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

This is likewise one of the factors by obtaining the soft documents of this international perspectives on elt classroom interaction international perspectives on english language teaching by online. You might not require more epoch to spend to go to the books establishment as skillfully as search for them. In some cases, you likewise get not discover the broadcast international perspectives on elt classroom interaction international perspectives on english language teaching that you are looking for. It will completely squander the time.

However below, similar to you visit this web page, it will be appropriately totally simple to acquire as without difficulty as download lead international perspectives on elt classroom interaction international perspectives on english language teaching

It will not give a positive response many mature as we accustom before. You can realize it while perform something else at house and even in your workplace. as a result easy! So, are you question? Just exercise just what we meet the expense of under as capably as review international perspectives on elt classroom interaction international perspectives on english language teaching what you taking into account to read!
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.

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.

International Perspectives on Materials in ELT - Sue Garton 2014-05-30 This book brings together different perspectives on ELT materials from a range of international contexts and a variety of educational settings. All the chapters are underpinned by sound theoretical principles while addressing practical concerns and debates in materials design and use.

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.

**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.

**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.

**International Perspectives on Teaching English in Difficult Circumstances**-Kuchah Kuchah 2018-03-06 This book offers a holistic
practitioner and research-based perspective on English Language Teaching and teacher education in difficult circumstances. In addition to extending the current conceptualization of ‘difficult circumstances’ in ELT to include the broader policy issues that may affect ELT in low-to-mid income countries, the book focuses on the challenges faced by practitioners and learners in contexts of confinement, conflict and special education. The chapters in this collection examine the challenges and problems that emerge from the complex current ELT environment, and present examples of contextualized inquiry-based strategies and interventions to address these challenges. Underlining the need to extend the boundaries of the discipline of ELT to include teaching-learning in less privileged contexts, this wide-ranging volume will appeal to students, scholars and practitioners of English Language Teaching.

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 Teachers Living with Curriculum Change-Martin Wedell 2017-11-10 “This book gives a voice to English language teachers faced with the challenges posed by English language curriculum change. As a core component of national state system curricula in virtually every country in the world, there has nevertheless been little research exploring how the millions of English teachers worldwide navigate the challenges posed by such curriculum changes. This volume includes eleven stories from teachers based across every continent, providing a global glimpse of how national English curriculum change projects have been experienced by classroom teachers who are
commonly (if erroneously) viewed as mostly responsible for its implementation success or failure. The final chapter synthesises these experiences and suggests wider implications for the development of curriculum change planning processes, and how they might better support teachers’ attempts to achieve curriculum goals. Edited and authored by leading experts in the field, this ground-breaking collection will be of interest to students and scholars of English language teaching, teacher education, curriculum change and education policy.”

**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'.

**International Perspectives on Creativity in the Foreign Language Classrooms** - Isaak Papadopoulos 2020 The book titled "International Perspectives on Creativity in the Foreign Language Classrooms" aspires to provide a reflective and descriptive account of creative practices as well as research related to creativity from an international perspective. In particular, through a collection of 12 studies conducted in various countries and continents, an attempt is made to provide readers with creative examples of teaching practice and research incentives, as proposed and presented by the authors of this collected edition. The contributors of this book report and reflect on classroom practices that increase motivation, promote creative learning, heighten learners' creativity, enhance their learning potential and their multicultural sensitivity. They discuss challenges of applications in diverse contexts based on playful activities and stories that develop a creative learning environment in a foreign language.
classroom. Some other studies focus on multiple intelligences theory approach making students 'know' and 'apply' the appropriate behaviour and they present creative ways and multisensory approaches of approaching dyslexic students in a language classroom. The authors provide perspectives from different angles on the above mentioned issues demonstrating that multiliteracies practices, games, different art forms, popular-culture texts, digital storytelling and interactive activities could be effective tools in foreign language learning.

