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CURRENT ISSUES IN SECOND/FOREIGN LANGUAGE TEACHING AND TEACHER DEVELOPMENT - THOMAI ALEXIOU
2016-01-14

CURRENT ISSUES IN SECOND/FOREIGN LANGUAGE TEACHING AND TEACHER DEVELOPMENT: RESEARCH AND PRACTICE REPRESENTS A COLLECTION OF SELECTED PAPERS FROM THE 17TH WORLD CONGRESS OF THE INTERNATIONAL ASSOCIATION OF APPLIED LINGUISTICS (AILA), WHICH WAS HELD IN AUGUST 2014 IN BRISBANE, AUSTRALIA. THE VOLUME COMPRISES 18 CHAPTERS PRESENTING CURRENT RESEARCH PROJECTS AND DISCUSSING ISSUES RELATED TO SECOND LANGUAGE ACQUISITION, TEACHING AND TEACHER EDUCATION IN A VARIETY OF CONTEXTS FROM AROUND THE WORLD. THIS COLLECTION OF RESEARCH PAPERS WILL BE OF USE TO BOTH NEW AND SEASONED RESEARCHERS IN THE FIELD OF APPLIED LINGUISTICS. TEACHER EDUCATORS, LANGUAGE TEACHERS AND LANGUAGE POLICY MAKERS WILL FIND THIS VOLUME EQUALLY USEFUL AS THE PAPERS ADDRESS CURRENT ISSUES IN LANGUAGE EDUCATION.

ENGLISH LANGUAGE TEACHING AND TEACHER EDUCATION IN EAST ASIA - AMY BIK MAY TSUI 2020-11-05

THIS BOOK UNCOVERS THE CHALLENGES POSED BY GLOBALIZATION TO ASIAN JURISDICTIONS IN ENGLISH LANGUAGE TEACHING AND TEACHER EDUCATION.

TEACHING ENGLISH AS A SECOND LANGUAGE, SECOND EDITION - MANISH A. VYAS 2015-09-17

ENGLISH LANGUAGE TEACHING (ELT), ESPECIALLY ENGLISH AS A SECOND LANGUAGE (ESL) AND ENGLISH AS A FOREIGN LANGUAGE (EFL), HAS BEEN WITNESSING UNPRECEDENTED CHANGES IN CURRICULUM, TEACHING METHODOLOGY, AND THE APPLICATION OF LEARNING THEORIES. THIS HAS CREATED A DEMAND FOR TEACHERS WHO CAN TEACH ENGLISH TO LEARNERS OF VARIED CULTURAL, SOCIO-ECONOMIC AND PSYCHOLOGICAL BACKGROUNDS. THE BOOK, IN ITS SECOND EDITION, CONTINUES TO DISCUSS THE MODERN TRENDS, INNOVATIONS, AS WELL AS THE DIFFICULTIES AND CHALLENGES IN TEACHING AND LEARNING ESL IN A NON-NATIVE CONTEXT. THE BOOK, WITH CONTRIBUTIONS FROM MANY EXPERTS (EACH ONE SPECIALIZING IN A PARTICULAR FIELD) FROM COUNTRIES SUCH AS UK, USA, AUSTRALIA, NEW ZEALAND, INDIA, NIGERIA, SRI LANKA, CHINA, AND JAPAN,

PROVIDES NEW METHODS, STRATEGIES AND APPLICATION-ORIENTED SOLUTIONS TO OVERCOME THE PROBLEMS IN A PRACTICAL WAY. THE BOOK DEALS WITH ALL TOPICS PERTINENT TO ENGLISH AS A SECOND LANGUAGE OR ENGLISH FOR THE NON-NATIVE SPEAKERS, AND THESE ARE FURTHER REINFORCED BY A LARGE NUMBER OF EXAMPLES AND QUOTATIONS FROM DIFFERENT SOURCES. THE NEW EDITION COMES ALONG WITH THOROUGHLY IMPROVED CHAPTERS ON NARRATIVE INQUIRY FOR TEACHER DEVELOPMENT (CHAPTER 13) AND MASS MEDIA, LANGUAGE ATTITUDES AND LANGUAGE INTERACTION PHENOMENA (CHAPTER 23): TO PROVIDE AN INSIGHT ON THE INNOVATIVE APPROACHES IN TEACHER TRAINING AND IN CLASSROOMS, AND NEW APPROACHES AND CHANGING LANGUAGE DIMENSIONS IN THE WORLD OF MEDIA, AND IN GENERAL. WHAT DISTINGUISHES THE TEXT IS ITS FOCUS ON MODERN INNOVATIONS AND USE OF TECHNOLOGY IN ELT/CLT (COMMUNICATIVE LANGUAGE TEACHING). POSTGRADUATE STUDENTS OF ENGLISH, TEACHERS, TEACHER-TRAINEES (B.Ed./M.A.

EDUCATION/M.Ed.), AND TEACHER-EDUCATORS WHO ARE CONCERNED WITH TEACHING ENGLISH AS A SECOND LANGUAGE (ESL) SHOULD FIND THIS BOOK IMMENSELY HELPFUL. **ENGLISH LANGUAGE EDUCATION IN A GLOBAL WORLD** - LAP TUEN WONG 2015

WITH ENGLISH BECOMING THE WORLD'S FOREMOST LINGUA FRANCA, THE PRESSURE TO IMPROVE ENGLISH LANGUAGE EDUCATION (ELE) HAS BEEN STEADILY INCREASING. CONSEQUENTLY, THE NATURE OF ELE HAS CHANGED DRASTICALLY IN THE LAST DECADE. THIS HAS NOT ONLY BROUGHT ABOUT A NUMBER OF CHANGES IN THE WAY ENGLISH IS TAUGHT AND LEARNT, BUT IT HAS ALSO LED TO VARIOUS INNOVATIVE PRACTICES AROUND THE WORLD. AS A RESULT, THIS EDITED BOOK AIMS TO SHED LIGHT ON THE NEW THEORETICAL AND METHODOLOGICAL DEVELOPMENTS IN THE FIELD OF ELE AS WELL AS THE MAJOR ISSUES AND DIFFICULTIES FACED BY PRACTITIONERS IN DIFFERENT PARTS OF THE GLOBE. ONE VERY IMPORTANT VARIABLE THAT THE BOOK TAKES INTO ACCOUNT IS THE ROLE THAT ENGLISH ALREADY PLAYS IN A PARTICULAR SOCIETY SINCE THIS MAY AFFECT THE VIEWS THAT TEACHERS AND STUDENTS HOLD OF THE LANGUAGE. THIS IN TURN CAN SIGNIFICANTLY INFLUENCE THE

WAY ENGLISH IS TAUGHT AND LEARNT IN GIVEN POLITICAL, ECONOMIC AND SOCIO-CULTURAL SETTINGS. THE PURPOSE OF THIS BOOK IS THEREFORE TO PROVIDE A COMPREHENSIVE OVERVIEW OF THE PEDAGOGICAL METHODS, POLICIES AND PROBLEMS THAT UNDERLIE ENGLISH LANGUAGE EDUCATION IN TEN DIFFERENT REGIONS ACROSS THE WORLD, INCLUDING: THE USA, CANADA, THE UK, AUSTRALIA, NEW ZEALAND, INDIA, SINGAPORE, JAPAN, CHINA AND HONG KONG. IN DOING SO, THE DIFFERENT CHAPTERS IN THE BOOK EMPHASIZE THE IMPORTANCE OF RESPONDING TO LINGUISTIC AND OTHER FORMS OF DIVERSITY IN ORDER TO DEVELOP ENGLISH LANGUAGE EDUCATION IN A GLOBALIZED WORLD. THIS BOOK WILL BE USEFUL FOR TEACHERS AND STUDENTS OF ENGLISH LANGUAGE, FOR ENGLISH LANGUAGE CURRICULUM AND MATERIALS DEVELOPERS, AND FOR THOSE INVOLVED IN EDUCATIONAL POLICY-MAKING AND LANGUAGE ACQUISITION RESEARCH. WRITTEN BY EXPERTS IN THE FIELD, THE RANGE OF CONTENT COVERED IN THE BOOK'S CHAPTERS WILL ALSO HELP POLICY-MAKERS, RESEARCHERS AND PRACTITIONERS DEVELOP EFFECTIVE ENGLISH LANGUAGE EDUCATION PRACTICES AND POLICIES, AND PROPOSE SOLUTIONS TO EMERGING ISSUES IN ENGLISH LANGUAGE TEACHING AND LEARNING IN DIFFERENT ENVIRONMENTS AROUND THE WORLD. THE NEWLY-DEVELOPED ARGUMENTS AND CONCERNS PERTAINING TO ENGLISH LANGUAGE EDUCATION WILL SERVE AS FUTURE REFERENCE FOR PROFESSIONALS INTERESTED IN THIS AREA OF EXPERTISE.

