

Key Issues In Language Teaching

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Wer die Nachtigall st ö rHarper Lee 1962

Key Issues in Chinese as a Second Language Research Istvan Kecskes 2017-06-26 Key Issues in Chinese as a Second Language Research presents and discusses research projects that serve as theoretical grounding for improving the teaching and learning of Chinese as a second language (CSL) in order to help researchers and practitioners better understand the acquisition, development, and use of CSL. With the exception of the first chapter, which is state-of-the-art, each chapter makes an attempt to bring together theory and practice by focusing on theory building and theory application in practice. The book is organized around areas where most future research is needed in CSL: phonology, semantics, grammar, and pragmatics. Consisting of contributions from an international group of scholars working on cutting-edge research, this is the ideal text for researchers, graduate students, and practitioners in the area of Chinese as a second or foreign language.

The Cambridge Guide to Learning English as a Second Language Anne Burns 2018-03-15 This volume provides an up-to-date and comprehensive coverage of second language learning. The focus throughout the book is primarily on language learning, but each chapter also discusses the implications for teaching and assessment, thus informing both understanding and practice. The book contains nine sections, which aim to organise and reflect different dimensions of the diverse and complex scope of learning English as a second or additional language. Four themes which permeate the chapters are: learning and learners; learning and language; learning and language development; learning and learning context. The 36 chapters are up-to-date and authoritative, written by experts in the field. The content is accessibly written, with questions for discussion and follow-up reading suggestions provided.

Key Questions in Language Teaching Alessandro G. Benati 2020-02-20 A concise introduction to the key concepts, principles and recurring issues in language teaching.

Methodology in Language Teaching Jack Croft Richards 2002-04-08 This comprehensive anthology gives an overview of current approaches, issues and practices in the teaching of English to speakers of other languages at elementary, secondary, and tertiary levels.

Issues in Modern Foreign Languages Teaching K. Field 2004-08-02 Issues in Modern Foreign Languages Teaching draws together a range of issues in the teaching of modern foreign languages into one volume that will encourage students and newly qualified teachers to consider and reflect on the issues so that they can make a reasoned and informed judgement about their teaching of MFL. It will be relevant for students and newly qualified teachers at both primary and secondary level and will fill a gap in their knowledge due to time constraints - and an emphasis on standards - on ITT and PGCE courses.

English Language Teaching Lee McCallum 2022 This book provides an overview of current trends and practices in English Language Teaching (ELT) across the European Union. It offers insights into key ELT issues which are at the forefront of twenty-first-century classrooms. It discusses theoretical and empirical work based on topics such as linguistic imperialism, English as a Medium of Instruction, contrastive language analysis, and the interplay between English and the use of countries respective native languages. It also explores the challenges of English Language Teaching under different circumstances such as, while using different technological platforms, working with different learner groups (those with Special Educational Needs) and revising traditional practices in grammar and vocabulary teaching. Throughout the book, the link between policy, theory and practice is explicitly highlighted and exemplified. The book is of interest to ELT instructors, course designers, language teachers and teacher trainers, and students enrolled in pre-service English training courses.

Exploring English Language Teaching Graham Hall 2017-09-18 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. This second edition has been extensively revised and updated to explore the latest practical developments and theoretical insights in the field of ELT. With new material, including expanded discussions of CLIL, the role of new technologies in ELT, and the teaching of large classes in difficult circumstances, and with an updated glossary and suggestions for additional reading, this is an indispensable textbook for language teachers and students studying in the areas of Applied Linguistics, Language Teacher Education, and ELT/TESOL.

The Good Language Learner Neil Naiman 1996 This book is one of the most influential research studies on Second Language Learning ever undertaken. The Good Language Learner addresses key problems for teachers about the strategies that successful learners use, the attitudes they show to the language they are learning, the nature of their most successful experiences and similar issues. It is based on the direct experience of a wide range of learners. It enables us to recognise the combined roles of fluency activity and natural communication on the one hand, and accuracy activity with formal understanding of the language system and the mistakes that one is liable to make as a learner, on the other hand. Few works of empirical analysis in language teaching have had so much influence, and this edition should be an essential component of any teacher's library in local authority centres, schools, teacher education institutions, and the home library of language teachers.

