

International Perspectives On Elt Classroom Interaction International Perspectives On English Language Teaching

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International Perspectives on CLIL - Chantal Hemmi 2021-05-18

This edited book offers culturally-situated, critical accounts of Content and Language Integrated Learning (CLIL) approaches in diverse educational settings, showcasing authentic examples of how CLIL can be applied to different educational levels from primary to tertiary. The contributors offer a research-based, critical view of CLIL opportunities, challenges and implications in the following areas: teacher education, continuing professional development, assessment, teacher-student dialogue, translanguaging, coursebooks, bilingual education, authenticity, language development and thinking skills. This wide-ranging volume will appeal to students and scholars of English Language Teaching (ELT), language policy and planning, bi- and multilingualism, and applied linguistics more broadly.

Ethical and Methodological Issues in Researching Young Language Learners in School Contexts - Annamaria Pinter 2021-05-10
This book focuses on ethical and methodological issues faced by researchers working with young language learners in formal school contexts. It uncovers and explicitly discusses a range of ethical dilemmas, challenges and experiences that researchers have encountered and grappled with, in studies of all kinds from large scale, experimental studies to ethnographic studies focused on just a handful of children. The

chapters are written by researchers working with children in different classroom contexts around the world and highlight how ethical dilemmas and tensions take on a complex form in child-focused research, requiring researchers to pay particular attention to the social and cultural norms of the different communities within which children are educated as well as their school-based experiences. The book comprises three sections, with the first part focused on involving children as active participants in research; part two on ethical challenges in multilingual contexts and part three on links between teacher education and researching children. The book includes a critical discussion of the opportunities and challenges associated with applying the UNCRC (1989) document in second language research with children which will be of use to any researcher working in this area.

The Multilingual Edge of Education - Piet Van Avermaet 2017-12-18
This book highlights the need to develop new educational perspectives in which multilingualism is valorised and strategically used in settings and contexts of instruction and learning. Situated in the current educational debate about multilingualism and ethno-linguistic minorities, chapter authors examine the polarised response to heightened linguistic diversity and how the debate is very much premised on binary views of monolingualism and

multi- or bilingualism. Contributors argue that the diverse linguistic backgrounds of immigrant and minority students should be considered an asset, instead of being regarded as a barrier to teaching and learning. From its title through to its conclusion, this book underlines the current perspective of multilingualism as possessing cutting edge potential for transforming diverse classrooms into more inhabitable, more equitable and more efficiently organised spaces for learning. This book will be of interest to scholars and researchers in educational linguistics, applied linguistics, sociolinguistics, anthropological linguistics, pedagogics, educational studies, and educational anthropology.

English Language Teaching in Moroccan Higher Education - Hassan Belhiah 2020-04-15

This book explores the global spread of English and its ramifications for the status of English in Morocco. It sheds light on motivational issues in English language teaching and learning in Moroccan higher education and examines various teaching practices in terms of: teaching effectiveness, assessment and evaluation, written feedback, English-Arabic translation, and undergraduate supervision. In addition to identifying critical issues in the discipline of English studies and the main challenges facing English departments from historical, institutional, and pedagogical perspectives, it suggests strategies for addressing and overcoming them.

Handbook of Research on Curriculum Reform Initiatives in English Education - Denman, Christopher 2018-10-12

Different regions of the world are making increasing demands for educational reform, especially when institutions are dissatisfied with the level of proficiency of their graduates. Since the realization of how important English education is to global success, reform to English education is becoming progressively vital in societies all over the world. The Handbook of Research on Curriculum Reform Initiatives in English Education provides research exploring the theoretical and practical aspects of a variety of areas related to English education and reform, as well as applications within curriculum development and instructional design. Featuring coverage on a broad range of topics such as

teachers' roles, teaching methods, and professional development, this book is ideally designed for researchers, educators, administrators, policymakers, interpreters, translators, and linguists seeking current research on the existing body of knowledge about curriculum reform in English education in an international context.

International Perspectives on ELT Classroom Interaction - Christopher J. Jenks 2015-05-06

The last few decades have seen an increase in interest in classroom interaction, and this has coincided with the global spread of ELT. This book gathers together 11 empirical-based studies of classroom interaction carried out in different countries, including the USA, England, Kenya, Sweden, and China. Implementing methodologies including conversation analysis, corpus-based analysis and discourse analysis, and covering investigatory issues such as CLIL, multilingualism and computer-assisted language learning, each chapter provides cutting-edge accounts of classroom issues and challenges. Along with a state-of-the-art literature review, the chapters provide key insights and engagement priorities that will prove relevant to a variety of learning and teaching contexts.

