

# Teacher Research In Language Teaching A Critical Analysis Cambridge Applied Linguistics

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**International Perspectives on Teacher Research** - S. Borg  
2015-03-04

Teacher research is recognized, in ELT and education more generally, as a powerful transformative strategy for teacher development and school improvement. This volume provides original insights into this issue by focusing on the processes involved in becoming and being a teacher researcher.

**Critical Pedagogies and Language Learning** - Bonny Norton 2004-01-26

This volume applies the critical pedagogical approach to the area of language learning, and in doing so, it addresses such topics as critical multiculturalism, gender and language learning, and popular culture.

**Identity and Language Learning** - Bonny Norton 2013-10-04

Identity and Language Learning draws on a longitudinal case study of immigrant women in Canada to develop new ideas about identity, investment, and imagined communities in the field of language learning and teaching. Bonny Norton demonstrates that a poststructuralist conception of identity as multiple, a site of struggle, and subject to change across time and place is highly productive for understanding language learning. Her sociological construct of investment is an

important complement to psychological theories of motivation. The implications for language teaching and teacher education are profound. Now including a new, comprehensive Introduction as well as an Afterword by Claire Kramsch, this second edition addresses the following central questions: - Under what conditions do language learners speak, listen, read and write? - How are relations of power implicated in the negotiation of identity? - How can teachers address the investments and imagined identities of learners? The book integrates research, theory, and classroom practice, and is essential reading for students, teachers and researchers in the fields of language learning and teaching, TESOL, applied linguistics and literacy.

**International Perspectives on Critical Pedagogies in ELT** - Mario E. López-Gopar 2018-11-11

This edited collection brings to the forefront attempts to connect critical pedagogy and ELT (English Language Teaching) in different parts of the world. The authors in this collection write from their own experiences, giving the chapters nuanced understanding of the everyday struggles that teachers, teacher educators and researchers face within different contexts. Throughout the book, contributors connect micro-contexts

(classrooms) with macro-contexts (world migration, politics and social issues) to demonstrate the impact and influences of pedagogy. In problematizing ELT and focusing on so-called 'peripheral' countries where educators have created their own critical pedagogies to respond to their own local realities, the contributors construct ELT in a way that goes beyond the typical ESL/EFL distinction. This unique edited collection will appeal to teacher educators, in-service teachers working in the field as well as students and scholars of English language teaching, second language acquisition and language education policy.

*Language Education and Emotions* - Mathea Simons 2020-10-09

Language Education and Emotions presents innovative, empirical research into the influence of emotions and affective factors in language education, both in L1 and in foreign language education. It offers a comprehensive overview of studies authored and co-authored by researchers from all over the world. The volume opens and ends with "backbone" contributions by two of the discipline's most reputed scholars: Jane Arnold (Spain) and Jean-Marc Dewaele (United Kingdom). This book broadens our understanding of emotions, including well-known concepts such as foreign language anxiety as well as addressing the emotions that have only recently received scientific attention, driven by the positive psychology movement. Chapters explore emotions from the perspective of the language learner and the language teacher, and in relation to educational processes. A number of contributions deal with traditional, school-based contexts, whereas others study new settings of foreign language education such as migration. The book paints a picture of the broad scale of approaches used to study this topic and offers new and relevant insights for the field of language education and emotions. This book will be of great interest to academics, researchers and postgraduate students in the field of language education, psycholinguistics, sociolinguistics, and applied linguistics.

*Professional Development through Teacher Research* - Darío Luis Banegas 2022-03-16

Little is known about how language teacher educators become, and also develop professionally as, teachers of teachers. One avenue for teacher

education professional development is that of teacher research, whereby teacher educators can not only improve their practices in their immediate context but also help develop transformative pedagogies in wider contexts by sharing their research. This volume aims to understand how language teacher educators around the world continue developing professionally by examining their own teaching practices. It seeks to understand the professional gains teacher educators see in conducting research with their own students/future teachers; to promote knowledge democratisation by including teacher educators from under-represented contexts such as Latin America and Africa; to examine language teacher educators' motivations to write for publication; and to reduce the gap between educational research and educational practice in BA and MA programmes in language teaching.