Initial English Language Teacher Education Dar í o Luis Banegas 2017-05-18 Trainees' voices, beliefs and experiences as learners, shaped by the tension and dialogue between internal and external theories of teaching and learning, inevitably penetrate the Initial English Language

Teacher Education (IELTE) curriculum. Scrutinising these beliefs and experiences, Initial English Language Teacher Education provides readers with vivid and informed accounts of IELTE from around the world. Approaching IELTE from a sociocultural perspective, the authors analyse future teachers' trajectories and educational histories in order to understand their experiences as learners, unpack internal beliefs, and problematise the relationships between such beliefs with theories and research in the field. Exploring accounts from a number of under-researched contexts, Initial English Language Teacher Education investigates and analyses perspectives from Argentina, Brazil, China, Colombia, Kenya, Singapore, South Africa, Spain and Uruguay. Through the eyes of future teachers, the chapters address issues such as: trainee motivation, tensions between theory and practice, role of feedback, teacher development and identity, critical pedagogies, online teacher education and intercultural awareness.

The Language Teaching Matrix Professor Jack C Richards 1990-02-23 For use in courses on language teaching methodology and teacher preparation, this book also serves as an invaluable source for courses in language curriculum development, materials development, and teaching practice. The author views effective language teaching as a network of interactions involving the curriculum, methodology, the teacher, the learner, and instructional materials (hence the metaphor of a matrix). Each chapter discusses and examines the theoretical and practical dimensions of a central issue in language teaching. Among the topics covered are curriculum development, designing instructional materials, teaching listening, speaking, reading and writing, the nature of effective teaching, self-monitoring in teacher development, and language and content. Richards presents key issues in an accessible and highly readable style, and shows how teachers and teachers-in-training can be involved in the investigation of classroom teaching and learning. The emphasis is not on prescriptions but rather on developing effective teaching through understanding the various factors that interact in second language learning and in the second language classroom.

English Language Teaching in Rural Areas: Perspectives, Issues and Remedies Dr. Sanjay Shende & Mr. S. Venkataramana & Dr. Khaja Moinuddin : English language teaching in rural areas poses many issues that need attention as well as solution. Lack of communicative ability of learners, dearth of technological and infrastructural facilities, average intellectual quality of ELLs, socio-economic obstacles etc are some of the recurrent problems generally faced in rural area institutions. This book investigates the issues faced by ESL teachers as well as learners and tries to discuss remedial strategies and techniques to overcome the situational problems. The book offers research articles on various dimensions of ELT contributed by ESL teachers and principals who devised innovative ways to combat the unnerving scenario poor outcome. The research articles foregrounded on language theory and practice provide fresh insights and will help academician, researchers and teachers to analyze teaching learning scenario in rural area with possible pragmatic solutions.

Key Issues in the Teaching of Spanish Pronunciation Rajiv Rao 2019-04-24 Key Issues in the Teaching of Spanish Pronunciation: From Description to Pedagogy is a resource that encourages Spanish teachers and curriculum designers to increase their incorporation of pronunciation into the classroom. Combining theory and practical guidance, it will help language practitioners integrate the teaching of Spanish pronunciation with confidence and effectiveness. The international group of scholars across its 15 chapters is made up of individuals with well-established research records and training in best pedagogical practices. Key features: A range of topics including vowels, various classes of consonants, prosody, the use of technology, the role of orthography, the importance of both perception and production, individual learner differences, and teacher training; Overviews of descriptive, empirical, and acquisition-based research associated with each aspect of the Spanish sound system; Guidance on the difficulties that teachers face when incorporating the teaching of pronunciation into the classroom; Clear explanations of concepts, accompanied by an abundance of concrete examples and references; Multiple sample activities and lesson plans tailored to different levels and backgrounds of students; A bilingual glossary of terms to help the content reach the widest audience possible. Written in a clear and accessible manner, Key Issues in the Teaching of Spanish Pronunciation is an essential resource for teachers of Spanish at all levels. It is also an excellent reference book for researchers and both undergraduate and graduate university students interested in Spanish phonetics and language acquisition.