International Perspectives on the Teaching of Literature in Schools-Andrew Goodwyn
2017-08-31 Literature teaching remains central to the teaching of English around the world. This edited text brings together expert global figures under the banner of the International Federation for the Teaching of English (IFTE). The book captures a state-of-the-art snapshot of leading trends in current literature teaching, as well as detailing predicted trends for the future. The expert scholar and leading teacher contributors, coming from a wide range of countries with fascinatingly diverse approaches to literature teaching, cover a range of central and fundamental topics: literature and diversity; digital literatures; pedagogy and reader response; mother tongues; the business of reading; publishers, adolescent fiction and censorship; assessing responses to literature; the changing definitions of literature and multimodal texts. The collection reviews the consistently important place of literature in the education of young people and provides international evidence of its enduring value and contribution to education, resisting the functionalist and narrowly nationalist perspectives of misguided government authorities. International Perspectives on the Teaching of Literature in Schools will be of value to researchers, PhD students, literature scholars, practitioners, teacher educators, teachers and all those in the extensive academic community interested in English and literacy around the world.
International Perspectives on Materials in ELT - Sue Garton 2014-05-30 This book brings together different perspectives on ELT materials from a range of international contexts and a variety of educational settings. All the chapters are underpinned by sound theoretical principles while addressing practical concerns and debates in materials design and use.

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 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.

Popular Culture, Pedagogy and Teacher Education - Phil Benson 2014-01-10 The integration of popular culture into education is a pervasive theme at all educational levels and in all subject areas. Popular Culture, Pedagogy and Teacher Education explores how ‘popular culture’ and ‘education’ come together and interact in research and practice from an interdisciplinary perspective. The international case studies in this edited volume address issues related to: how popular culture ‘teaches’ our students and what they learn from it outside the classroom how popular culture connects education to students’ lives how teachers ‘use’ popular culture in educational settings how far
teachers should shape what students learn from engagement with popular culture in school how teacher educators can help teachers integrate popular culture into their teaching Providing vivid accounts of students, teachers and teacher educators, and drawing out the pedagogical implications of their work, this book will appeal to teachers and teacher educators who are searching for practical answers to the questions that the integration of popular culture into education poses for their work.

**ELT Revisited**-Marcela Malá 2016-08-17 This volume brings together selected papers presented during the 9th International Conference of the Association of Czech Teachers of English, titled “Teaching for Tomorrow” and hosted by the English Department of the Faculty of Science, Humanities and Education at the Technical University of Liberec, Czech Republic. The conference brought together English Language Teaching (ELT) professionals from primary, secondary and tertiary education to discuss a variety of English as a Foreign Language (EFL)-related topics, ranging from reports on language research to viewpoints and insights on classroom practice. The contributions are grouped into three sections: a) Focus on Selected Language Topics, b) Increasing Learner Autonomy and c) Innovative Teaching English as a Foreign Language (TEFL) ideas. Papers were carefully chosen in order to appeal to a broad audience. Consequently, there are articles which have a mainly theoretical bent and those which have a more practical leaning. Although the conference was hosted in the Czech Republic and the majority of participants were from this country, the book is relevant to any context where English is taught as a foreign or second language. Therefore, teachers, advanced students of English, language researchers, and, indeed, anyone engaged in the EFL profession will find this collection both educational and thought-provoking.

**Genre in the Classroom**-Ann M. Johns
2001-11-01 For the first time, the major theoretical and pedagogical approaches to genre and related issues of social construction are presented in a single volume, providing an overview of the state of the art for practitioners in applied linguistics, ESL/EFL pedagogies, rhetoric, and composition studies around the world. Unlike volumes that present one theoretical stance, this book attempts to give equal time to all theoretical and pedagogical camps. Included are chapters by authors from the Sydney School, the New Rhetoric, and English for Specific Purposes, as well as contributions from other practitioners who pose questions that cross theoretical lines. Genre in the Classroom: *includes all of the major theoretical views of genre that influence pedagogical practice; *takes an international approach, drawing from all parts of the world in which genre theory has been applied in the classroom--Australia, Canada, Hong Kong, the Middle East, the United States; *features contributors who are all both theorists and classroom practitioners, lending credibility and authenticity to the arguments; *combines theory and practice in every chapter, showing how particular theoretical views influence classroom practice; *grounds pedagogical practices in their own regional and theoretical histories; *openly discusses problems and questions that genre theory raises and presents some of the solutions suggested; and *offers a concluding chapter that argues for two macro-genres, and with responses to this argument by noted genre theorists from three theoretical camps.