New Technologies and Language Learning - Li Li 2017-04-24

This research-led textbook investigates the use of new technologies for language learning, linking theory to practice. The book synthesises previous technology use (including Computer Assisted Language Learning) theory and research, and describes practical applications for both second and foreign language classrooms, including detailed examples of these applications and the procedures for evaluating them.

The Routledge Handbook of Multilingualism - Marilyn Martin-Jones 2012-05-31

The Routledge Handbook of Multilingualism provides a comprehensive survey of the field of multilingualism for a global readership, and an overview of the research which situates multilingualism in its social, cultural and political context. The handbook includes an introduction and five sections with thirty two chapters by leading international contributors. The introduction charts the changing landscape of social and ethnographic research on

multilingualism (theory, methods and research sites) and it foregrounds key contemporary debates. Chapters are structured around sub-headings such as: early developments, key issues related to theory and method, new research directions. This handbook offers an authoritative guide to shifts over time in thinking about multilingualism as well as providing an overview of the range of contemporary themes, debates and research sites. The Routledge Handbook of Multilingualism is the ideal resource for postgraduate students of multilingualism, as well as those studying education and anthropology.

The Concise Encyclopedia of Applied Linguistics - Carol A. Chapelle 2020-01-09

Offers a wide-ranging overview of the issues and research approaches in the diverse field of applied linguistics Applied linguistics is an interdisciplinary field that identifies, examines, and seeks solutions to real-life language-related issues. Such issues often occur in situations of language contact and technological innovation, where language problems can range from explaining misunderstandings in face-to-face oral conversation to designing automated speech recognition systems for business. The Concise Encyclopedia of Applied Linguistics includes entries on the fundamentals of the discipline, introducing readers to the concepts, research, and methods used by applied linguists working in the field. This succinct, reader-friendly volume offers a collection of entries on a range of language problems and the analytic approaches used to address them. This abridged reference work has been compiled from the most-accessed entries from The Encyclopedia of Applied Linguistics

(www.encyclopediaofappliedlinguistics.com), the more extensive volume which is available in print and digital format in 1000 libraries spanning 50 countries worldwide.

Alphabetically-organized and updated entries help readers gain an understanding of the essentials of the field with entries on topics such as multilingualism, language policy and planning, language assessment and testing, translation and interpreting, and many others. Accessible for readers who are new to applied linguistics, The Concise Encyclopedia of Applied

Linguistics: Includes entries written by experts in a broad range of areas within applied linguistics Explains the theory and research approaches used in the field for analysis of language, language use, and contexts of language use Demonstrates the connections among theory, research, and practice in the study of language issues Provides a perfect starting point for pursuing essential topics in applied linguistics Designed to offer readers an introduction to the range of topics and approaches within the field, The Concise Encyclopedia of Applied Linguistics is ideal for new students of applied linguistics and for researchers in the field.

Professional Studies in Primary Education - Hilary Cooper 2018-01-08

This textbook provides a wide-ranging overview of everything you will need to know to prepare you for initial teacher training and your early career in the primary classroom. Covering practical issues including planning, assessment and classroom organisation, and thought-provoking topics such as reflecting on your own teaching practice and developing critical thinking skills, this textbook gives you a pragmatic and insightful understanding of teaching in primary schools. This third edition has been comprehensively revised to include new chapters on: Personal, social, health and economic education (PSHE) Safeguarding and your responsibilities Teaching EAL learners Behaviour management and encouraging behaviour for learning Inclusion and special educational needs, including the 2015 SEND Code of Practice Critical perspectives on fundamental British values Moving on to Master's level study This is essential reading for all students on primary initial teacher education courses including university-based (PGCE, BEd, BA with QTS), and schools-based (School Direct, SCITT, Teach First) routes into teaching. Classroom Interactions as Cross-Cultural Encounters - Jasmine C. M. Luk 2017-09-25 Classroom Interactions as Cross-Cultural Encounters is about native English speakers teaching English as a global language in non-English speaking countries. Through analysis of naturally occurring dialogic encounters, the authors examine the multifaceted ways in which teachers and students utilize diverse

communicative resources to construct, display, and negotiate their identities as teachers, learners, and language users, with different pedagogic, institutional, social, and political implications. A range of issues in applied linguistics is addressed, including linguistic imperialism, post-colonial theories, micropolitics of classroom interaction, language and identity, and bilingual classroom practices. Intended to help TESOL professionals of different cultural backgrounds, working in different sociocultural contexts, to critically understand how non-assimilationist, dialogic intercultural communication with students can be achieved and built on for mutual cultural and linguistic enrichment and empowerment, this book:

- *emphasizes the sociocultural meanings and micropolitics of classroom interactions that reveal the complex realities of power and identity negotiations in cross-cultural interactions in ELT (English Language Teaching) classroom contexts;
- *revisits and reconstitutes the notion of native-speakerness and repositions the roles of native and non-native English teachers in the TESOL profession in the contexts of decolonization and globalization;
- *highlights the need to mobilize intercultural communicative resources for global communication;
- *addresses two major concerns of EFL (English as a Foreign Language) classroom researchers and teachers: student resistance and learning motivation; and
- *examines and analyzes the changing ideologies (both explicit and implicit) of teachers and students about English learning in the context of a post-colonial society, and how these ideologies are being enacted, reproduced, but also sometimes contested in EFL classroom interactions. Each chapter includes Questions for Reflection and Discussion to promote critical thinking and understanding of the issues discussed. Tuning-In discussion questions are provided in the three chapters on classroom data analysis to activate readers interpretive schemas before they examine the actual classroom episodes. The data are from an ethnographic study in post-colonial Hong Kong secondary schools involving four native English-speaker teachers and two bilingual Cantonese-English speaking teachers engaged in intercultural classroom dialogues with their Cantonese Hong

Kong students. The rich, naturally occurring classroom data and in-depth analyses provide useful pedagogical materials for courses in EFL teacher education programs on classroom discourse analysis from sociocultural perspectives.

A Pragmatic Approach to Fluency and Disfluency in Learner Language -

Maximiliane Frobenius 2022-11-15

This monograph presents analyses of filled and unfilled pauses, cut-offs, repair, discourse markers and other phenomena often referred to as disfluencies in the context of advanced language learners' PowerPoint presentations. It adopts a multimodal perspective to demonstrate the functions of these elements in interaction. Paired with gaze shifts, pointing gestures and posture shifts, they act as facilitators of joint visual orientation, mutual understanding, and accountable actions. Therefore, this volume suggests the name *cofluency* to reflect their potential functionality. *Cofluencies* are essential elements of multimodal chunks and multimodal patterns, and these are building blocks of a multimodal turn-taking mechanism for presentations. These concepts are illustrated and discussed based on excerpts from naturally occurring classroom data.

Curriculum Integrated Language Teaching -

Gary N. Chambers 2020-07-31

Do your students struggle to see the point in learning a language other than English? Do you teach in an English-dominant setting? If so, this book is a 'must-read'. It offers international perspectives on CLIL, a revolutionary teaching approach where students study subjects, for example physics or history, in a language which is not their own. Informed by research carried out by the authors, it addresses the issues of developing CLIL in Anglophone contexts and shows how to implement this method of language learning successfully in the reality of the classroom. Through three key themes, sustainability, pedagogy and social justice, each author explores CLIL as a means of addressing the high levels of cultural diversity and socio-economic disparity in Anglophone-dominant settings. Authored by experts in the field, it offers a set of flexible teaching tools, which serve to combine language and content, ultimately enhancing the learning experience of

students.

International Perspectives on ELT Classroom Interaction - Christopher J. Jenks 2015-04-23

This book gathers together 11 empirical-based studies of classroom interaction carried out in different countries, including the USA, England, Kenya, Sweden, and China. Along with a state-of-the-art literature review, the chapters provide key insights and engagement priorities that will prove relevant to a variety of learning and teaching contexts.

