professional development*. Center for Applied Linguistics.
- Hughes, N., & Schwab, I. (2010). *Teaching adult literacy: Principles and practice*. Open University Press.

- Spiegel, M., & Sunderland, H. (2021). *Teaching basic literacy to ESOL learners: A teacher's guide*. Intrinsic Books.
- Tarone, E., & Bigelow, M. (2005). Impact of literacy on oral language processing: Implications for second language acquisition research. *Annual Review of Applied Linguistics, 25*, 77–97.
- Tarone, E., Bigelow, M., & Hansen, K. (2013). *Literacy and second language oracy*. OUP.
- Vinogradov, P., & Bigelow, M. (2010). *Using oral language skills to build on the emerging literacy of adult English learners*. Center for Applied Linguistics.
- Williams, J. (2003). *Teaching literacy in ESOL classes: Materials, ideas and activities for reading and writing in entry-level ESOL classes* (Rev. ed.). Joanna Williams.

13. Distance Learning (DL)

- Barrett, B., & Sharma, P. (2007). *Blended learning: Using technology in and beyond the language classroom*. Macmillan.
- Bates, A. W. (2022). *Teaching in a digital age: Guidelines for designing teaching and learning* (3rd ed.). Tony Bates Associates Ltd.
- Evans, J., Jordan, S., & Wolfenden, F. (2020). *Assessment in open, distance, and e-learning*. Routledge.
- Hartnett, M. (2016). *Motivation in online education*. Springer.
- Hockly, N., & Dudeney, G. (2018). Current and future digital trends in ELT. *RELC Journal, 49*(2), 164–178.
- Kerr, P. (2020). *Flipped learning*. *Cambridge Papers in ELT.* Cambridge University Press & Assessment.
- Koç, S., Liu, X., & Wachira, P. (Eds.). (2020). *Assessment in online and blended learning environments*. Information Age Publishing.
- Maulana, A., Revan, A., Abidin, A. Z., & Tarihoran, N. (2025). The integration of flipped classroom methods in ELT. *Journal of Language and Pragmatics Studies*, *4*(2), 80–93.
- McCarthy, M. (Ed.). (2015). *The Cambridge guide to blended learning for language teaching*. CUP.
- Russell, V., & Murphy-Judy, K. (2021). *Teaching language online: A guide for designing, developing, and delivering online, blended, and flipped language courses*. Routledge.
- Stein, J., & Graham, C.R. (2020). *Essentials for blended learning: A standards-based guide*. (2nd ed.). Routledge.

14. Language Development for Teachers (LDT)

- Andrews, S. (2007). *Teacher language awareness*. CUP.
- Bolitho, R., & Tomlinson, B. (2005). *Discover English: Language awareness for teachers*. Macmillan Education.
- Braine, G. (2010). *Nonnative speaker English teachers: Research, pedagogy, and professional growth*. Routledge.
- Freeman, D., Katz, A., Gómez, P. G., & Burns, A. (2015). English-for-teaching: Rethinking teacher proficiency in the classroom. *ELT Journal, 69*(2), 129–139.
- Freeman, D. (2018). Arguing for a knowledge-base in language teacher education, then (1998) and now (2018). *Language Teaching Research, 22*(1), 5–16.
- Galloway, N., & Rose, H. (2015). *Introducing global Englishes*. Routledge.
- Johnson, K. E. (2009). *Second language teacher education: A sociocultural perspective*. Routledge.
- Kirkpatrick, A. (2025). *World Englishes: Implications for international communication and English language teaching* (2nd ed.). CUP.
- Parrott, M. (2023). *Grammar for English language teachers* (3rd ed.). CUP.
- Rose, H., & Galloway, N. (2019). *Global Englishes for language teaching*. CUP.
- Walsh, S. (2011). *Exploring classroom discourse: Language in action*. Routledge.