**Heritage Language Teaching** - Sergio Loza 2021-11-30

This innovative, timely text introduces the theory, research, and classroom application of critical approaches to the teaching of minoritized heritage learners, foregrounding sociopolitical concerns in language education. Beaudrie and Loza open with a global analysis, and expert contributors connect a focus on speakers of Spanish as a heritage language in the United States to broad issues in heritage language education in other contexts - offering an overview of key concepts and theoretical issues, practical pedagogical guidance, and field-advancing suggestions for research projects. This is an invaluable resource for advanced students and scholars of applied linguistics and education, as well as language program administrators.

*Developing Language Teacher Autonomy through Action Research* - Kenan Dikilitaş 2017-03-27

This book advances the theory of action research, analyzing how it can be used to develop autonomy among language teachers. Although acknowledging that the research process is not always linear, the authors proceed according to a clear progression which teachers can adapt to their needs. They provide examples, narratives, questions and tasks, and give multiple ideas for establishing research questions, choosing appropriate methodologies, adapting to existing contexts, and

collecting data. They also suggest possible instruments, and give clear instructions for carrying out the most common kinds of statistical procedures, and ideas for presenting, discussing, and writing up research findings. In spite of its practical bias, the book is theoretically and ethically rigorous, and contains an extensive glossary for quick and easy reference. It will appeal to trainee teachers, in-service teachers wanting to expand their own professional horizons or working for a higher qualification, and is an invaluable reference for teacher-educators and scholars.

**Critical Reading in Language Education** - C. Wallace 2003-11-25

Addressed to researchers in Applied Linguistics, and to professional teachers working in, or studying teaching and learning processes in, multilingual classrooms, *Critical Reading in Language Education* offers a distinctive contribution to the question of how foreign language learners can be helped to acquire effective literacy in English. At the heart of the book is first-hand classroom research by the author as both teacher and researcher, demonstrating an innovative research methodology and empirical evidence to support a critical reading pedagogy.

Qualitative Research Topics in Language Teacher Education - Gary Barkhuizen 2019-06-26

Student and novice researchers may have a general idea for a topic they would like to research, but have a difficult time settling on a more specific topic and its associated research questions. Addressing this problem, this book features contributions from over thirty diverse and experienced research supervisors, mentors, and principal investigators in the field of language teacher education. The chapters are autobiographic in nature, with each contributing author reflecting on relevant, current and innovative research topics through the lens of their own professional life and research work. Offering explicit research topics and strategies for each area of expertise, this book will serve as a useful reference for the seasoned qualitative or narrative researcher, and a helpful guide for new researchers and teacher researchers narrowing down their own research topics.

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

*Professional Development for Language Teachers* - Jack C. Richards 2005-04-04

This much-needed text provides a coherent and strategic approach to teacher development. *Teacher Development for Language Teachers* examines ten different approaches for facilitating professional development in language teaching: self-monitoring, support groups, journal writing, classroom observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching, and action research. The introductory chapter provides a conceptual framework. All chapters contain practical examples and reflection questions to help readers apply the approach in their own teaching context.

Reflections on Qualitative Research in Language and Literacy Education - Seyyed-Abdolhamid Mirhosseini 2017-01-11

This book discusses aspects of the theory and practice of qualitative

research in the specific context of language and literacy education. It addresses epistemological perspectives, methodological problems, and practical considerations related to research involvements in areas of language education and literacy studies rather than generic issues of other fields of social sciences. The volume starts with Theoretical Considerations in the first part and raises some epistemological and theoretical concerns that are rarely debated in the specific context of research on language and literacy teaching. The second part, Methodological Approaches explores issues of the design and implementation of language and literacy education research within the framework of some of the major established qualitative research traditions. Finally, the part on Research in Action discusses practical aspects of a few actual instances of qualitative research on language and literacy education in different contexts.