Die fünf Sprachen der Liebe Gottes Gary Chapman 2020-06-10 Entdecken Sie, wie Gott Sie in Ihrer ganz persönlichen Liebesprache anspricht. Um es Menschen leichter zu machen, seine Nähe wahrzunehmen, auf ihn zu hören, bedient sich Gott meist einer persönlichen Sprache der Liebe, die direkt ins Herz der Angesprochenen führt. So erfahren viele Menschen seine Gegenwart besonders im Gottesdienst, andere bei praktischen Taten der Nächstenliebe, wieder andere, indem sie in der Stille ein Wort der Bibel auf sich wirken lassen. Das Buch "Die fünf Sprachen der Liebe Gottes" von Gary Chapman ist eine persönliche Einladung an Sie, Gottes Stimme in Ihrem Leben wahrzunehmen und sich von ihm leiten zu lassen.

Handbook of Research in Second Language Teaching and Learning Eli Hinkel 2011-01-25 This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook's international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

Contemporary Task-Based Language Teaching in Asia Michael Thomas 2015-02-26 Over the last decade task-based approaches to language learning and teaching (TBLT) have become a global focus of increased levels of research. Governments around the world have turned to TBLT as a potential solution for curricula that lack authentic and meaningful engagement with language learning and are failing to motivate students as a result. This book focuses on Asia, where this shift has been particularly in evidence. TBLT has often been implemented in top-down approaches to curriculum development, which presents a huge range of challenges at the cultural as well as the pedagogic level. Contemporary Task Based Language Teaching in Asia looks at the drivers, stakeholders and obstacles across the region. Some countries have adapted TBLT to deal with the local constraints, others have found it hard to apply and many are still in the process of investigating its implementation in their specific contexts. This collection is important to all involved in language development, from curriculum reform to materials development. It assists from programme evaluation to the setting of assessment standards. The chapters cover all aspects of language education across Asia, from primary to tertiary, private and public education, as well as innovations at local, regional and national levels.

European Perspectives on Three Key Issues in Language Teaching North and South European Year of Languages National Coordinating Body (Ireland) 2002

Building Teacher Capacity in English Language Teaching in Vietnam Van Canh Le 2019-08-26 This timely volume opens a window on issues related to English language education in Vietnam. The authors consider that teacher quality is the key factor to be considered if the national

English language curriculum outcomes are to be achievable. Aiming to shed light on key issues recently observed in the Vietnamese landscape of English language education, it examines the complexity of the institutionalization of the standardized English proficiency policy, which has been in force since 2008. That policy uses the Common European Framework of References for Languages (CEFR) as the model to set the standards and levels of proficiency for teachers, learners and state employees. The book presents both the theoretical and practical aspects of the standardization movement in English language education. The contents comprise a series of extended research-based chapters written by experts of language-in-education policy and planning in and about Vietnam from a range of perspectives including teachers, English language curriculum developers, teacher educators and researchers. The rich coverage of the book includes current discussion on English language education in Vietnam ranging from policy to practice, making it highly relevant to English teachers, teacher educators, and scholars, in Vietnam and worldwide, who aspire to broaden their horizons and professionalism.

The Cambridge Guide to Pedagogy and Practice in Second Language Teaching Anne Burns 2012-01-31 This collection of original articles provides a state-of-the-art overview of key issues and approaches in contemporary language teaching. Written by internationally prominent researchers, educators, and emerging scholars, the chapters are grouped into five sections: rethinking our understanding of teaching, learner diversity and classroom learning, pedagogical approaches and practices, components of the curriculum, and media and materials. Each chapter covers key topics in teaching methodology such as reflective pedagogy, teaching large classes, outcomes-based language learning, speaking instruction, and technology in the classroom. Chapters assume no particular background knowledge and are written in an accessible style.