**Immersion Education**-Robert Keith Johnson
1997-07-13 Within bilingual education, more and more programs are adopting the option of immersion education, in which a second language is used as the medium of instruction. This volume illustrates the implementation immersion education in North America, Europe, Asia, the Pacific, and Africa, showing its use in programs ranging from preprimary to tertiary level and demonstrating how it can function in foreign language teaching, for teaching a
minority language to members of the language majority, for reviving or supporting languages at risk of extinction, and for helping learners acquire a language needed for wider communication or career advancement. A final section reviews lessons learned from experiences with immersion and explores new directions the approach is taking. This text will be of interest to teachers, teacher educators, and others involved in bilingual education.

In-service Teacher Development - David Hayes 1997

Second Language Teacher Education - Diane J. Tedick 2013-06-17 The education of second language teachers takes place across diverse contexts, levels, settings, and geographic regions. By bringing together research, theory, and best practices from a variety of contexts (ESL/EFL, foreign language, bilingual and immersion education), this book contributes to building meaningful professional dialogue among second-language teacher educators. Featuring an international roster of authors, the volume is comprised of 18 chapters organized in four thematic sections: the knowledge base of second language teacher education; second language teacher education contexts; collaborations in second language teacher education; and second language teacher education in practice. Second Language Teacher Education: International Perspectives is an essential professional resource for practicing and prospective second language teacher educators around the world.

Gender Representation in Learning Materials - Abolaji S. Mustapha 2015-08-11 Representations of gender in learning materials convey an implicit message to students about attitudes towards culturally appropriate gender roles for women and men. This collection takes a linguistic approach to exploring theories about gender representation within the sphere of education and textbooks, and their effects on
readers and students within an international context. In the opening section, contributors discuss theories of representation and effect, challenging the conventional Althusserian model of interpellation, and acknowledging the challenges of applying Western feminist models within an international context. Following chapters provide detailed analyses focusing on a number of different countries: Australia, Japan, Brazil, Finland, Russia, Hong Kong, Nigeria, Germany, Qatar, Tanzania, and Poland. Through linguistic analysis of vocabulary associated with women and men, content analysis of what women and men say in textbooks, and discourse analysis of the types of linguistic moves associated with women and men, contributors evaluate the extent to which gendered representations in textbooks perpetuate stereotypical gender roles, what the impact may be on learners, and the ways that both teachers and learners interact and engage with these texts.

**Corpus Perspectives on the Spoken Models**

*Corpus Perspectives on the Spoken Models used by EFL Teachers* - Angela Farrell

2019-12-10 Corpus Perspectives on the Spoken Models used by EFL Teachers illustrates the key principles and practical guidelines for the design and exploitation of corpora for classroom-based research. Focusing on the nature of the spoken English used by L2 teachers, which serves as an implicit target model for learners alongside the curriculum model, this book brings an innovative perspective to the on-going academic debate concerning the models of spoken English that are taught today. Based on research carried out in the EFL classroom in Ireland, this book: explores issues and challenges that arise from the use of "non-standard" varieties of spoken English by teachers, alongside the use of Standard British English, and examines the controversies surrounding sociolinguistic approaches to the study of variation in spoken English; combines quantitative corpus linguistic investigations with qualitative functional discourse analytic approaches from pragmatics and SLA for classroom-based research; demonstrates the ways in which changing trends and perspectives
surrounding spoken English may be filtering down to the classroom level. Drawing on a corpus of 60,000 words and highlighting strategies and techniques that can be applied by researchers and teachers to their own research context, this book is key reading for all pre- and in-service teachers of EFL as well as researchers in this field.