CRITICAL ISSUES IN TEACHING ENGLISH AND LANGUAGE EDUCATION - SALAH TROUDI 2020-11-05

THIS EDITED BOOK BRINGS TOGETHER A COLLECTION OF RESEARCH-BASED CHAPTERS THAT ADDRESS A VARIETY OF TOPICS RELATED TO THE TEACHING OF ENGLISH IN DIFFERENT CONTEXTS AROUND THE WORLD. THE CHAPTERS ARE INFORMED BY A CRITICAL APPROACH TO RESEARCH, EMPLOYING A VARIETY OF RESEARCH METHODS TO QUESTION AND PROBLEMATIZE TAKEN-FOR-GRANTED DEFINITIONS AND PRACTICES IN AREAS SUCH AS CLASSROOM PEDAGOGY, TESTING, CURRICULUM, LANGUAGE POLICY, THE POSITION OF ENGLISH AS A MEDIUM OF INSTRUCTION, EDUCATIONAL MANAGEMENT, TEACHER EDUCATION, MATERIALS AND EVALUATION. THIS BOOK ADDRESSES A MAJOR GAP IN THEORETICAL AND RESEARCH LITERATURE IN THE AREA OF TEACHING ENGLISH, AND IT WILL BE OF INTEREST TO TRAINEE AND PRACTISING TEACHERS, RESEARCH STUDENTS AND SCHOLARS OF EFL AND TESOL, AND RESEARCHERS IN APPLIED LINGUISTICS.

THE ROUTLEDGE HANDBOOK OF ENGLISH LANGUAGE TEACHING - GRAHAM HALL 2016-05-12

THE ROUTLEDGE HANDBOOK OF ENGLISH LANGUAGE TEACHING IS THE DEFINITIVE REFERENCE VOLUME FOR POSTGRADUATE AND ADVANCED UNDERGRADUATE STUDENTS OF APPLIED LINGUISTICS, ELT/TESOL, AND LANGUAGE TEACHER EDUCATION, AND FOR ELT PROFESSIONALS ENGAGED IN IN-SERVICE TEACHER DEVELOPMENT AND/OR UNDERTAKING ACADEMIC STUDY. PROGRESSING FROM 'BROADER' CONTEXTUAL ISSUES TO A 'NARROWER' FOCUS ON CLASSROOMS AND CLASSROOM DISCOURSE, THE VOLUME'S INTER-RELATED THEMES FOCUS ON: ELT IN THE WORLD: CONTEXTS AND GOALS PLANNING AND ORGANISING ELT: CURRICULUM, RESOURCES AND SETTINGS METHODS AND

METHODOLOGY: PERSPECTIVES AND PRACTICES SECOND LANGUAGE LEARNING AND LEARNERS TEACHING LANGUAGE: KNOWLEDGE, SKILLS AND PEDAGOGY UNDERSTANDING THE LANGUAGE CLASSROOM. THE HANDBOOK'S 39 CHAPTERS ARE WRITTEN BY LEADING FIGURES IN ELT FROM AROUND THE WORLD. MINDFUL OF THE DIVERSE PEDAGOGICAL, INSTITUTIONAL AND SOCIAL CONTEXTS FOR ELT, THEY CONVINCINGLY PRESENT THE KEY ISSUES, AREAS OF DEBATE AND DISPUTE, AND LIKELY FUTURE DEVELOPMENTS IN ELT FROM AN APPLIED LINGUISTICS PERSPECTIVE. THROUGHOUT THE VOLUME, READERS ARE ENCOURAGED TO DEVELOP THEIR OWN THINKING AND PRACTICE IN CONTEXTUALLY APPROPRIATE WAYS, ASSISTED BY DISCUSSION QUESTIONS AND SUGGESTIONS FOR FURTHER READING THAT ACCOMPANY EVERY CHAPTER. ADVISORY BOARD: GUY COOK, DIANE LARSEN-FREEMAN, AMY TSUI, AND STEVE WALSH
TEACHING ENGLISH IN MULTILINGUAL CONTEXTS - GRAEME CANE 2011-01-18

THIS COLLECTION OF INNOVATIVE, THOUGHT-PROVOKING PAPERS DISCUSSES CONTEMPORARY ISSUES, PRACTICES AND RESEARCH RELATED TO THE ROLE AND TEACHING OF ENGLISH IN MULTILINGUAL COUNTRIES. THE PAPERS, WRITTEN BY EXPERIENCED PRACTITIONERS IN THE FIELD FROM A NUMBER OF DIFFERENT COUNTRIES, EXAMINE HOW THE ENGLISH LANGUAGE CAN BE MORE EFFECTIVELY TAUGHT TO STUDENTS IN ASIA WHO SPEAK ENGLISH AS THEIR SECOND, THIRD OR FOURTH LANGUAGE. THE BOOK WILL BE OF INTEREST NOT ONLY TO LINGUISTS, LANGUAGE TEACHERS AND EDUCATORS BUT ALSO TO SOCIAL SCIENCE RESEARCHERS INVOLVED IN EXPLORING THE EFFECTS LANGUAGE POLICY CAN HAVE ON EDUCATION AND SOCIETY AT LARGE. THE ELEVEN CHAPTERS IN THIS BOOK ARE DIVIDED INTO THREE SECTIONS: MULTILINGUAL ASPECTS IN THE TEACHING AND LEARNING OF ENGLISH, CODE-SWITCHING AND CODE-MIXING, AND ASSESSMENT. THEIR AUTHORS CAME TO KARACHI FROM DIFFERENT ACADEMIC, CULTURAL AND GEOGRAPHIC BACKGROUNDS AND WITH DIVERSE EXPERIENCES OF THE WORLD OF ENGLISH LANGUAGE TEACHING IN ORDER TO PARTICIPATE IN THE FIFTH INTERNATIONAL SEMINAR HOSTED BY THE AGA KHAN UNIVERSITY CENTRE OF ENGLISH LANGUAGE. THE CONTRIBUTORS ARE ALL MULTI-LINGUALS FOR WHOM THE QUESTION OF HOW BEST TO TEACH LANGUAGES IS A CHALLENGE THEY FACE ON A DAILY BASIS. THIS SMALL COLLECTION OF PAPERS IS LIKELY TO BECOME A POWERFUL RESOURCE FOR ENGLISH TEACHERS, SCHOLARS, AND RESEARCHERS INTERESTED IN THE PROBLEMS FACING LANGUAGE EDUCATORS IN TODAY'S MULTILINGUAL, MULTI-CULTURAL WORLD.

SECOND HANDBOOK OF ENGLISH LANGUAGE TEACHING - XUESONG GAO 2019-10-23

THE SECOND HANDBOOK OF ENGLISH LANGUAGE TEACHING PROVIDES A COMPREHENSIVE EXAMINATION OF POLICY, PRACTICE, RESEARCH AND THEORY RELATED TO ENGLISH LANGUAGE TEACHING IN INTERNATIONAL CONTEXTS. OVER 70 CHAPTERS FOCUS ON THE RESEARCH FOUNDATION FOR BEST PRACTICES, FRAMEWORKS FOR POLICY DECISIONS, AND AREAS OF CONSENSUS AND CONTROVERSY IN SECOND-LANGUAGE ACQUISITION AND PEDAGOGY. IN COUNTRIES AROUND THE GLOBE, ENGLISH HAS BECOME THE SECOND LANGUAGE TAUGHT MOST FREQUENTLY AND INTENSIVELY. IN MANY COUNTRIES,

PARTICULARLY IN ASIA, GOVERNMENT POLICIES HAVE MADE ENGLISH A PART OF THE CURRICULUM FROM PRIMARY SCHOOL ON. DEMAND FOR ENGLISH TEACHING BY PARENTS AND ADULT LEARNERS IS FUELED BY THE DESIRE TO INCREASE ECONOMIC COMPETITIVENESS, GLOBALIZATION OF THE WORKFORCE, IMMIGRATION, AND A MOVE TOWARD LIFELONG LEARNING. IMMIGRATION HAS LED TO AN INCREASED DEMAND FOR ENGLISH LANGUAGE TEACHING EVEN IN COUNTRIES WHERE ENGLISH IS THE DOMINANT LANGUAGE.