基礎教育英語教師教學指南 陳文存 2019-08-01 《基礎教育英語教師教學指南》為高等師範類院校英語專業教材，第一章探討了影響外語教學的多種因素，強調了學生應為學習主體；第二章主要介紹外語教學的基本概念與原則；第三章基於新的英語課程標準提出的學習活動觀，介紹了學習活動；第四章主要分析了新課程標準提出的英語學科核心素養；第五章介紹了語言知識教學的技能與方法；第六章則介紹了語言技能教學的技能與方法；第七章是按新課程標準提出的“重視現代信息技術應用”要求，介紹了現代信息技術在語言教學中的應用；第八章重點在教師的專業發展。

Success on your Certificate Course in English Language Teaching Caroline Brandt 2006-07-04 Extremely comprehensive and well written in terms of style - accessible to the reader, but intelligent and expressing some fairly subtle concepts. Would that more ELT practitioners could do the same!... Certainly a good read for those thinking about and also those engaged in initial training - or even post initial training stage' - Jenny Pugsley, Head of TESOL, Trinity College London 'It's essential reading whether you are simply curious about what is involved in training in ELT, need advice on choosing the right course, have already enrolled and want to make the most of your course, or are a new teacher just starting out. It's a book I wish I'd had when I was starting out in my ELT career, and that I wish had been available to many of the course participants I have tutored' - Lyn Strutt, ELT author and Chair of the British Council Families Association Each year, thousands of people all over the world take one of the hundreds of available short pre-service courses that lead to the award of a certificate in English Language Teaching (ELT) or Teaching English to Speakers of Other Languages (TESOL). Caroline Brandt's book is an invaluable guide to anyone thinking of enrolling on one of these courses. With a clear and concise structure that follows your general interest in TESOL right through to the intricacies of the course itself, it can be used from initial research stages to final qualifications, and beyond. Brandt's decades of experience in this field across the globe shine through. Chapters include: -introducing English Language Teaching -becoming qualified -knowing your certificate course -getting started -learning -working together -being qualified. Throughout the book there are snapshots of students' experiences in their own words, and summaries of key points for you to take with you - whether into the next stage of learning or the next day's teaching. The chapters are stand alone resources as well as the building blocks to becoming a fully-qualified English Language teacher. The book is supported by a companion website, which provides quizzes to test understanding of each chapter, lesson plan proformas, a full glossary and annotated website links.

English Language Teaching Today Willy A. Renandya 2016-08-22 English Language Teaching Today: Linking Theory and Practice provides an up-to-date account of current principles and practices for teaching English in the world today. The chapters, written by internationally recognized language teacher educators and TESOL specialists, introduce the reader to key language skill areas (i.e., listening, speaking, reading, writing, pronunciation, grammar and vocabulary) and explain how each skill area can be taught in a principled manner in diverse language learning contexts. Throughout the book, the link between theory and practice is explicitly highlighted and exemplified. This reader-friendly book is suitable for undergraduate and graduate students enrolled in TESOL and other second language education programmes as well as for TESOL professionals who wish to stay current with recent developments in ELT.

Quality in TESOL and Teacher Education Juan de Dios Mart í nez 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.

English Linguistics, Literature, and Language Teaching in a Changing Era Suwarsih Madya 2019-10-23 This book offers a wide range of topics for the scholar interested in the study of English in this unsettling era of disruption in our lives - from linguistics to literature to language teaching and learning. The chapters present snippets of thoughts and critical reflections, findings from action research and other methodologies, and essays on troubling topics for language teachers. The authors are researchers, experienced teachers, and students engaged in exploratory research. The many ideas and suggestions for further reflection and research will inspire teachers and researchers working in many different contexts, both educational and regional. There is something in this book for everybody.

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.

Inklusive Schule und Vielfalt Gottfried Biewer 2019-03-20 Das Buch behandelt die grundlegenden Konzepte der Vielfalt, Differenz, Heterogenität und Diversität und entwirft die Grundlinien einer Pädagogik der Vielfalt, die zugleich immer auch Fragen der Bildungsgerechtigkeit und Chancengleichheit in den Blick nimmt. Neben der Klärung der theoretischen Grundlagen und inhaltlichen Positionen inklusiver Pädagogik eröffnet der Band sehr konkret die Möglichkeiten der Lehrkraft, Anerkennung und Wertschätzung im Unterricht zu ermöglichen und Barrieren des Lernens und der Entwicklung abzubauen. Als erster Band der Reihe "Inklusive Schule" hat er die Aufgabe, die inhaltlichen Grundlinien und konzeptionellen Bausteine zu liefern, an die die nachfolgenden Bände anschließen können, ohne diese eigens

neu formulieren zu müssen.