**English as an International Language**-Dr. Farzad Sharifian 2009-01-08 The rapid global spread of the English language has serious linguistic, ideological, socio-cultural, political, and pedagogical implications as it creates both positive interactions and negative tensions between global and local forces. Accordingly, debate about issues such as the native/non-native divide, the politics of an international language, communication in a Lingua Franca, the choice of a model for ELT, and the link between English and identity(ies) has stimulated scholarly inquiry in an unprecedented way. The chapters in this volume revisit, challenge, and expand upon established arguments and positions regarding the politics, policies, pedagogies, and practices of English as an international language, as well as its sociolinguistic and socio-psychological complexities.

**Perspectives on Language Assessment Literacy**-Sahbi Hidri 2020-05-30 Perspectives on Language Assessment Literacy describes how the elements of language assessment literacy can help teachers gather information about when and how to assess learners, and about using the appropriate assessment tools to interpret results in a fair way. It provides highlights from past and current research, descriptions of assessment processes that enhance LAL, case studies from classrooms, and suggestions for professional dialogue and collaboration. This book will help to foster continuous learning, empower learners and teachers and make them more confident in their assessment tasks, and reassure decision makers that what is going on in assessment meets international benchmarks and standards.
It addresses issues like concepts and challenges of assessment, the impacts of reflective feedback on assessment, the ontogenetic nature of assessment literacy, the reliability of classroom-based assessment, and interfaces between teaching and assessment. It fills this gap in the literature by addressing the current status and future challenges of language assessment literacy. This book will be of great interest for academics, researchers, and post-graduate students in the fields of language assessment literacy and English language teaching.

Critical Issues in Teaching English and Language Education - Salah Troudi

International Perspectives on the Role of Technology in Humanizing Higher Education - Enakshi Sengupta 2020-11-12

By highlighting the use of emerging technologies in pedagogy and drawing on real-life case studies, the authors in this volume address the ongoing debate that technology brings a positive effect on education and beyond. They demonstrate how technology continues to fulfil the challenges of creating a more democratic educational environment.

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

Team Teaching and Team Learning in the Language Classroom-Akira Tajino 2015-12-14
This book reignites discussion on the importance of collaboration and innovation in language education. The pivotal difference highlighted in this volume is the concept of team teaching. It explores ways in which team learning happens in ELT environments and what emerges from these explorations is a more robust concept of team learning in language education. Coupled with this deeper understanding, the value of participant research is emphasised by defining the notion of ‘team’ to include all participants in the educational experience. Authors in this volume position practice ahead of theory as they struggle to make sense of the complex phenomena of language teaching and learning. The focus of this book is on the nexus between ELT theory and practice as viewed through the lens of collaboration. The volume aims to add to the current knowledge base in order to bridge the theory-practice gap regarding collaboration for innovation in language classrooms.

New Frontiers in Teaching and Learning English-Paola Vettorel 2015-06-18
The contributions to this volume explore several focal issues related to the global spread of English and
their implications for English language teaching, providing both theoretical and empirical perspectives on recent research and implications in educational terms. The volume is divided into three thematic sections, namely "Developments in ELF research and pedagogic implications", "Raising teachers' awareness of ELF", and "ELF and ELT practices". The book provides up-to-date perspectives on the issues, implications and repercussions that findings in ELF research can have for ELT practices. The contributors are all scholars and researchers who have long been engaged in ELF-related research, and who have undertaken operational and practical work in the field, and, as such, offer novel perspectives on the effects of EFL research on the teaching and learning of English. The volume also presents the findings of innovative projects in teacher education, involving pre- and in-service teachers, providing exemplificative good practices of possible new routes into pluralistic, ELF-aware and ELF-oriented didactic perspectives.

Children Learning Second Languages - Annamaria Pinter 2011-03-29 This comprehensive guide to research and debate centres around language learning in childhood, the age factor and the different contexts where language learning happens, including home and school contexts. The scope is wide, capturing examples of studies with different age groups, different methodological approaches and different languages.