The EAL Teaching Book - Jean Conteh 2019-04-29

This book is a complete guide to understanding, learning from and teaching bilingual and EAL children in schools. It begins by asking 'who are EAL learners' and challenges some of the misconceptions about this group. It goes on to examine language in depth, providing focused theory to help teachers and trainees better understand the wider context of children's needs. This theory is supported by a wealth of information on practical teaching strategies and resources. It also covers planning across the curriculum for EAL, assessing EAL and bilingual learners and classroom organisation. New to this second edition is a chapter on using home languages and cultures in learning as well many new case studies from practising teachers offering insight and knowledge on teaching this particular group.

Conversation Analysis and Language Alternation - Anna Filipi 2018-10-15

This volume brings together researchers in conversation analysis who examine the practice of alternating between English and German, Italian, Spanish, Swedish and Vietnamese in the classroom. The collection shows that language alternation is integral to being and learning to become a bilingual, and that being and learning to become a bilingual are accomplished through a remarkably common set of interactional objects and actions, whose sequential organisations are quite similar across languages and educational sectors. This volume therefore shows that having recourse to more than one shared language provides an important resource for getting the work of language learning and teaching done through an orderliness that can be described and evaluated. The findings and the suggested pedagogical applications

described in the volume will be of significant interest to researchers and teachers in a range of fields including second and foreign language teaching and learning, conversation analysis, teacher education and bilingualism.

ELT in Asia in the Digital Era: Global Citizenship and Identity - Suwarsih Madya 2018-06-22

This proceedings book captures a wide range of timely themes for readers to be able to foresee the digital era's impact on English teaching in non-English speaking countries. English used in the global environment, the frequent mobile communication, and the use of AI-based translators are bringing about dramatic changes in our English language learning and teaching. Who can provide us the wisdom to know what to do? Those scholars going through these complex environmental changes! A collection of puzzle pieces may bring us a better contour for the future than a perfectly edited book. It's indeed a pleasure reading these insightful pieces to gain wisdom for the future of ELT practices in global contexts.

Exploring English Language Teaching - Graham Hall 2011-03-08

Winner of the BAAL Book Prize 2012 Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics, primarily designed for those entering postgraduate studies and language professionals returning to academic study. The books take an innovative "practice to theory" approach, with a 'back-to-front' structure. This leads the reader from real-world problems and issues, through a discussion of intervention and how to engage with these concerns, before finally relating these practical issues to theoretical foundations. Additional features include tasks with commentaries, a glossary of key terms, and an annotated further reading section. Exploring English Language Teaching provides a single volume introduction to the field of ELT from an applied linguistics perspective. The book addresses four central themes within English language teaching: 'Classroom interaction and management'; 'Method, Postmethod and methodology'; 'Learners'; and the 'Institutional frameworks and social contexts' of ELT. For each, the book identifies key dilemmas and practices, examines

how teachers and other language teaching professionals might intervene and deal with these concerns, and explores how such issues link to and inform applied linguistic theory. Exploring English Language Teaching is an indispensable textbook for language teachers, and for post-graduate/graduate students and advanced undergraduates studying in the areas of Applied Linguistics, Language Teacher Education, and ELT/TESOL.

Monolingual Policy, Bilingual Interaction - Rizwan-ul Huq 2020-12-28

The research reported here is an investigation of bilingual instruction in Bangladeshi schools. In particular, the thesis explores how schooling takes place when a second language is used as a medium of instruction to teach subject content. The study is based on a corpus of 44 hours of video recordings from real-life classroom interaction at two Bangladeshi schools in two metropolitan cities. The age range of the students is 9 to 13 years. Using multimodal conversation analysis, the thesis analyzes the participants' practice - as it emerges through mundane classroom activities - and thereby examines participants' language use in the presence of an existing language policy. The findings show how everyday instructional activities are accomplished in classrooms, especially the pedagogical focus on clarifying subject content and vocabulary. It further highlights that the interrelation between classroom interaction and language policy is informed by the participants' use of embodied resources and the surrounding material ecology. The dissertation contributes to the growing literature on social interaction in bilingual classrooms and the wider field of bilingual and multilingual pedagogy. Den här avhandlingen undersöker tvåspråkig undervisning i skolor i Bangladesh, med särskilt fokus på hur ett andraspråk, engelska, används för att undervisa ämnesinnehållet. Studien är baserad på videoinspelningar av klassrumsinteraktioner i två skolor i Bangladesh belägna i två storstäder. Aldern på de deltagande eleverna är 9 till 13 år, och den totala inspelningstiden är 44 timmar. I avhandlingen analyseras deltagarnas - både lärares och elevers - pedagogiska interaktion in situ, det vill säga så som de uttrycks i de faktiska klassrumssituationerna. Med hjälp av

multimodal konversationsanalys undersöks vilka strategier deltagarna använder för att utföra klassrumsarbete mot bakgrund av skolans språkpolicy om att enbart kommunicera på engelska. Resultatet visar hur den faktiska undervisningen går till i klassrummen, och särskilt det pedagogiska fokuset på att förtydliga ämnesinnehållet och utöka ordförrådet.