Key Issues in English for Specific Purposes in Higher Education Yasemin Kırkgöz 2018-01-08 This volume offers research-based studies on English for Specific Purposes in higher education from across the world. By drawing on international studies, the book brings together diverse ESP practices and aspects of relevant issues in the development of ESP programs, teachers and learners in a coherent fashion. There is a growing need for undergraduate students to develop their proficiency of ESP skills and knowledge in the increasingly globalized world. Knowledge of ESP is an important factor in subject matter learning by students, and also closely related to the performance of university graduates in the relevant sectors. Careful planning and efficient implementation are essential to ensure the quality of the language learning process. For a variety of reasons, it proves difficult to maintain ESP instruction in higher education. These reasons include the incompetence of teachers, lack of materials for that specific context, as well as lack of opportunities for ESP teachers to develop their skills. The chapters in this book, taken from a wide variety of countries, shed light on the diversity of current practices and issues surrounding ESP.

Handbook for Arabic Language Teaching Professionals in the 21st Century Kassem M. Wahba 2017-07-06 Drawing on the collective expertise of language scholars and educators in a variety of subdisciplines, the Handbook for Arabic Language Teaching Professionals in the 21st Century, Volume II, provides a comprehensive treatment of teaching and research in Arabic as a second and foreign language worldwide. Keeping a balance among theory, research and practice, the content is organized around 12 themes: Trends and Recent Issues in Teaching and Learning Arabic Social, Political and Educational Contexts of Arabic Language Teaching and Learning Identifying Core Issues in Practice Language Variation, Communicative Competence and Using Frames in Arabic Language Teaching and Learning Arabic Programs: Goals, Design and Curriculum Teaching and Learning Approaches: Content-Based Instruction and Curriculum Arabic Teaching and Learning: Classroom Language Materials and Language Corpora Assessment, Testing and Evaluation Methodology of Teaching Arabic: Skills and Components Teacher Education and Professional Development Technology-Mediated Teaching and Learning Future Directions The field faces new challenges since the publication of Volume I, including increasing and diverse demands, motives and needs for learning Arabic across various contexts of use; a need for accountability and academic research given the growing recognition of the complexity and diverse contexts of teaching Arabic; and an increasing shortage of and need for quality of instruction. Volume II addresses these challenges. It is designed to generate a dialogue—continued from Volume I—among professionals in the field leading to improved practice, and to facilitate interactions, not only among individuals but also among educational institutions within a single country and across different countries.

Österreichische Geschichte Karl Vocelka 2005 Vom Frühmittelalter bis zu aktuellen Entwicklungen der Gegenwart wird die Geschichte einer der ältesten und bedeutendsten Kulturnationen Mitteleuropas vorgestellt.

Creativity in Language Teaching Rodney H. Jones 2015-08-27 Current, comprehensive, and authoritative, this text gives language teachers and researchers, both a set of conceptual tools with which to think and talk about creativity in language teaching and a wealth of practical advice about principles and practices that can be applied to making their lessons more creative. Providing an overview of the nature of creativity and its role in second language education, it brings together twenty prominent language teachers and researchers with expertise in different aspects of creativity and teaching contexts to present a range of theories on both creative processes and how these processes lead to creative practices in language teaching. Unique in the field, the book takes a broader and more critical look at the notion of creativity in language learning, exploring its linguistic, cognitive, sociocultural and pedagogic dimensions. Structured in four sections— theoretical perspectives, creativity in the classroom, creativity in the curriculum, and creativity in teacher development—each chapter is supplemented by Questions for Discussion and Suggestions for Further Research. Its accessible style makes the book relevant as both a course text and a resource for practicing teachers.

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'.

Current Issues in Second/Foreign Language Teaching and Teacher Development Thomai Alexiou 2016-01-14 Current Issues in Second/Foreign Language Teaching and Teacher Development: Research and Practice represents a collection of selected papers from the 17th World Congress of the International Association of Applied Linguistics (AILA), which was held in August 2014 in Brisbane, Australia. The volume comprises 18 chapters presenting current research projects and discussing issues related to second language acquisition, teaching and teacher education in a variety of contexts from around the world. This collection of research papers will be of use to both new and seasoned researchers in the field of applied linguistics. Teacher educators, language teachers and language policy makers will find this volume equally useful as the papers address current issues in language education.