ISSUES IN MODERN FOREIGN LANGUAGES TEACHING - K. FIELD 2004-08-02

ISSUES IN MODERN FOREIGN LANGUAGES TEACHING DRAWS TOGETHER A RANGE OF ISSUES IN THE TEACHING OF MODERN FOREIGN LANGUAGES INTO ONE VOLUME THAT WILL ENCOURAGE STUDENTS AND NEWLY QUALIFIED TEACHERS TO CONSIDER AND REFLECT ON THE ISSUES SO THAT THEY CAN MAKE A REASONED AND INFORMED JUDGEMENT ABOUT THEIR TEACHING OF MFL. IT WILL BE RELEVANT FOR STUDENTS AND NEWLY QUALIFIED TEACHERS AT BOTH PRIMARY AND SECONDARY LEVEL AND WILL FILL A GAP IN THEIR KNOWLEDGE DUE TO TIME CONSTRAINTS - AND AN EMPHASIS ON STANDARDS - ON ITT AND PGCE COURSES.

INTERSECTIONAL PERSPECTIVES ON LGBTQ+ ISSUES IN MODERN LANGUAGE TEACHING AND LEARNING - JOSHUA M. PAIZ 2021-08-05

THIS EDITED BOOK EXAMINES HOW SEXUALITY AND SEXUAL IDENTITY INTERSECT AND INTERACT WITH OTHER IDENTITIES AND SUBJECTIVITIES - INCLUDING BUT NOT LIMITED TO RACE, RELIGION, GENDER, SOCIAL CLASS, ABILITY, AND IMMIGRANT OR REFUGEE STATUS - TO FORM REINFORCING WEBS OF PRIVILEGE AND OPPRESSION THAT CAN HAVE SIGNIFICANT IMPLICATIONS FOR LANGUAGE TEACHING AND LEARNING PROCESSES. THE AUTHORS EXPLORE HOW THESE INTERSECTIONS MAY INFLUENCE THE TEACHING OF DIFFERENT LANGUAGES AND HOW PEDAGOGIES CAN BE DEvised TO INCREASE EQUITABLE ACCESS TO LANGUAGE LEARNING SPACES. THEY SEEK TO OPEN THE CONVERSATION ON INTERSECTIONAL ISSUES AS THEY RELATE TO SEXUALITY AND LANGUAGE TEACHING AND LEARNING, AND PROVIDE A CONVERSATIONAL SPACE WHERE READERS CAN ENGAGE WITH THE NOTION OF INTERSECTIONALITY. THIS BOOK WILL BE OF INTEREST TO STUDENTS AND SCHOLARS OF APPLIED LINGUISTICS AND LANGUAGE EDUCATION, GENDER AND LGBTQ+ STUDIES, AND SOCIOLINGUISTICS, OUTLINING POSSIBLE FUTURE DIRECTIONS FOR INTERSECTIONAL RESEARCH.

ENGLISH LANGUAGE LEARNING AND TECHNOLOGY - CAROL A. CHAPPELLE 2003-12-17

THIS BOOK EXPLORES IMPLICATIONS FOR APPLIED LINGUISTICS OF RECENT DEVELOPMENTS IN TECHNOLOGIES USED IN SECOND LANGUAGE TEACHING AND ASSESSMENT, LANGUAGE ANALYSIS, AND LANGUAGE USE. FOCUSING PRIMARILY ON ENGLISH LANGUAGE LEARNING, THE BOOK IDENTIFIES SIGNIFICANT AREAS OF INTERPLAY BETWEEN TECHNOLOGY AND APPLIED LINGUISTICS, AND IT EXPLORES CURRENT PERSPECTIVES ON PERENNIAL QUESTIONS SUCH AS HOW THEORY AND RESEARCH ON SECOND LANGUAGE ACQUISITION CAN HELP TO INFORM TECHNOLOGY-BASED LANGUAGE LEARNING PRACTICES, HOW THE MULTIFACETED LEARNING ACCOMPLISHED THROUGH TECHNOLOGY CAN BE EVALUATED, AND HOW THEORETICAL

PERSPECTIVES CAN OFFER INSIGHT ON DATA OBTAINED FROM RESEARCH ON INTERACTION WITH AND THROUGH TECHNOLOGY. THE BOOK ILLUSTRATES HOW THE INTERPLAY BETWEEN TECHNOLOGY AND APPLIED LINGUISTICS CAN AMPLIFY AND EXPAND APPLIED LINGUISTICS' UNDERSTANDING OF FUNDAMENTAL ISSUES IN THE FIELD. THROUGH DISCUSSION OF COMPUTER-ASSISTED APPROACHES FOR INVESTIGATING SECOND LANGUAGE LEARNING TASKS AND ASSESSMENT, IT ILLUSTRATES HOW TECHNOLOGY CAN BE USED AS A TOOL FOR APPLIED LINGUISTICS RESEARCH.

INTERNATIONAL HANDBOOK OF ENGLISH LANGUAGE TEACHING - JIM CUMMINS 2007-12-31

THIS TWO VOLUME HANDBOOK PROVIDES A COMPREHENSIVE EXAMINATION OF POLICY, PRACTICE, RESEARCH AND THEORY RELATED TO ENGLISH LANGUAGE TEACHING IN INTERNATIONAL CONTEXTS. MORE THAN 70 CHAPTERS HIGHLIGHT THE RESEARCH FOUNDATION FOR BEST PRACTICES, FRAMEWORKS FOR POLICY DECISIONS, AND AREAS OF CONSENSUS AND CONTROVERSY IN SECOND LANGUAGE ACQUISITION AND PEDAGOGY. THE HANDBOOK PROVIDES A UNIQUE RESOURCE FOR POLICY MAKERS, EDUCATIONAL ADMINISTRATORS, AND RESEARCHERS CONCERNED WITH MEETING THE INCREASING DEMAND FOR EFFECTIVE ENGLISH LANGUAGE TEACHING. IT OFFERS A STRONGLY SOCIO-CULTURAL VIEW OF LANGUAGE LEARNING AND TEACHING. IT IS COMPREHENSIVE AND GLOBAL IN PERSPECTIVE WITH A RANGE OF FRESH NEW VOICES IN ENGLISH LANGUAGE TEACHING RESEARCH.

CRITICALITY, TEACHER IDENTITY, AND (IN)EQUITY IN ENGLISH LANGUAGE TEACHING - BEDRETTIN YAZAN 2018-03-26

THIS EDITED VOLUME, ENVISIONED THROUGH A POSTMODERN AND POSTSTRUCTURAL LENS, REPRESENTS AN EFFORT TO DESTABILIZE THE NORMALIZED "ASSUMPTION" IN THE DISCURSIVE FIELD OF ENGLISH LANGUAGE TEACHING (ELT) (PENNYCOOK, 2007), CRITICALLY-ORIENTED AND OTHERWISE, THAT IDENTITY, EXPERIENCE, PRIVILEGE-MARGINALIZATION, (IN)EQUITY, AND INTERACTION, CAN AND SHOULD BE APPREHENDED AND ATTENDED TO VIA CATEGORIES EMBEDDED WITHIN BINARIES (E.G., NS/NNS; NEST/NNEST). THE VOLUME PROVIDES SPACE FOR AUTHORS AND READERS ALIKE TO EXPLORE FLUIDLY CRITICAL-PRACTICAL APPROACHES TO IDENTITY, EXPERIENCE, (IN)EQUITY, AND INTERACTION ENVISIONED THROUGH AND BEYOND BINARIES, AND TO EXAMINE THE IMPLICATIONS SUCH APPROACHES HOLD FOR ATTENDING TO THE CONTEXTUAL COMPLEXITY OF IDENTITY AND INTERACTION, IN AND BEYOND THE CLASSROOM. THE VOLUME ADDITIONALLY SERVES TO PROMPT CRITICALITY IN ELT TOWARDS REFLEXIVITY, CONCEPTUAL CLARITY AND CONGRUENCE, AND DIALOGUE.