**Research-Informed Teacher Learning** - Taylor & Francis Group  
2021-09-30

Research-Informed Teacher Learning explores career-long improvements in knowledge building and the skills required in curriculum reform, transformations in teaching methods, alterations to assessment, and restructurings in school administration and management. This extends to meeting the needs and interests of different and diverse students and groups of students, mentoring student teachers and beginning teachers, and supporting experienced teachers, so they are all responsive to their local school-communities, thereby contributing to democratic schooling and the public good. The book mainly focuses on the professionals working in teaching and teacher education from pre-service training and development through early-mid career and into later stages of career mobility. It pinpoints the ways that practitioners need to be involved in the design and delivery of changing models of teacher education which helps in the development of their own professional activities at all levels of the teaching service. Dedicated to the late Professor Carey Philpott, the book takes his ideas forward, particularly in the current conjuncture when teacher learning is curtailed and constrained by power brokers, politicians and policy makers in various undemocratic ways. This book

will be of great interest for academics and researchers in the fields of teacher education, educational policy and politics, and lifelong learning and development.

Handbook of Research in Second Language Teaching and Learning - Eli Hinkel 2005-03-23

This landmark volume provides a broad-based, state-of-the-art overview of current knowledge and research into second language teaching and learning. Fifty-seven chapters are organized in eight thematic sections: \*social contexts of second language learning; \*research methodologies in second-language learning, acquisition, and teaching; \*contributions of applied linguistics to the teaching and learning of second language skills; \*second language processes and development; \*teaching methods and curricula; \*issues in second or foreign language testing and assessment; \*identity, culture, and critical pedagogy in second language teaching and learning; and \*important considerations in language planning and policies. The Handbook of Research in Second Language Teaching and Learning is intended for researchers, practitioners, graduate students, and faculty in teacher education and applied linguistics programs; teachers; teacher trainers; teacher trainees; curriculum and material developers; and all other professionals in the field of second language teaching and learning.

**Critical Perspectives on Language Teaching Materials** - John Gray  
2013-11-25

This Critical Perspectives on Language Teaching Materials brings together a collection of critical voices on the subject of language teaching materials for use in English, French, Spanish, German and Content and Language Integrated Learning (CLIL) classrooms. It is firmly located within the 'critical turn' in Applied Linguistics and seeks to build on the growing body of work in this vein. Collectively the authors take it as axiomatic that the politics of representation and identity, and issues of ideology and commercialism cannot be neglected in any serious study of language teaching materials. Rather, it sees these issues as central. The book draws on research carried out in the UK, Spain, North America and Brazil, and is aimed at language teachers, teacher

educators, students, researchers, materials writers and those working in the materials publishing industry.

*Handbook of Research on Critical Thinking and Teacher Education Pedagogy* - Robinson, Sandra P.A. 2019-04-12

Critical thinking is an essential skill for learners and teachers alike. Therefore, it is essential that educators be given practical strategies for improving their critical thinking skills as well as methods to effectively provide critical thinking skills to their students. The Handbook of Research on Critical Thinking and Teacher Education Pedagogy examines and explains how new strategies, methods, and techniques in critical thinking can be applied to classroom practice and professional development to improve teaching and learning in teacher education and make critical thinking a tangible objective in instruction. This critical scholarly publication helps to shift and advance the debate on how critical thinking should be taught and offers insights into the significance of critical thinking and its effective integration as a cornerstone of the educational system. Highlighting topics such as early childhood education, curriculum, and STEM education, this book is designed for teachers/instructors, instructional designers, education professionals, administrators, policymakers, researchers, and academicians.