Teaching English to Young Learners Janice Bland 2015-11-05 Aimed at student teachers, educators and practitioners, Teaching English Language to Young Learners outlines and explains the crucial issues, themes and scenarios relating to this area of teaching. Each chapter by a leading international scholar offers a thorough introduction to a central theme of English as a foreign language (EFL) with preteens, with clear presentation of the theoretical background and detailed references for further reading, providing access to the most recent scholarship. Exploring the essential issues critically and in-depth, including the disadvantages as well as advantages of Teaching English as a Foreign Language (TEFL) with young learners, topics include: - task-based learning in the primary school; - storytelling; - drama; - technology; - vocabulary development; - intercultural understanding; - Content and Language Integrated Learning (CLIL) scenarios; - assessment. Innovative and rapidly emerging topics are covered, such as immersion teaching, picturebooks in the EFL classroom and English with pre-primary children.

The Cambridge Guide to Pedagogy and Practice in Second Language Teaching Jack C. Richards 2012-01-31 This collection provides a state-of-the-art survey of key issues and approaches in contemporary second language teaching.

Key Issues in Language Teaching Jack C. Richards 2015-01 A comprehensive and extensively researched overview of key issues in language teaching today. This essential text for English language teachers surveys a broad range of core topics that are important in understanding contemporary approaches to teaching English as a second or international language, and which form the content of many professional development courses for language teachers. A wide range of issues is examined, including a consideration of the nature of English in the world, the way the English teaching profession works, the development of teaching methods, the nature of classroom teaching, teaching the four skills, teaching the language system, and elements of a language program.

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

Reflective Language Teaching Thomas S. C. Farrell 2018-09-06 Reflective Language Teaching: Practical Applications for TESOL Teachers is an extensively revised and updated second edition of the popular and accessible text Reflective Language Teaching: From Research to Practice originally published in 2008. This fully up-to-date second edition includes: - an expanded preface - updated case studies and new cases throughout that deal with new developments in language teaching and reflective practice - fully updated citations - three brand new chapters, on online reflective practice and teaching young learners, and a new final chapter on developing a 'culture of reflection' As in the first edition, this book outlines strategies for professional development through reflective practice in the language classroom. Accessible and comprehensive, the book presupposes no prior knowledge of linguistics or language teaching, and each chapter includes reflective discussion questions to help the reader apply the strategies and procedures discussed.

International Perspectives on Teaching English in Difficult Circumstances Kuchah Kuchah 2018-11-17 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.

Accent and Teacher Identity in Britain Alex Baratta 2018-04-05 In British society, we celebrate diversity and champion equality across many areas, such as race and religion. However, where do British accents stand? Do notions such as 'common' or 'posh' still exist regarding certain accents, to the extent that people are deemed fit, or not, for certain professions, despite their qualifications? Accent and Teacher Identity in Britain explores these questions and Alex Baratta's research shows that those with accents regional to the North and Midlands are most likely to be told by mentors and senior staff to essentially sound less regional, whereas those from the Home Counties are less likely to be given instructions to change their accent at all. Baratta investigates the notion of linguistic power, in terms of which accents appear to be favoured within the context of teacher training and from the perspective of teachers who feel they lack power in the construction of their linguistic teacher identity. He also questions modifying one's accent to meet someone else's standard for what is 'linguistically appropriate', in terms of how such a modified accent impact on personal identity. Is accent modification regarded by the individual neutrally or is it seen as 'selling out'?

Reflections on Language Teacher Identity Research Gary Barkhuizen 2016-11-10 Reflections on Language Teacher Identity Research is the first book to present understandings of language teacher identity (LTI) from a broad range of research fields. Drawing on their personal research experience, 41 contributors locate LTI within their area of expertise by considering their conceptual understanding of LTI and the methodological approaches used to investigate it. The chapters are narrative in nature and take the form of guided reflections within a common chapter structure, with authors embedding their discussions within biographical accounts of their professional lives and research work. Authors weave discussions of LTI into their own research biographies, employing a personal reflective style. This book also looks to future directions in LTI research, with suggestions for research topics and methodological approaches. This is an ideal resource for students and researchers interested in language teacher identity as well as language teaching and research more generally.