ENGLISH LANGUAGE TEACHER PREPARATION IN ASIA - SUBHAN ZEIN 2018-08-06

BRINGING TOGETHER A COMPREHENSIVE RANGE OF EXTENDED RESEARCH-BASED CHAPTERS, ENGLISH LANGUAGE TEACHER PREPARATION IN ASIA PROVIDES COMPREHENSIVE INSIGHT INTO POLICY, RESEARCH, AND PRACTICAL ASPECTS OF TEACHER PREPARATION FOR ENGLISH TEACHERS AT PRE-SERVICE LEVEL ACROSS MULTIPLE CONTEXTS IN ASIA. WRITTEN BY LOCAL AND INTERNATIONAL SCHOLARS SPECIALISING IN TESOL TEACHER EDUCATION, AND ACKNOWLEDGING THE INCREASINGLY COMPLEX DEMANDS MADE ON TEACHERS OF

ENGLISH IN VIEW OF GLOBALISATION, THE BOOK EXPLORES THE MULTIPLE FACTORS WHICH ARE KEY TO EFFECTIVE PROFESSIONAL LEARNING. CHAPTERS CONSIDER HOW PRE-SERVICE TEACHERS ARE BEST PREPARED FOR THE DIVERSE CONTEXTS IN WHICH ENGLISH IS LEARNT AND TAUGHT IN SETTINGS THROUGHOUT ASIA AND DRAW ON IN-DEPTH RESEARCH STUDIES TO PROVIDE RICH, FULLY CONTEXTUALISED COVERAGE OF ASPECTS OF TEACHER PREPARATION INCLUDING CURRICULUM DESIGN, PROGRAMME DEVELOPMENT, POLICY, PROFESSIONAL LEARNING COMMUNITIES, ASSESSMENT EDUCATION, AND TEACHING PRACTICUM. A TIMELY CONTRIBUTION TO THE FIELD OF TEACHER PREPARATION, THIS TEXT WILL BE AN INVALUABLE RESOURCE FOR TEACHER EDUCATORS, PRE-SERVICE TEACHERS AND ACADEMICS INVOLVED IN THE PREPARATION OF ENGLISH TEACHERS IN ASIA.

SPANISH-ENGLISH BILINGUAL EDUCATION IN THE U.S. - MANUEL RAMÍREZ 1977

ENGLISH LANGUAGE EDUCATION POLICY IN THE MIDDLE EAST AND NORTH AFRICA - ROBERT KIRKPATRICK 2016-12-15

THIS VOLUME OFFERS INSIGHTS ON ENGLISH LANGUAGE EDUCATION POLICIES IN MIDDLE EASTERN AND NORTH AFRICAN COUNTRIES, THROUGH STATE-OF-THE-ART REPORTS GIVING CLEAR ASSESSMENTS OF CURRENT POLICIES AND FUTURE TRENDS, EACH EXPERTLY DRAFTED BY A SPECIALIST. EACH CHAPTER CONTAINS A GENERAL DESCRIPTION OF ENGLISH EDUCATION POLICIES IN THE RESPECTIVE COUNTRIES, AND THEN EXPANDS ON HOW THE LOCAL ENGLISH EDUCATION POLICIES PLAY OUT IN PRACTICE IN THE EDUCATION SYSTEM AT ALL LEVELS, IN THE CURRICULUM, IN TEACHING, AND IN TEACHER TRAINING. ESSAYS COVER ISSUES SUCH AS THE BALANCE BETWEEN ENGLISH AND THE ACQUISITION OF THE NATIONAL LANGUAGE OR THE ARABIC LANGUAGE, AS WELL AS POLITICAL, CULTURAL, ECONOMIC AND TECHNICAL ELEMENTS THAT STRENGTHEN OR WEAKEN THE LEARNING OF ENGLISH. THIS VOLUME IS ESSENTIAL READING FOR RESEARCHERS, POLICY MAKERS, AND TEACHER TRAINERS FOR ITS INVALUABLE INSIGHTS IN THE ROLE OF EACH OF THE STAKEHOLDERS IN THE IMPLEMENTATION OF POLICIES.

BUILDING TEACHER CAPACITY IN ENGLISH LANGUAGE TEACHING IN VIETNAM - VAN CANH LE 2019-08-06

THIS TIMELY VOLUME OPENS A WINDOW ON ISSUES RELATED TO ENGLISH LANGUAGE EDUCATION IN VIETNAM. THE AUTHORS CONSIDER THAT TEACHER QUALITY IS THE KEY FACTOR TO BE CONSIDERED IF THE NATIONAL ENGLISH LANGUAGE CURRICULUM OUTCOMES ARE TO BE ACHIEVABLE. AIMING TO SHED LIGHT ON KEY ISSUES RECENTLY OBSERVED IN THE VIETNAMESE LANDSCAPE OF ENGLISH LANGUAGE EDUCATION, IT EXAMINES THE COMPLEXITY OF THE INSTITUTIONALIZATION OF THE STANDARDIZED ENGLISH PROFICIENCY POLICY, WHICH HAS BEEN IN FORCE SINCE 2008. THAT POLICY USES THE COMMON EUROPEAN FRAMEWORK OF REFERENCES FOR LANGUAGES (CEFR) AS THE MODEL TO SET THE STANDARDS AND LEVELS OF PROFICIENCY FOR TEACHERS, LEARNERS AND STATE EMPLOYEES. THE BOOK PRESENTS BOTH THE THEORETICAL AND PRACTICAL ASPECTS OF THE STANDARDIZATION MOVEMENT IN ENGLISH LANGUAGE EDUCATION. THE CONTENTS COMPRISE A SERIES OF EXTENDED RESEARCH-BASED CHAPTERS WRITTEN BY EXPERTS OF

LANGUAGE-IN-EDUCATION POLICY AND PLANNING IN AND ABOUT VIETNAM FROM A RANGE OF PERSPECTIVES INCLUDING TEACHERS, ENGLISH LANGUAGE CURRICULUM DEVELOPERS, TEACHER EDUCATORS AND RESEARCHERS. THE RICH COVERAGE OF THE BOOK INCLUDES CURRENT DISCUSSION ON ENGLISH LANGUAGE EDUCATION IN VIETNAM RANGING FROM POLICY TO PRACTICE, MAKING IT HIGHLY RELEVANT TO ENGLISH TEACHERS, TEACHER EDUCATORS, AND SCHOLARS, IN VIETNAM AND WORLDWIDE, WHO ASPIRE TO BROADEN THEIR HORIZONS AND PROFESSIONALISM.

CONTEMPORARY ENGLISH LANGUAGE TEACHING AND RESEARCH - MARIUSZ MARCZAK 2015-10-05

AS THE ENGLISH LANGUAGE HAS SPREAD AROUND THE GLOBE AND THE ENGLISH TEACHING INDUSTRY HAS EXPANDED, SO INTEREST IN THE THEORY BEHIND THE METHODS OF TEACHING AND CURIOSITY REGARDING INNOVATIVE CLASSROOM TECHNIQUES HAVE ALSO GROWN. RECENTLY, ADVANCES IN TECHNOLOGY HAVE HAD A MAJOR IMPACT ON THE WAY TEACHERS AT ALL LEVELS WORK, AS HAS THE GREATER INTEREST IN THE LEARNER AS AN INDIVIDUAL. THIS BOOK PROVIDES DETAILED INSIGHT INTO BOTH OF THESE FORCES.

CONTEMPORARY ENGLISH LANGUAGE TEACHING AND RESEARCH WILL APPEAL BOTH TO RESEARCHERS IN THE FIELD, SINCE IT CONTAINS A NUMBER OF NEW AND EXCITING STUDIES, AS WELL AS REFLECTIONS ON THE RESEARCH PROCESS ITSELF, AND TO LANGUAGE TEACHERS, BOTH THOSE PRACTISING AND THOSE IN TRAINING, WHO WISH TO KEEP ABREAST OF THE LATEST DEVELOPMENTS IN TEACHING TECHNIQUES AND UNDERSTANDING OF LEARNERS. THE BOOK PROVIDES A SNAPSHOT OF TODAY'S RESEARCH ENVIRONMENT IN THE FIELD OF TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE. IT BRINGS TOGETHER WORK FROM ESTABLISHED ACADEMICS AND YOUNG RESEARCHERS, WITH A WIDE VARIETY OF CLASSROOM TEACHING EXPERIENCE, AND AN EQUALLY WIDE RANGE OF PERSPECTIVES AND PRIORITIES.