Teacher Research in Language Teaching - Simon Borg 2013-03-28

Based on original research, this book explores the fundamental relationship between research and practice in English language teaching. *Teacher Research in Language Teaching* uses empirical evidence taken from an international survey of over 1,700 teachers and educational managers, over a period of six years. It examines their views of research, whether they read ELT research, and whether they do their own research. The author goes on to explore the process which teachers go through in learning to do research, and the research cultures within teaching institutions. The book concludes with a review of the key findings to emerge from the research and a discussion of strategies through which language teacher research engagement can be promoted more productively.

*Research Methods in Applied Linguistics* - Brian Paltridge 2015-08-27

*Research Methods in Applied Linguistics* is designed to be the essential one-volume resource for students. The book includes: \* qualitative, quantitative and mixed methods \* research techniques and approaches \* ethical considerations \* sample studies \* a glossary of key terms \* resources for students As well as covering a range of methodological issues, it looks at numerous areas in depth, including language learning strategies, motivation, teacher beliefs, language and identity, pragmatics, vocabulary, and grammar. Comprehensive and accessible, this is the essential guide to research methods for undergraduate and postgraduate students in applied linguistics and language studies.

Designing Critical Literacy Education through Critical Discourse Analysis - Rebecca Rogers 2013-06-26

Uniquely bringing together discourse analysis, critical literacy, and teacher research, this book invites teacher educators, literacy researchers, and discourse analysts to consider how discourse analysis can be used to foster critical literacy education. It is both a guide for conducting critical discourse analysis and a look at how the authors, alongside their teacher education students, used the tools of discourse analysis to inquire into, critique, and design critical literacy practices. Through an intimate look at the workings of a university teacher education course and the discourse analysis tools that teacher-researchers use to understand their classrooms, the book provides examples of both pre-service teachers and teacher educators becoming critically literate. The context-rich examples highlight the ways in which discourse analysis aids teachers' decision making in the moment and reflections on their practice over time. Readers learn to conduct discourse analysis as they read about critical literacy practices at the university level. Designed to be interactive, each chapter features step-by-step procedures for conducting each kind of discourse analysis (narrative, critically oriented, multimodal), sample analyses, and additional readings and resources. By attending to the micro-interactions as well as processes that unfold across time, the book illustrates the power and potential of discourse analysis as a pedagogical and research tool.

The Cambridge Guide to Research in Language Teaching and Learning - James Dean Brown 2015-10-08

This book provides an up-to-date and comprehensive overview of research methods in second-language teaching and learning, from experts in the field. The Cambridge Guide to Research in Language Teaching and Learning covers 36 core areas of second-language research, organised into four main sections: Primary Considerations; Getting Ready; Doing the Research; Research Contexts. Presenting in-depth but easy to understand theoretical overviews, along with practical advice, the volume is aimed at 'students of research', including pre-service and in-service language teachers who are interested in research methods, as well as those studying research methods in Bachelor, MA, or PhD graduate programs around the world.

**Critical Perspectives on Global Englishes in Asia** - Fan Fang 2019-06-05

Although the notion of Global Englishes (GE) has been widely discussed in the literature, few books consider how GE can be translated into educational practice. This book addresses the incorporation of GE into language policy and curriculum, pedagogy and assessment practices, and focuses on a wide range of geographical and language contexts. Incorporating GE into language curriculum, pedagogy and assessment practices calls for a reframing of our pedagogical practices that take into account the use of Englishes in intercultural and multicultural encounters where people have different first languages and cultural backgrounds. This book will be of interest to policymakers, curriculum developers and practitioner-researchers in the area of English 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.