Young Learner English Language Policy and Implementation - Janet Enever 2009 Young Learner English Language Policy and Implementation: International Perspectives Over the past three decades, there has been a huge expansion across the world in school programmes for the teaching of English to young learners. Much of this growth is due to global forces which currently demand ever-increasing levels of communication in English across continents. This publication, resulting from the conference The Way Forward: Learning from
International Experience of TEYL held in Bangalore, India, in 2008, seeks to address these issues, responding to concerns that there is often insufficient guidance available to decision-makers at ministry level regarding the policy and practical implications of an early start for English. Young Learner English Language Policy and Implementation: International Perspectives is a collection of 28 papers which reflect the insights of a group of academics, policy makers, senior educationalists and practitioners who have been important contributors internationally, regionally or in their own countries, to debates about YL policy and implementation. These papers represent a significant contribution to current thinking on effective YL language policy formulation, the design of appropriate programmes for implementation and the sustainable implementation of policy at local and national levels. Three themes were evident in many of the conference presentations and are also reflected in these papers: the specific impact of global factors on policy decisions and classroom practices; the challenges of policy and its implementation; broader and more local language issues and their impact on policy. The first section of this book contains country-specific case studies which provide analyses of a range of policy issues in state school provision for TEYL, including some recommendations for policy makers in planning and shaping their future national provision. The second section includes accounts of innovations, experiments or small-scale projects in the YL field from the state and private sectors, across a range of countries. This volume will be of considerable interest to a wide range of policy makers in ministries and educational institutions, researchers, teacher educators and anyone concerned with YL English language policy and implementation. For ESP SIG titles published by Garnet Education, please visit the Journals and Academic Papers section.

**Teachers' Roles in Second Language Learning**

Bogum Yoon 2012-09-01 This book is designed to provide practical applications of sociocultural theory with regard to teachers’
roles in second language education. By providing specific examples of teachers’ roles in the classroom, the book aims to help researchers, teacher educators, and classroom teachers make clear connections between practice and theory in second language learning. All the studies in this edited book are conducted in the PreK16 classroom setting. Each chapter presents rigorous research analysis within the framework of sociocultural theory and provides rich descriptions of teachers’ roles. The book is intended to be used in teacher education courses. The primary audience of the book is inservice teachers who work with second language learners (SLLs) in their classrooms including ESL/Bilingual classrooms or regular classrooms. Since many SLLs receive instructions both in the ESL/Bilingual classrooms and in the regular classrooms, it is important to discuss teachers’ roles in both settings. The secondary audience of the book is teacher educators and researchers who work with preservice and inservice teachers in teacher education. This book will be an excellent resource for book study groups and practitioners working with professional learning communities.

**The Asian EFL Classroom** - Soo-Ok Kweon
2018-11-02 This book offers an insight into the 21st century teaching and learning of English in Asia. Despite English being widely recognized as a lingua franca in this era of globalization, the general EFL proficiency of graduates from high schools and even universities in most Asian countries are still below the expectations of policymakers. Given the critical role English will play in the globalized world, this review and examination of the current state of English education in Asia is both important and timely. This book consists of ten chapters from ten different Asian countries, including the Russian Far East. The scope of the book allows EFL students, researchers and teachers to gain perspectives on many of the significant current issues, expectations, and challenges in the teaching and learning of English faced by Asia in the 21st century.
The Pedagogy of English as an International Language - Roby Marlina 2014-06-23 This volume offers insights in current theoretical discussions, observations, and reflections from internationally and regionally celebrated scholars on the theory and practice of teaching English informed by a new school of thought, English as an International Language (EIL). This volume provides readers (scholars, teachers, teacher-educators, researchers in the relevant fields) with: Knowledge of the changing paradigm and attitudes towards English language teaching from teaching a single variety of English to teaching intercultural communication and English language variation. Current thoughts on the theory of teaching English as an international language by internationally-celebrated established scholars and emergent scholars. Scholarly descriptions and discussions of how English language educators and teacher-educators translate the paradigm of English as an International Language into their existing teaching. Delineation of how this newly emerged paradigm is received or responded to by English language educators and students when it is implemented. Readers have a unique opportunity to observe and read the tensions and dilemmas that educators and students are likely to experience in teaching and learning EIL.