METHODOLOGY IN LANGUAGE TEACHING - JACK C. RICHARDS 2002-04-08

THIS COMPREHENSIVE ANTHOLOGY GIVES AN OVERVIEW OF CURRENT APPROACHES, ISSUES AND PRACTICES IN THE TEACHING OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES AT ELEMENTARY, SECONDARY, AND TERTIARY LEVELS.

CURRENT ISSUES IN ENGLISH LANGUAGE TEACHING AND LEARNING - MARIO CAL 2010-02-19

THIS VOLUME CONTAINS A SELECTION OF THE PAPERS, SEMINARS AND WORKSHOPS PRESENTED IN THE FIRST INTERNATIONAL CONFERENCE ON ENGLISH LANGUAGE TEACHING AND LEARNING (ICELTL1), HELD AT THE UNIVERSITY OF SANTIAGO, SPAIN, IN SEPTEMBER 2008, AS WELL AS A NUMBER OF VALUABLE ORIGINAL CONTRIBUTIONS BY OTHER SPECIALISTS WHO WERE INVOLVED IN THE CONFERENCE. IT AIMS TO REPRESENT THE VIEWS OF TEACHERS, SCHOLARS, RESEARCHERS, TEACHER TRAINERS AND CURRICULUM DEVELOPERS FROM ALL OVER THE WORLD, FROM THE USA AND JAPAN TO EUROPE. IT IS ADDRESSED TO ELT TEACHERS, RESEARCHERS AND PROFESSIONALS WHO WANT TO REFLECT UPON AND DEVELOP THEIR KNOWLEDGE AND PRACTICE OF CURRENT ISSUES IN ENGLISH LANGUAGE TEACHING AND LEARNING. CURRENT PROBLEMS IN MANY OF THE AREAS OF ELT ARE GIVEN DIFFERENT SOLUTIONS DEPENDING ON THE CONTEXT

IN WHICH RESPECTIVE CONTRIBUTORS CONDUCT THEIR WORK. IT IS PRECISELY THIS INTERNATIONAL PERSPECTIVE THAT MAKES THIS VOLUME UNIQUE AND ILLUSTRATIVE OF DIFFERENT REALITIES WITH A SIMILAR OBJECTIVE IN MIND: THE IMPLEMENTATION AND IMPROVEMENT OF ENGLISH LANGUAGE TEACHING. THE VARIOUS CONTRIBUTIONS HAVE BEEN ORGANISED IN FOUR MAIN SECTIONS THAT CORRESPOND TO THE MAJOR FOCAL TOPICS OF THE CONFERENCE: TEACHER TRAINING AND DEVELOPMENT, CLASSROOM MANAGEMENT AND PRACTICE, NEW TECHNOLOGIES AND LANGUAGE TEACHING, AND RESEARCH ON LEARNER LANGUAGE.

SOCIAL JUSTICE IN ENGLISH LANGUAGE TEACHING - CHRISTOPHER HASTINGS 2016

THIS INSPIRING AND DIVERSE COLLECTION OF VOICES FROM THE FIELD IN ESL AND EFL CONTEXTS PERSONALIZES THE ISSUES TESOL EDUCATORS FACE AND SERVES AS A RESOURCE FOR THOSE WANTING TO ADDRESS SOCIAL INJUSTICES IN THEIR INDIVIDUAL TESOL CONTEXTS. THIS BOOK WILL HELP EDUCATORS IDENTIFY THE NEEDS OF OTHER STUDENTS AND THE AREAS OF PRIVILEGE REPRESENTED IN THE ELT WORLD, WHERE MORE ADVOCACY WORK IS NEEDED.

ENGLISH LANGUAGE TEACHING IN ITS SOCIAL CONTEXT - CHRISTOPHER CANDLIN 2001

THIS TEXT INCLUDES A SELECTION OF COMMISSIONED AND CLASSIC ARTICLES THAT INTRODUCE A RANGE OF THEORIES OF SECOND LANGUAGE ACQUISITION AND THE CONTESTED EXPLANATIONS OF EFFECTIVE LANGUAGE LEARNING.

CURRENT ISSUES IN LANGUAGE EVALUATION, ASSESSMENT AND TESTING - CHRISTINA GITSAKI 2016

CURRENT ISSUES IN LANGUAGE ASSESSMENT, EVALUATION AND TESTING: RESEARCH AND PRACTICE IS A COLLECTION OF RESEARCH PAPERS, MOST OF WHICH WERE PRESENTED AT THE 17TH WORLD CONGRESS OF THE INTERNATIONAL ASSOCIATION OF APPLIED LINGUISTICS (AILA), WHICH WAS HELD IN 2014 IN BRISBANE, AUSTRALIA. THE VOLUME COMPRISES 15 CHAPTERS PRESENTING CURRENT RESEARCH PROJECTS AND DISCUSSING ISSUES RELATED TO LANGUAGE TESTING AND THE DEVELOPMENT OF LANGUAGE ASSESSMENT INSTRUMENTS IN A VARIETY OF CONTEXTS AROUND THE WORLD. THIS ANTHOLOGY WILL BE OF USE TO BOTH NEW AND SEASONED RESEARCHERS WITHIN THE FIELD OF APPLIED LINGUISTICS AND TESOL. TEACHER EDUCATORS, LANGUAGE TEACHERS, AND LANGUAGE ASSESSMENT PROFESSIONALS WILL FIND THIS VOLUME EQUALLY USEFUL AS THE PAPERS PRESENT CURRENT TRENDS IN TESTING AND EVALUATION.

CLASSROOM DISCOURSE COMPETENCE - KATRIN THOMSON 2022-04-04

IN LANGUAGE LEARNING CONTEXTS, THE ROLE OF THE LANGUAGE TEACHER IS A PARTICULARLY CRUCIAL ONE: IT IS THE TEACHER WHO, THROUGH AND WITH THEIR USE OF (THE FOREIGN) LANGUAGE, HAS A SIGNIFICANT INFLUENCE ON THE EXTENT TO WHICH LANGUAGE LEARNERS ARE LINGUISTICALLY/COGNITIVELY ACTIVATED, AND THUS DETERMINES WHETHER PROCESSES OF LANGUAGE LEARNING ARE INITIATED AND PROMOTED, OR PERHAPS EVEN IMPEDED OR PREVENTED. THUS, IT IS OF UTMOST IMPORTANCE FOR LANGUAGE TEACHERS TO ACQUIRE A HIGH LEVEL OF CLASSROOM DISCOURSE COMPETENCE (CDC) - A PROFESSIONAL COMPETENCE THAT GOES FAR BEYOND THE

NOTIONS OF FL PROFICIENCY AND COMMUNICATIVE COMPETENCE. LOCATED AT THE INTERSECTION OF THEORY, CLASSROOM RESEARCH AND PRACTICAL APPROACHES TO (E)FL TEACHER EDUCATION, CLASSROOM DISCOURSE COMPETENCE: CURRENT ISSUES IN LANGUAGE TEACHING AND TEACHER EDUCATION OFFERS UNIVERSITY STUDENTS, TRAINEE TEACHERS, IN-SERVICE TEACHERS AND TEACHER EDUCATORS A COMPREHENSIVE CONCEPTUALIZATION OF CDC (PART I). FURTHERMORE, THE CHAPTERS IN THIS BOOK EXPLORE FACETS OF CDC (PART II) AND PRESENT GOOD-PRACTICE EXAMPLES OF CDC DEVELOPMENT IN THE CONTEXT OF PRE-SERVICE TEACHER EDUCATION (PART III).