**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.

**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.

The Handbook of Narrative Analysis - Anna De Fina 2015-08-17  
Featuring contributions from leading scholars in the field, The Handbook of Narrative Analysis is the first comprehensive collection of sociolinguistic scholarship on narrative analysis to be published. Organized thematically to provide an accessible guide for how to engage with narrative without prescribing a rigid analytic framework Represents established modes of narrative analysis juxtaposed with innovative new methods for conducting narrative research Includes coverage of the latest advances in narrative analysis, from work on social media to small stories research Introduces and exemplifies a practice-based approach to

narrative analysis that separates narrative from text so as to broaden the field beyond the printed page

Reflective Practice - Roger Barnard 2017-03-27

The aim of the book is to explain a range of options for implementing the reflective practice cycle in educational settings in various international contexts. It presents a series of empirical case studies illustrating many different ways of implementing the reflective practice cycle, and how they can be researched by practitioners and academics. Increasing attention is given by teachers and teacher educators to the construct and implementation of reflective practice as a form of bottom-up, autonomous professional development. The aim of the book is to explain a range of options for implementing the reflective practice cycle in educational settings in various international contexts. Written by international academics, these studies show how reflection can be interpreted in different cultural contexts. The book concludes with a discussion by Anne Burns of the implications of these case studies for action research. It is hoped that the book will enable practitioners, and their mentors, to consider how best to implement reflective procedures in the specific contexts in which they work. Chapters in the book include:

- Lesson planning: The fundamental platform for reflecting for action
- Reflecting on action: Lesson transcripts
- Pair discussions for reflecting on action: Stimulated recall
- Observation leading to reflection

This book will be key reading for researchers in the fields of teacher education.

*Handbook of Research on Critical Thinking Strategies in Pre-Service Learning Environments* - Mariano, Gina J. 2019-01-25

Learning strategies for critical thinking are a vital part of today's curriculum as students have few additional opportunities to learn these skills outside of school environments. Therefore, it is of utmost importance for pre-service teachers to learn how to infuse critical thinking skill development in every academic subject to assist future students in developing these skills. The Handbook of Research on Critical Thinking Strategies in Pre-Service Learning Environments is a collection of innovative research on the methods and applications of critical thinking that highlights ways to effectively use critical thinking

strategies and implement critical thinking skill development into courses. While highlighting topics including deep learning, metacognition, and discourse analysis, this book is ideally designed for educators, academicians, researchers, and students.

**Materials for the learning of english and teachers` professional growth** - Judith Castellanos Jaimes 2018-02-07

This book is the compilation of eight research studies conducted by the students from the Master's in Education with Emphasis on English Didactics at the School of Education in Universidad Externado de Colombia, and one study carried out by the professors from the same Emphasis. It illustrates the students' research process focused on various English didactic issues relevant to the EFL community of teachers. This issues comprise several themes such as materials development for teachers' professional growth, undergraduate students' critical thinking skills revealed through in-class debates on controversial issues in an EFL classroom, the enhancement of writing through cooperative learning, the improvement of oral fluency through vocabulary learning activities based on collocations, materials development for learning English for specific purposes, development of task-based vocabulary to enhance reading comprehension, the process approach to develop argumentative skills, meaningful photographs to engage students in oral activities, and fostering reading strategies through the use of authentic materials. This book divided into nine chapters. Each chapter explains the corresponding research process undergone by the students. It describes their theoretical considerations, instructional and research designs, data analysis and findings, and conclusions in relation to their concern.

*Critical Views on Teaching and Learning English Around the Globe* - José Aldemar Álvarez V. 2016-01-01

This volume takes a critical look at teaching and learning English across the globe. Its aim is to fill a gap in the literature created by the omission of the voices of those engaged in the everyday practice of teaching and learning English; those of students, teachers, and specialists. Three unique characteristics give this book broad appeal. They include - its