Thinking Skills and Creativity in Second Language Education - Li Li 2019-07-18 Across the world, education is being restructured to include greater focus on developing critical and creative skills. In second language education, research suggests that cognition and language development are closely related. Yet despite increasing interest in the teaching of thinking skills, critical thinking has not been widely integrated into language teaching. Thinking Skills and Creativity in Second Language Education presents a range of investigations exploring the relationship between thinking skills and creativity, and second language education. Focusing on cognitive, affective, social, and
emotional perspectives, this book highlights current research and raises questions that will set the direction for future research. Its aims are as follows: Provide an in-depth understanding of the link between second language development and thinking skills. Consider approaches to developing thinking skills in second language instruction. Examine practices in implementing thinking skills in second language learning. Offer an updated list of sources of information on thinking skills in second language education. A new addition to the Research on Teaching Thinking and Creativity series, this book is relevant to researchers in the field of educational psychology, to Masters degree and PhD students in this field, and to anyone interested in developing thinking skills.

The EAL Teaching book-Jean Conteh
2015-10-31 As the number of children for whom English is an Additional Language in schools increases, how do teachers and trainees prepare to support them to succeed? This text is their toolkit. A complete guide to understanding, learning from and teaching bilingual and EAL children in schools. The text 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 in the promoting learning section. The text covers planning across the curriculum for EAL, assessing EAL and bilingual learners and classroom organisation, offering day-to-day practical support for teachers. 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.

The Place of English as an International Language in English Language Teaching-
Ngan Le Hai Phan 2020-01-27 This book aims to contribute to the discipline of teaching English as an international language by exploring teachers' reflections on the recent changes within the English language for their teaching profession. It presents a comprehensive and thorough examination of the place of English as an international language in English language teaching, especially in an Asia-Pacific context, looking at Vietnam and countries in which the context of ELT is similar. It examines and revisits the relevance of teaching implications, teaching of cultures and teaching materials currently employed in an EFL context. The author investigates a range of critical issues in teaching English in today's EFL context as well as challenges in implementing new teaching ideas to meet learners' demands to communicate with speakers from various backgrounds. Finally, the book presents a number of research-informed implications for pedagogy, theory and research in teaching EIL in ELT.

Phonology in English Language Teaching-
Martha C. Pennington 2014-06-03 Phonology in English Language Teaching is an introductory text, specifically directed at the needs of language teachers internationally. Combining an overview of English phonology with structured practical guidance, this text shows how phonology can be applied in the classroom. An introductory chapter provides the philosophical framework, followed by separate chapters on the phonology of consonants, vowels and prosody. As well as presenting core material on English phonology, the book explores the relationship of orthography to the English sound system from a historical and a present-day perspective. The final chapter focuses on lesson design and provides practical advice to teachers on diagnosing and responding to students' pronunciation difficulties. As central themes, the book examines English seen from the perspective of international usage and considers the relationship of phonology to communication and the broader language curriculum. Consistent with its practical and communicative orientation
Quality in TESOL and Teacher Education
Juan de Dios Martínez Agudo 2019-11-07 This volume takes a holistic view of the current trends and challenges in quality and quality assurance in TESOL and teacher education. Bringing together top scholars in the field from all over the world, the text features invaluable international perspectives with the common objective of improving the quality in TESOL and teacher education in constantly changing and challenging educational contexts globally. Grouped into four wide-ranging, thematic sections – on multilingualism, diversity, teacher education, and future challenges – the book addresses new obstacles faced by educational professionals in today’s rapidly changing educational landscape by offering alternatives to quantitative targets. Chapter authors cover a range of contexts and timely issues, including technology in the classroom, culturally relevant teaching, teaching for continuous improvement, professional development, and monitoring and evaluating quality. Providing a forum of discussion on the intricacies, complexities, and challenges related to the urgent question of quality in the field, this book is a must-read for prospective ESL/EFL teachers and teacher educators.