ADVOCACY FOR SOCIAL AND LINGUISTIC JUSTICE IN TESOL - CHRISTINE E. POTEAU 2021-12-24

RECOGNIZING THE NEED FOR INCREASED SOCIAL JUSTICE IN THE FIELDS OF TESOL AND ENGLISH LANGUAGE TEACHING (ELT) GLOBALLY, THIS VOLUME PRESENTS A RANGE OF INTERNATIONAL CASE STUDIES AND EMPIRICAL RESEARCH TO DEMONSTRATE HOW ENGLISH LANGUAGE INSTRUCTION CAN PROMOTE SOCIAL AND LINGUISTIC JUSTICE THROUGH ADVOCACY-ORIENTED PEDAGOGIES AND CURRICULA. ADVOCACY FOR SOCIAL AND LINGUISTIC JUSTICE IN TESOL ADOPTS A CRITICAL, AND EVIDENCE-BASED APPROACH TO IDENTIFYING EFFECTIVE PRACTICE IN ENSURING INCLUSIVE AND EQUITABLE LEARNING AND TEACHING. CHAPTERS ADDRESS EMERGENT ISSUES INCLUDING HERITAGE LANGUAGE AND L1 ATTRITION, TEACHER AND LEARNER IDENTITY, AND LINGUISTIC COLONIALISM, AS WELL AS WIDER ISSUES SUCH AS GLOBAL CITIZENSHIP AND HUMAN RIGHTS. FOCUS IS PLACED ON EMPOWERING BOTH EDUCATORS AND LEARNERS AS ADVOCATES OF SOCIAL JUSTICE AND CONSIDERATION IS ALSO GIVEN TO HOW SOCIAL RESPONSIBILITY CAN BE SUPPORTED THROUGH ENHANCED TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT. MAKING A TIMELY CONTRIBUTION AT THE INTERSECTION OF ADVOCACY, SOCIAL JUSTICE, AND ENGLISH LANGUAGE TEACHING, THIS BOOK WILL BE KEY READING FOR POSTGRADUATE RESEARCHERS, SCHOLARS, AND ACADEMICS IN THE FIELDS OF TESOL AND ELT, AS WELL AS LANGUAGE EDUCATION, APPLIED LINGUISTICS, AND THE SOCIOLOGY OF EDUCATION MORE BROADLY. ENGLISH LANGUAGE TEACHERS AND PRACTITIONERS WILL ALSO FIND THIS VOLUME OF INTEREST.

NEW TRENDS IN FOREIGN LANGUAGE TEACHING - RAFAEL RUIZ CECILIA 2019-01-15

LANGUAGE TEACHING APPROACHES, METHODS AND PROCEDURES ARE CONSTANTLY UNDERGOING REASSESSMENT. NEW IDEAS KEEP EMERGING AS THE GROWING COMPLEXITY OF THE MEANS OF COMMUNICATION AND THE OPPORTUNITIES CREATED BY TECHNOLOGY PUT LANGUAGE SKILLS TO NEW USES. IN ADDITION, THE POLITICAL, SOCIAL AND ECONOMIC IMPACT OF GLOBALISATION, THE NEW DEMANDS OF THE LABOUR MARKET THAT RESULT FROM IT, THE PURSUIT OF COMPETITIVENESS, THE CHALLENGES OF INTERCULTURAL COMMUNICATION AND THE DIVERSIFICATION OF CULTURE HAVE OPENED NEW PERSPECTIVES ON THE CENTRAL ROLE THAT FOREIGN LANGUAGES HAVE COME TO PLAY IN THE DEVELOPMENT OF CONTEMPORARY SOCIETIES. THIS BOOK PROVIDES AN INSIGHT INTO THE LATEST DEVELOPMENTS IN THE FIELD AND DISCUSSES THE NEW TRENDS IN FOREIGN LANGUAGE

TEACHING IN FOUR MAJOR AREAS, NAMELY METHODS AND APPROACHES, TEACHER TRAINING, INNOVATION IN THE CLASSROOM, AND EVALUATION AND ASSESSMENT.
ENGLISH LANGUAGE TEACHING TODAY - WILLY A. RENANDYA 2016-08-22

ENGLISH LANGUAGE TEACHING TODAY: LINKING THEORY AND PRACTICE PROVIDES AN UP-TO-DATE ACCOUNT OF CURRENT PRINCIPLES AND PRACTICES FOR TEACHING ENGLISH IN THE WORLD TODAY. THE CHAPTERS, WRITTEN BY INTERNATIONALLY RECOGNIZED LANGUAGE TEACHER EDUCATORS AND TESOL SPECIALISTS, INTRODUCE THE READER TO KEY LANGUAGE SKILL AREAS (I.E., LISTENING, SPEAKING, READING, WRITING, PRONUNCIATION, GRAMMAR AND VOCABULARY) AND EXPLAIN HOW EACH SKILL AREA CAN BE TAUGHT IN A PRINCIPLED MANNER IN DIVERSE LANGUAGE LEARNING CONTEXTS. THROUGHOUT THE BOOK, THE LINK BETWEEN THEORY AND PRACTICE IS EXPLICITLY HIGHLIGHTED AND EXEMPLIFIED. THIS READER-FRIENDLY BOOK IS SUITABLE FOR UNDERGRADUATE AND GRADUATE STUDENTS ENROLLED IN TESOL AND OTHER SECOND LANGUAGE EDUCATION PROGRAMMES AS WELL AS FOR TESOL PROFESSIONALS WHO WISH TO STAY CURRENT WITH RECENT DEVELOPMENTS IN ELT.

ENGLISH LANGUAGE TEACHING MATERIALS - NIGEL HARWOOD 2010-03-22

"PROVIDES AN OVERVIEW OF THE CURRENT STATE OF MATERIALS DESIGN IN LANGUAGE TEACHING. THE MATERIALS DISCUSSED INCLUDE THE COMPLETE RANGE OF LANGUAGE-LEARNING RESOURCES FROM TEACHER-CREATED MATERIALS TO COMMERCIALY-DEVELOPED TASKS, TEXTS, AND ACTIVITIES. SEVENTEEN ORIGINAL CHAPTERS EXPLORE THE ISSUES INVOLVED IN THE DESIGN, IMPLEMENTATION, AND EVALUATION OF MATERIALS IN A WIDE VARIETY OF CONTEXTS. THE CONTRIBUTORS, AN INTERNATIONAL GROUP OF ESTABLISHED EXPERTS, EXPLAIN THE THEORIES AND PRINCIPLES UNDERLYING THEIR APPROACHES TO MATERIALS DESIGN. THEY EXAMINE THE ISSUES THAT MATERIALS WRITERS ENCOUNTER WHEN DEVELOPING LANGUAGE-TEACHING MATERIALS, BOTH IN PRINT AND DIGITAL FORMATS, AND PRESENT A VARIETY OF SOLUTIONS THAT HELP RESOLVE THOSE ISSUES. DISCUSSION QUESTIONS AND TASKS FOLLOW EACH CHAPTER TO MAKE THIS VOLUME USEFUL TO PROSPECTIVE AND PRACTICING TEACHERS ALIKE"--PAGE 4 OF COVER

DEFINING ISSUES IN ENGLISH LANGUAGE TEACHING - HENRY WIDDOWSON 2003

THIS TEXT GOES BACK TO BASICS BY INVESTIGATING FUNDAMENTAL ASSUMPTIONS ABOUT THE WAY ENGLISH SHOULD BE DEFINED AND TAUGHT AS A FOREIGN LANGUAGE. IT LOOKS AT DIFFERENT ATTITUDES TO ENGLISH TEACHING, AND CRITICALLY EXAMINES PROPOSALS FOR COURSE CONTENT.

TEACHING ENGLISH AS A FOREIGN LANGUAGE - CAROLA SURKAMP 2018-03-24

DIESE EINFÜHRUNG IN ENGLISCHER SPRACHE PRÄSENTIERT IN 14 KAPITELN DIE GRUNDLEGENDEN THEMEN UND GEGENSTANDSBEREICHE DER ENGLISCHDIDAKTIK. GLEICHERMAßEN PRAXISNAH WIE THEORETISCH FUNDIERT, BEHANDELT DER BAND ZENTRALE PRINZIPIEN UND KOMPETENZBEREICHE EINES MODERNEN FREMDSPRACHENUNTERRICHTS. AUSGEHEND VON DEN

ZENTRALEN AKTEUR/INNEN (LEHRENDE UND LERNENDE) UND MIT BLICK AUF DIE TEILBEREICHE DER SPRACH-, LITERATUR- UND KULTURDIDAKTIK WERDEN ZUDEM VORSCHLÄGE FÜR DEN EINSATZ UNTERSCHIEDLICHER MATERIALIEN UND MEDIEN DISKUTIERT. WEITERE KAPITEL WIDMEN SICH DEN INSTITUTIONELLEN ORGANISATIONSSTRUKTUREN UND DEM BEREICH ASSESSMENT/DIAGNOSE. DER BAND ERSCHEINT IN ZWEIFARBIGER GESTALTUNG, MIT DEFINITIONEN UND BEISPIELEN SOWIE MIT ZAHLREICHEN ABBILDUNGEN. THIS COMPREHENSIVE INTRODUCTION PRESENTS THE FUNDAMENTAL TOPICS AND ISSUES OF TEFL (TEACHING ENGLISH AS A FOREIGN LANGUAGE) IN 14 CHAPTERS. INTEGRATING BOTH PROFOUND THEORETICAL AND CREATIVE PRACTICAL CONSIDERATIONS, THE CENTRAL PRINCIPLES AND COMPETENCE DOMAINS OF MODERN FOREIGN LANGUAGE TEACHING ARE DISCUSSED. STARTING WITH THE MAIN CLASSROOM AGENTS (TEACHERS AND LEARNERS), THE CHAPTERS OUTLINE A VARIETY OF CONTENT AREAS (LANGUAGE, LITERATURE, CULTURAL ISSUES) AND THOROUGHLY REVIEW MATERIALS, MEDIA AND METHODS. ADDITIONAL CHAPTERS ARE CONCERNED WITH THE HISTORICAL DEVELOPMENT OF ENGLISH LANGUAGE TEACHING, ITS CURRENT INSTITUTIONAL ORGANISATION AS WELL AS ASSESSMENT AND EVALUATION.