Avhandlingen bidrar till forskningen om social interaktion i tvåspråkiga klassrum och till den växande kunskapen om två- och flerspråkig pedagogik.

Abstract: This research reports on an investigation of bilingual instruction in Bangladeshi schools. In particular, the thesis explores how schooling takes place when a second language is used as a medium of instruction to teach subject content. The study is based on a corpus of 44 hours of video recordings from real-life classroom interaction at two Bangladeshi schools in two metropolitan cities. The age range of the students is 9 to 13 years. Using multimodal conversation analysis, the thesis analyzes the participants' practice - as it emerges through mundane classroom activities - and thereby examines participants' language use in the presence of an existing language policy. The findings show how everyday instructional activities are accomplished in classrooms, especially the pedagogical focus on clarifying subject content and vocabulary. It further highlights that the interrelation between classroom interaction and language policy is informed by the participants' use of embodied resources and the surrounding material ecology. The dissertation contributes to the growing literature on social interaction in bilingual classrooms and the wider field of bilingual and multilingual pedagogy. Den här avhandlingen undersöker tvåspråkig undervisning i skolor i Bangladesh, med särskilt fokus på hur ett andraspråk, engelska, används för att undervisa ämnesinnehållet. Studien är baserad på videoinspelningar av klassrumsinteraktioner i två skolor i Bangladesh belägna i två storstäder. Aldern på de deltagande eleverna är 9 till 13 år, och den totala inspelningstiden är 44 timmar. I avhandlingen analyseras deltagarnas - både lärares och elevers - pedagogiska interaktion in situ, det vill säga så som de uttrycks i de faktiska klassrumssituationerna. Med hjälp av multimodal konversationsanalys undersöks vilka strategier deltagarna använder för att utföra klassrumsarbete mot bakgrund av skolans språkpolicy om att enbart kommunicera på engelska. Resultatet visar hur den faktiska undervisningen går till i klassrummen, och särskilt det pedagogiska fokuset på att förtydliga ämnesinnehållet och utöka ordförrådet. Avhandlingen bidrar till forskningen om social interaktion i tvåspråkiga klassrum och till den växande kunskapen om två- och flerspråkig pedagogik.

Social Interaction and L2 Classroom Discourse - Olcay Sert 2015-08-19

This book offers a close investigation of interactional practices in L2 classrooms. With an emphasis on the multimodal and multilingual resources, this is an essential study for researchers and postgraduate students in

TESOL and Applied Linguistics.

Conversation Analytic Perspectives on English Language Learning, Teaching and Testing in Global Contexts - Hanh thi Nguyen 2019-02-26

This edited volume brings together 10 cutting-edge empirical studies on the realities of English language learning, teaching and testing in a wide range of global contexts where English is an additional language. It covers three themes: learners' development of interactional competence, the organization of teaching and testing practices, and sociocultural and ideological forces that may impact classroom interaction. With a decided focus on English-as-a-Foreign-Language contexts, the studies involve varied learner populations, from children to young adults to adults, in different learning environments around the world. The insights gained will be of interest to EFL professionals, as well as teacher trainers, policymakers and researchers.

Advancing Methods for Psychological Assessment Across Borders - Kai Ruggeri 2020-01-06

International Perspectives on English Language Teacher Education - T. Farrell 2015-06-22

The chapters in this volume outline and discuss examples of teacher educators in diverse global contexts who have provided successful self-initiated innovations for their teacher learners. The collection suggests that a way forward for second language teacher preparation programs is through 'reflective practice as innovation'.