inclusion of the perspectives and experiences of students and educators involved in the everyday practice of English language teaching and learning - its inclusion of the experiences of students and educators in both core and non-core English-speaking countries - its basis on original, qualitative studies conducted by scholars in different parts of the world including Europe, the Middle East, Asia, and the Americas Of particular interest to applied linguists, scholars from diverse fields such as English as a Foreign/Second Language, English as an International Language, anthropology and education, English education, sociolinguistics, and bilingual education will also find value in this book. Written in accessible language, it can be used in such courses as Applied Linguistics, Second Language Classroom Contexts, Bilingualism and Multilingualism, English Around the World, Research Methodologies in Second Language Acquisition, and Research in Second Language Pedagogical Contexts. In addition, by focusing on presenting research experiences that adopt several epistemological and theoretical approaches, the book provides teachers of research with a great tool to examine varied applications of qualitative methods, data collection, and analytic techniques. Thus it could also be used for courses in Field Research and Qualitative Methods. ENDORSEMENT: "As a scholar and educator who has consistently explored the social implications of the teaching and learning of English, I applaud this book's concern with documenting the previously unheard voices of language learners and teachers around the world. The book is unique in the manner in which it focuses on the everyday experiences of marginalized English teachers and learners in various contexts around the globe. It also is unique in the manner in which it brings together researchers, teachers and learners to qualitatively investigate a great diversity of local language learning contexts. This book is a must read for anyone concerned with the current spread of English and its implications for individuals not typically foregrounded in language learning and teaching research." — Dr. Sandra Lee McKay, Professor Emeritus, San Francisco State University, USA  
**International Perspectives on Teacher Research** - S. Borg  
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Teacher research is recognized, in ELT and education more generally, as a powerful transformative strategy for teacher development and school improvement. This volume provides original insights into this issue by focusing on the processes involved in becoming and being a teacher researcher.

*Transnational Research in English Language Teaching* - Rashi Jain  
2022-07-15

This edited volume contributes to the creation of a comprehensive and a more inclusive understanding of an increasingly complex global ELT landscape across countries as well as across teaching and learning settings. The volume brings together inquiries from language teachers, educators and researchers from different backgrounds in the Global South and the Global North, who use their experiences of shuttling across borders to reflect on the shaping of their pedagogical, research and professional practices across higher education settings. The chapters weave the personal, professional and theoretical in a seamless manner, examining transnational identities and pedagogical practices formed and informed by both communities - 'home' and 'host' - and include narratives that are not unidirectional. The contributing authors also use a variety of qualitative research methods, along with reflexive writing and exploration of the authors' own positionalities, to shed light on transnational identities and critique dominant pedagogical assumptions.

**Tertiary Language Teacher-Researchers Between Ethics and Politics** - Chantal Crozet 2020-02-05

Bringing together a range of perspectives from tertiary language and culture teachers and researchers, this volume highlights the need for greater critical engagement with the question of language teacher identity, agency and responsibility in light of an ever changing global socio-political and cultural landscape. The book examines the ways in which various moral, ethical, and ideological dimensions increasingly inform language teaching practice for tertiary modern/foreign language teachers, both collectively as a profession but also at the individual level in everyday classroom situations. Employing a narrative inquiry research approach which combines brief autobiographical reflections with semi-

structured interview data, the volume provides a comprehensive portrait of the processes ten teacher-researchers in Australia working across five different languages engage in as they seek to position themselves more purposefully within a critical, political and ethical framework of teaching practice. The book will serve as a springboard from which to promote greater understanding and discussion of the impact of globalisation and social justice corollaries within the field, as well as to mediate the gap between language teaching theory and practice, making this key reading for graduate students and researchers in intercultural communication, language teaching, and language teacher education.

*Task-Based Language Teaching* - Rod Ellis 2019-10-17

A comprehensive account of the research and practice of task-based language teaching.

Researching Language Teacher Cognition and Practice - Roger Barnard 2012-09-03

This book presents a wide range of methodological perspectives on researching what teachers think and do in language teaching. It contains chapters by the editors and a leading teacher cognition researcher that highlight key themes, as well as eight case studies by new researchers, recounting their experience of designing and using data collection tools.

**TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy** - Crawford, Jenifer 2021-09-17

The field of TESOL encompasses English teachers who teach English as an additional language in English-dominant countries and those teachers who teach English as a foreign language in countries where a language other than English is the official language. This range of educators teaches English to children, adolescents, and adults in primary, secondary, post-secondary, popular education, and language academies or tutoring centers. The diversity of learners and contexts within the TESOL field presents a unique opportunity for educators to address varied educational and societal needs. This opportunity calls for TESOL educators who can support the whole learner in a range of contexts for the greater social good. There is an urgent need for readily reproducible and step-by-step research-based practices and current standards in

TESOL that bridge the gap between critical scholarship and equitable teaching practices. This book would serve as a critical addition to current literature in TESOL. *TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy* is an essential reference that provides practical and equitable step-by-step guides for TESOL educators through the current best practices and methods for effective and equity-minded teaching, critical inquiry, and transformative advocacy. This book is of particular value as it bridges theories to practices with a critical look at racial and social justice in English language teaching, which will lead to the integration of social justice-focused practice across the new curriculum. Covering topics such as integrated language instruction, equity and inclusivity, critical consciousness, and online learning, this text is essential for in-service and pre-service TESOL educators, education students, researchers, administrators, teacher educators, and academicians.

*Inquiry and Research Skills for Language Teachers* - Kenan Dikilitaş 2019-10-31

This book equips pre-service language teachers with research and inquiry skills which they can use in the course of their classroom teaching. Research is presented not as an additional burden in teachers' busy lives but as an integrated tool for satisfying their curiosity, developing an investigative stance, and strengthening the links between theory and practice. Over the course of the book, the authors introduce and encourage the use of pedagogically exploitable pedagogic-research activities (PEPRAs) to develop a deeper understanding of pedagogic issues in an engaging, supportive, and collaborative way. This book will be of interest to students and instructors on TESOL and related courses, as well as practitioners working in the teacher training sector.

Critical Issues in Teaching English and Language Education - Salah Troudi 2021-11-20

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.

*Developing Language Teachers with Exploratory Practice* - Kenan Dikilitaş 2018-06-26

This edited collection explores the use of Exploratory Practice (EP) by language teachers in classrooms. Written by practitioners, the chapters showcase unique examples of each principle of EP, with topics ranging from mentoring practitioner researchers, to teaching and learning in EAP, and investigating curriculum development in language teaching programs. The book provides example EP studies and gives voice to practitioners' experiences of the challenges they experienced as well as the benefits. Examples include tackling intercultural communication in linguistically and culturally diverse classrooms; pedagogy and curriculum design in language teaching; explorations of continuing professional development in language education. In doing so, it offers tools that can be transferred to other classroom contexts and used to aid teacher development. The concluding chapter highlights critical aspects of Exploratory Practice which emerge in the studies and examines how

practitioners advanced their understandings. This book will appeal to those working in Applied Linguistics, TESOL research, as well as language teachers and teacher educators.

**From Critical Literacy to Critical Pedagogy in English Language Teaching** - Melina Porto 2022-09-17

With a Foreword by Hugh Starkey and Audrey Osler, and Afterwords by Graham Crookes, Hilary Janks and Allan Luke, this book promotes critical language education and illustrates how a critical agenda can be enacted in English language education in real classrooms. It presents four cases located in primary and secondary schools in the province of Buenos Aires in Argentina in contexts that can be characterised as vulnerable or difficult. It describes the possibilities, challenges and limitations of this critical agenda using students' drawings, posters, leaflets, artwork, classroom activities and conversational data as foundation, and including the voices of local teachers in their classrooms. Importantly, these teachers used teacher-made, locally produced, critical post-method materials, described by the author of those materials in one of the chapters. In this way, the book offers a unique balance of researcher, teacher and materials writer voices. These materials are included in the book and can help language teachers around the world to introduce critical perspectives in their specific contexts. The book is appealing to researchers, classroom teachers, teacher educators, and materials writers and developers interested in critical language education.