INNOVATION AND CHANGE IN ENGLISH LANGUAGE EDUCATION - KEN HYLAND 2013-06-19

QUESTIONS ABOUT WHAT TO TEACH AND HOW BEST TO TEACH IT ARE WHAT DRIVE PROFESSIONAL PRACTICE IN THE ENGLISH LANGUAGE CLASSROOM. INNOVATION AND CHANGE IN ENGLISH LANGUAGE EDUCATION ADDRESSES THESE KEY QUESTIONS SO THAT TEACHERS ARE ABLE TO UNDERSTAND AND MANAGE CHANGE TO ORGANISE TEACHING AND LEARNING MORE EFFECTIVELY. THE BOOK PROVIDES AN ACCESSIBLE INTRODUCTION TO CURRENT THEORY AND RESEARCH IN INNOVATION AND CHANGE IN ELT AND SHOWS HOW THESE UNDERSTANDINGS HAVE BEEN APPLIED TO THE PRACTICAL CONCERNS OF THE CURRICULUM AND THE CLASSROOM. IN SPECIALLY COMMISSIONED CHAPTERS WRITTEN BY EXPERTS IN THE FIELD, THE VOLUME SETS OUT THE KEY ISSUES IN INNOVATION AND CHANGE AND SHOWS HOW THESE RELATE TO ACTUAL PRACTICE OFFERS A GUIDE TO INNOVATION AND CHANGE IN KEY AREAS GROUNDED IN RESEARCH RELATES THEORY TO PRACTICE THROUGH THE USE OF ILLUSTRATIVE CASE STUDIES AND EXAMPLES BRINGS TOGETHER THE VERY BEST SCHOLARSHIP IN TESOL AND LANGUAGE EDUCATION FROM AROUND THE WORLD THIS BOOK WILL BE OF INTEREST TO UPPER UNDERGRADUATE AND GRADUATE STUDENTS IN APPLIED LINGUISTICS, LANGUAGE EDUCATION AND TESOL AS WELL AS PRE-SERVICE AND IN-SERVICE TEACHERS, TEACHER EDUCATORS, RESEARCHERS AND ADMINISTRATORS KEEN TO CREATE AND MANAGE TEACHING AND LEARNING MORE EFFECTIVELY.

ENGLISH MEDIUM INSTRUCTION - ERNESTO MACARO, 2018-02-19

ERNESTO MACARO BRINGS TOGETHER A WEALTH OF RESEARCH ON THE RAPIDLY EXPANDING PHENOMENON OF ENGLISH MEDIUM INSTRUCTION. AGAINST A BACKDROP OF THEORY, POLICY DOCUMENTS, AND EXAMPLES OF PRACTICE, HE WEAVES TOGETHER RESEARCH IN BOTH SECONDARY AND TERTIARY EDUCATION, WITH A PARTICULAR FOCUS ON THE KEY

STAKEHOLDERS INVOLVED IN EMI: THE TEACHERS AND THE STUDENTS. WHILST ACKNOWLEDGING THAT THE MOMENTUM OF EMI IS UNLIKELY TO BE DIMINISHED, AND IDENTIFYING ITS POTENTIAL BENEFITS, THE AUTHOR RAISES QUESTIONS ABOUT THE WAYS IT HAS BEEN INTRODUCED AND DEVELOPED, AND EXPLORES HOW WE CAN ARRIVE AT A TRUE COST-BENEFIT ANALYSIS OF ITS FUTURE IMPACT. "THIS STATE-OF-THE-ART MONOGRAPH PRESENTS A WIDE-RANGING, MULTI-PERSPECTIVAL YET COHERENT OVERVIEW OF RESEARCH, POLICY, AND PRACTICE OF ENGLISH MEDIUM INSTRUCTION AROUND THE GLOBE. IT GIVES A THOROUGH, IN-DEPTH, AND THOUGHT-PROVOKING TREATMENT OF AN EDUCATIONAL PHENOMENON THAT IS SPREADING ON AN UNPRECEDENTED SCALE."

GUANGWEI HU, NATIONAL INSTITUTE OF EDUCATION, SINGAPORE ADDITIONAL ONLINE RESOURCES ARE AVAILABLE AT [WWW.OUP.COM/ELT/TEACHER/EMI](http://www.oup.com/elt/teacher/emi) ERNESTO MACARO IS PROFESSOR OF APPLIED LINGUISTICS AT THE UNIVERSITY OF OXFORD AND IS THE FOUNDING DIRECTOR OF THE CENTRE FOR RESEARCH AND DEVELOPMENT ON ENGLISH MEDIUM INSTRUCTION AT THE UNIVERSITY. OXFORD APPLIED LINGUISTICS SERIES ADVISERS: ANNE BURNS AND DIANE LARSEN-FREEMAN

THE SOCIOPLIOTICS OF ENGLISH LANGUAGE TEACHING - JOAN KELLY HALL 2000-01-01

THE SOCIOPLIOTICAL DIMENSIONS OF ENGLISH LANGUAGE TEACHING ARE CENTRAL TO THE ENGLISH LANGUAGE PROFESSIONAL. THESE DIMENSIONS INCLUDE LANGUAGE POLICIES, CULTURAL EXPECTATIONS, AND THE SOCIETAL ROLES OF LANGUAGES. THIS BOOK AIMS TO PRESENT THESE ISSUES TO PRACTICING AND ASPIRING TEACHERS IN ORDER TO RAISE AWARENESS OF THE SOCIOPLIOTICAL NATURE OF ENGLISH LANGUAGE TEACHING.

KEY ISSUES IN LANGUAGE TEACHING - JACK C. RICHARDS 2015-09-17

TESOL / ESL TEACHING.

KEY ISSUES IN ENGLISH FOR SPECIFIC PURPOSES IN HIGHER EDUCATION - YASEMIN KIRKIZLI 2018-01-08

THIS VOLUME OFFERS RESEARCH-BASED STUDIES ON ENGLISH FOR SPECIFIC PURPOSES IN HIGHER EDUCATION FROM ACROSS THE WORLD. BY DRAWING ON INTERNATIONAL STUDIES, THE BOOK BRINGS TOGETHER DIVERSE ESP PRACTICES AND ASPECTS OF RELEVANT ISSUES IN THE DEVELOPMENT OF ESP PROGRAMS, TEACHERS AND LEARNERS IN A COHERENT FASHION. THERE IS A GROWING NEED FOR UNDERGRADUATE STUDENTS TO DEVELOP THEIR PROFICIENCY OF ESP SKILLS AND KNOWLEDGE IN THE INCREASINGLY GLOBALIZED WORLD. KNOWLEDGE OF ESP IS AN IMPORTANT FACTOR IN SUBJECT MATTER LEARNING BY STUDENTS, AND ALSO CLOSELY RELATED TO THE PERFORMANCE OF UNIVERSITY GRADUATES IN THE RELEVANT SECTORS. CAREFUL PLANNING AND EFFICIENT IMPLEMENTATION ARE ESSENTIAL TO ENSURE THE QUALITY OF THE LANGUAGE LEARNING PROCESS. FOR A VARIETY OF REASONS, IT PROVES DIFFICULT TO MAINTAIN ESP INSTRUCTION IN HIGHER EDUCATION. THESE REASONS INCLUDE THE INCOMPETENCE OF TEACHERS, LACK OF MATERIALS FOR THAT SPECIFIC CONTEXT, AS WELL AS LACK OF OPPORTUNITIES FOR ESP TEACHERS TO DEVELOP THEIR SKILLS. THE CHAPTERS IN THIS BOOK, TAKEN FROM A WIDE VARIETY OF COUNTRIES, SHED LIGHT ON THE DIVERSITY OF

CURRENT PRACTICES AND ISSUES SURROUNDING ESP.