The Routledge Handbook of Language and Superdiversity - Angela Creese 2018-02-21

The Routledge Handbook of Language and Superdiversity provides an accessible and authoritative overview of this growing area, the linguistic analysis of interaction in superdiverse cities. Developed as a descriptive term to account for the increasingly stratified processes and effects of migration in Western Europe, 'superdiversity' has the potential to contribute to an enhanced understanding of mobility, complexity, and change, with theoretical, practical, global, and methodological reach. With seven sections edited by leading names, the handbook includes 35 state-of-the-art chapters from international authorities. The handbook

adopts a truly interdisciplinary approach, covering: Cultural heritage Sport Law Education Business and entrepreneurship. The result is a truly comprehensive account of how people live, work and communicate in superdiverse spaces. This volume is key reading for all those engaged in the study and research of Language and Superdiversity within Applied Linguistics, Linguistic Anthropology and related areas.

International Perspectives on English as a Lingua Franca - Hugo Bowles 2016-04-29

This collection brings new insight into the relationship between English as a lingua franca and language teaching. It explores how the pedagogy of intelligibility, culture and language awareness, as well as materials analysis and classroom management, can be viewed from an ELF perspective in school and university contexts.

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

The Routledge Handbook of Language Learning and Technology - Fiona Farr 2016-02-26

The exponential growth and development of modern technologies in all sectors has made it increasingly difficult for students, teachers and teacher educators to know which technologies to employ and how best to take advantage of them. The Routledge Handbook of Language Learning and Technology brings together experts in a number of key areas of development and change, and opens the field of language learning by exploring the pedagogical importance of technological innovation. The handbook is structured around six themes: historical and conceptual contexts core issues interactive and collaborative technologies for language learning corpora and data driven learning gaming and language learning purpose designed language learning resources. Led by fundamental concepts, theories and frameworks from language learning and teaching research rather than by specific technologies, this handbook is the essential reference for all students, teachers and researchers of Language Learning and TESOL. Those working in the areas of Applied Linguistics, Education and Media Studies will also find this a valuable book.

Initial English Language Teacher Education

- Darío Luis Banegas 2017-05-18

"A collection of international perspectives on pre-service English language teacher education"--

Conversation Analysis and Classroom Management - Revert Klattenberg 2021

Language Teacher Motivation, Autonomy and Development in East Asia - Yuzo Kimura 2022-06-17

This volume highlights unique features of L2 teachers' motivation, autonomy and career development in Far East countries (including Japan, South Korea and China), using diverse methodological research approaches incorporating both quantitative and qualitative paradigms. While much of current research focuses on students' psychology, this volume looks into EFL teachers' motivation and autonomy. Both discussions of theoretical issues of teacher motivation and autonomy and practical, classroom-based investigations are

included and written to appeal to researchers, as well as applied teacher audiences. The theoretical chapters give readers a solid grounding in the issues of interest to the field. The practical chapters offer cutting edge insights and can also serve as templates on which postgraduate and postdoctoral researchers can base future studies. This helps the book to offer a dual service to the research community, addressing both issues of theorization of research and the practice of conducting research investigations.

Innovative Approaches in Teaching English Writing to Chinese Speakers - Barry Lee

Reynolds 2021-01-18

English writing is acknowledged as an essential skill for critical thinking, learning, and expression, and most EFL learners find themselves struggling when writing in English due to a lack of writing skills, content knowledge, writing strategies, intrinsic motivation, and fluency development practice. This edited volume, covering innovative approaches such as e-learning, strategy-based instruction, metacognitive training, a minimal grammar approach, writing assessment, and a genre-based approach, aims to innovate writing instruction in Chinese speaking regions, which has traditionally been characterized by rigid, teacher-centered, test-oriented approaches. We aim for this edited volume to provide theoretical underpinnings as well as contemporary practical advice related to EFL writing instruction for Chinese speakers.

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.

International Perspectives on Teaching the Four Skills in ELT - Anne Burns 2017-11-10

This book offers a range of perspectives and insights from around the world on the teaching and learning of listening, speaking, reading and writing. It brings together contributors from across six continents, who analyse a wide range of teaching and learning contexts, including

primary, secondary, tertiary, private, and adult ESL/EFL classes. In doing so, they provide locally relevant accounts that nonetheless resonate with other contexts and wider concerns. This informative and practical edited collection will appeal to students and scholars who are interested in the four building blocks of language learning, as well as language education and teacher education.