CONTEMPORARY FOUNDATIONS FOR TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE - POLINA VINOGRADOVA 2020-10-30

THIS ENGAGING VOLUME ON ENGLISH AS AN ADDITIONAL LANGUAGE (EAL), ARGUES PERSUASIVELY FOR THE IMPORTANCE OF CRITICAL PARTICIPATORY PEDAGOGIES THAT EMBRACE MULTILINGUALISM AND MULTIMODALITY IN THE FIELD OF TESOL. IT HIGHLIGHTS THE ROLE OF THE TESOL PROFESSION IN TEACHING FOR SOCIAL JUSTICE AND ADVOCACY AND EXPLORES HOW CRITICAL PARTICIPATORY PEDAGOGIES TRANSLATE INTO ENGLISH LANGUAGE TEACHING AND TEACHER EDUCATION AROUND THE WORLD. BRINGING TOGETHER DIVERSE SCHOLARS IN THE FIELD AND PRACTICING ENGLISH LANGUAGE TEACHERS, EDITORS POLINA VINOGRADOVA AND JOAN KANG SHIN PRESENT 10 THEMATICALLY ORGANIZED UNITS THAT DEMONSTRATE THAT LANGUAGE TEACHING PEDAGOGY MUST BE EMBEDDED IN THE LARGER SOCIOCULTURAL CONTEXTS OF TEACHING AND LEARNING TO BE SUCCESSFUL. EACH UNIT COVERS ONE PEDAGOGICAL APPROACH AND INCLUDES THREE CASE STUDIES TO ILLUSTRATE HOW ENGLISH LANGUAGE TEACHERS ACROSS THE WORLD IMPLEMENT THESE APPROACHES IN THEIR CLASSROOMS. THE CHAPTERS ARE SUPPLEMENTED BY DISCUSSION QUESTIONS AND A RANGE OF PRACTICAL SOURCES FOR FURTHER EXPLORATION. ADDRESSING ESTABLISHED AND EMERGING AREAS OF TESOL, TOPICS COVERED INCLUDE: CRITICAL AND POSTMETHOD PEDAGOGIES TRANSLINGUALISM DIGITAL LITERACY AND MULTILITERACIES CULTURALLY RESPONSIVE PEDAGOGY ADVOCACY FEATURING EDUCATORS IMPLEMENTING INNOVATIVE APPROACHES IN PRIMARY, SECONDARY, AND TERTIARY CONTEXTS ACROSS BORDERS, CONTEMPORARY FOUNDATIONS FOR TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE IS AN IDEAL TEXT FOR METHODS AND FOUNDATIONAL COURSES IN TESOL AND WILL APPEAL TO IN-SERVICE AND PRESERVICE ENGLISH LANGUAGE TEACHERS AS WELL AS STUDENTS AND TEACHER EDUCATORS IN TESOL AND APPLIED LINGUISTICS.

CURRENT ISSUES IN ENGLISH LANGUAGE TEACHING AND LEARNING - MARIO CAL VARELA 2010

ADDRESSING CURRENT ISSUES IN ENGLISH LANGUAGE TEACHING AND LEARNING, THIS TEXT PROVIDES A SELECTION OF PAPERS, SEMINARS AND WORKSHOPS PRESENTED IN THE FIRST INTERNATIONAL CONFERENCE ON ENGLISH LANGUAGE TEACHING AND LEARNING (ICELTL 1) HELD AT THE UNIVERSITY OF SANTIAGO IN SEPTEMBER 2007.

ISSUES IN ENGLISH TEACHING - JON DAVISON 2002-09-11

ISSUES IN ENGLISH TEACHING INVITES PRIMARY AND SECONDARY TEACHERS OF ENGLISH TO ENGAGE IN DEBATES ABOUT KEY ISSUES IN SUBJECT TEACHING. THE ISSUES DISCUSSED INCLUDE: *THE INCREASINGLY CENTRALISED CONTROL OF THE CURRICULUM, ASSESSMENT, AND PEDAGOGY IN THE SCHOOL TEACHING OF ENGLISH IN ENGLAND AND WALES AS A RESULT OF INITIATIVES SUCH AS THE NATIONAL LITERACY STRATEGY *NEW TECHNOLOGIES WHICH ARE TRANSFORMING PUPILS' LIVED EXPERIENCE OF LITERACY OR LITERACIES *THE ACCELERATING GLOBALISATION OF ENGLISH AND THE INDEPENDENCE OF OTHER VERSIONS OF ENGLISH FROM ENGLISH STANDARD ENGLISH. A NATIONAL CURRICULUM WITH A NATIONALIST PERSPECTIVE ON LANGUAGE, LITERACY AND

LITERATURE CANNOT FULLY ACCOMMODATE ENGLISH *WHAT HAS BECOME 'NATURALISED' AND 'NORMALISED' IN ENGLISH TEACHING, AND THE EDUCATIONAL AND IDEOLOGICAL REASONS FOR THIS *HIERARCHIES THAT HAVE BEEN CREATED IN THE CURRICULUM AND PEDAGOGY, IDENTIFYING WHO AND WHAT HAS BEEN GIVEN LOW STATUS, EXCLUDED OR MARGINALISED IN THE DEVELOPMENT OF THE CURRENT MODEL OF ENGLISH. ISSUES IN ENGLISH TEACHING WILL STIMULATE STUDENT TEACHERS, NQTs, LANGUAGE AND LITERACY CO-ORDINATORS, CLASSROOM ENGLISH TEACHERS AND ASPIRING OR PRACTISING HEADS OF ENGLISH, TO REFLECT ON THE IDENTITY OR THE SUBJECT, THE PRINCIPLES AND POLICIES WHICH, HAVE DETERMINED PRACTICE, AND THOSE WHICH SHOULD INFLUENCE FUTURE PRACTICE.

FOCUS ON CONTENT BASED LANGUAGE TEACHING - PATSY LIGHTBOWN 2013-12

REFERENCING CLASSROOM- BASED RESEARCH AND CLASSROOM VIGNETTES, FOCUS ON CONTENT-BASED LANGUAGE TEACHING EXAMINES THE CHALLENGES OF TEACHING A SECOND OR FOREIGN LANGUAGE ALONGSIDE ANOTHER ACADEMIC SUBJECT.

CLASSROOM DISCOURSE COMPETENCE - KATRIN THOMSON 2022-04-04

IN LANGUAGE LEARNING CONTEXTS, THE ROLE OF THE LANGUAGE TEACHER IS A PARTICULARLY CRUCIAL ONE: IT IS THE TEACHER WHO, THROUGH AND WITH THEIR USE OF (THE FOREIGN) LANGUAGE, HAS A SIGNIFICANT INFLUENCE ON THE EXTENT TO WHICH LANGUAGE LEARNERS ARE LINGUISTICALLY/COGNITIVELY ACTIVATED, AND THUS DETERMINES WHETHER PROCESSES OF LANGUAGE LEARNING ARE INITIATED AND PROMOTED, OR PERHAPS EVEN IMPEDED OR PREVENTED. THUS, IT IS OF UTMOST IMPORTANCE FOR LANGUAGE TEACHERS TO ACQUIRE A HIGH LEVEL OF CLASSROOM DISCOURSE COMPETENCE (CDC) - A PROFESSIONAL COMPETENCE THAT GOES FAR BEYOND THE NOTIONS OF FL PROFICIENCY AND COMMUNICATIVE COMPETENCE. LOCATED AT THE INTERSECTION OF THEORY, CLASSROOM RESEARCH AND PRACTICAL APPROACHES TO (E)FL TEACHER EDUCATION, CLASSROOM DISCOURSE COMPETENCE: CURRENT ISSUES IN LANGUAGE TEACHING AND TEACHER EDUCATION OFFERS UNIVERSITY STUDENTS, TRAINEE TEACHERS, IN-SERVICE TEACHERS AND TEACHER EDUCATORS A COMPREHENSIVE CONCEPTUALIZATION OF CDC (PART I). FURTHERMORE, THE CHAPTERS IN THIS BOOK EXPLORE FACETS OF CDC (PART II) AND PRESENT GOOD-PRACTICE EXAMPLES OF CDC DEVELOPMENT IN THE CONTEXT OF PRE-SERVICE TEACHER EDUCATION (PART III).