Changing English - Markku Filppula 2017-10-10

This book examines the special nature of English both as a global and a local language, focusing on some of the ongoing changes and on the emerging new structural and discursal characteristics of varieties of English. Although it is widely recognised that processes of language change and contact bear affinities, for example, to processes observable in second-language acquisition and lingua franca use, the research into these fields has so far not been sufficiently brought into contact with each other. The articles in this volume set out to combine all these perspectives in ways that give us a better understanding of the changing nature of English in the modern world.

International Perspectives on Teaching English to Young Learners - S. Rich 2014-11-20

This volume comprises 11 research-led accounts from Teaching English to Young Learner (TEYL) educators working in a range of diverse settings worldwide. The innovative practical and theoretical perspectives offer some important insights into effective TEYL pedagogy for the 21st century.

Effective Task Instruction in the First Year of School - Ilana Mushin 2021-11-30

It is well recognised that classroom teaching is highly complex and that teachers must navigate and negotiate myriad interactions just within a lesson in order to manage the learning opportunities of their students. What is less well recognised is precisely how these interactions are managed in real time during actual classroom interactions. This book is designed as an original, close-up account of processes by which children learn to become school learners in their first year of school, unpacking some of the recognised complexity of busy classrooms to hone in on what teachers and children do and how learning takes place. Using the tools of conversation analysis, the authors unpack a

range of pedagogical interactions between teachers and children during normal class, focusing on procedural instructions and the outcomes of instructed activities. By including transcripts of recordings of classes in schools located in diverse communities, it is possible to see which aspects of classroom interaction may be impacted by external factors, such as children's language or cultural background, and which aspects are applicable regardless of such factors. The chapters examine teacher instructions and children's behaviour during instructions and during task performance in whole-class and small-group interactions.

Effective Task Instruction in the First Year of School brings forward a much-needed wealth of knowledge into how to teach children in the first year of schooling and beyond in a way that is accessible for practising teachers, student teachers as well as education researchers.

The Embodied Work of Teaching - Joan Kelly Hall 2019-09-16

The chapters in this volume build on a growing body of ethnomethodological conversation analytic research on teaching in order to enhance our empirical understandings of teaching as embodied, contingent and jointly achieved with students in the complex management of various courses of action and larger instructional projects. Together, the chapters document the embodied accomplishment of teaching by identifying specific resources that teachers use to manage instructional projects; demonstrate that teaching entails both alignment and affiliation work; and show the significance of using high-quality audiovisual data to document the sophisticated work of teaching. By providing analytic insight into the highly-specialized work of teaching, the studies make a significant contribution to a practice-based understanding of how the life of the classroom, as lived by its members, is accomplished.

Willingness to Communicate in Instructed Second Language Acquisition - Anna Mystkowska-Wiertelak 2017-02-17

This book offers a comprehensive account of individual differences variables as well as contextual factors that impinge on second language learners' willingness to communicate (WTC). Firstly, it adopts a macro-perspective on

WTC, which entails an attempt to identify variables that are related to WTC, taking into account the specificity of the Polish higher education setting. Secondly, it embraces a micro-perspective on WTC, striving to pinpoint the individual and contextual influences on levels of WTC in the course of regularly-scheduled, naturally-occurring English classes, as well as to capture the dynamic nature of WTC during such classes. Together, these perspectives bring the reader closer to understanding the mechanisms underlying WTC in specific contexts, thereby providing a basis for recommendations for classroom practice that could translate into learners' success. It will be of interest to second language acquisition researchers and students, as well as to methodologists and materials writers who can use the research findings to improve the practice of teaching and learning speaking in the language classroom.

International Perspectives on Motivation - E. Ushioda 2013-04-23
Bringing together motivation-related practical

concerns and debates from diverse international contexts and educational settings where English is learned, this book shows how locally produced insights and issues can have wider global significance, resonating with the experiences and concerns of English teachers and learners across the world.

Classroom-based Conversation Analytic Research - Silvia Kunitz 2021-03-11

This book presents an international range of conversation analytic (CA) studies of classroom interaction which all discuss their empirical findings in terms of their theoretical and methodological contribution to the field of second language studies and their potential pedagogical relevance. The volume is thus unique in its focus on the theoretical and practical insights of CA classroom-based research and on the impact that such insights might have at the pedagogical level, from teaching to testing to teacher education. Given the growing interest in the pedagogical applicability of CA research, this book is a timely addition to the existing literature.