People are increasingly reaching the so-called third age, a period when seniors search for a renewed purpose to life and spend time undertaking activities that they consider motivating, such as the learning of a foreign language. The study of language learning among aging populations has become a fast-growing area of research and this book is one of the first attempts to bring together what we know about this age group and their profiles as foreign language learners. Contributors to the volume discuss the issue from various psychological, neurological and pedagogical perspectives. Each of the chapters provides an updated theoretical background and offers some initial conclusions on the basis of original empirical studies carried out. Chapters challenge certain familiar preconceptions and assumptions about senior learners, offer the reader ideas for future research in this under-studied area and provide some practical advice for applying the proposals and solutions offered in real foreign language third-age classrooms.

International Perspectives on English as a Lingua Franca

Pragmatics Pedagogy in English as an International Language aims to bring to light L2 pragmatics instruction and assessment in relation to English as an International Language (EIL). The chapters in this book deal with a range of pedagogically related topics, including the historical interface between L2 pragmatics and EIL, reconceptualization of pragmatic competence in EIL, intercultural dimension of pragmatics pedagogy in EIL, teacher pragmatic awareness of instruction in the context of EIL, pragmatics of politeness in EIL, pragmatic teaching materials for EIL pedagogy, teachers' and scholars' perceptions of pragmatics pedagogy in EIL, assessment and assessment criteria in EIL-aware pragmatics, and methods for research into pragmatics in EIL. This book is different from other books about both EIL pedagogy and pragmatics pedagogy. Exploring the interface between different dimensions of pragmatics pedagogy and EIL, it suggests instructional and assessment tasks for EIL-aware pedagogy and directions for research on EIL-based pragmatics pedagogy. Pragmatics Pedagogy in English as an International Language will be useful for a range of readers who have an interest in the pragmatics instruction and assessment of EIL as well as those whose main area of
specialization is EIL but would like to know how EIL, with its rich conceptual and empirical background, can go beyond linguistic instruction to embrace the instruction of pragmatic competence.

**Approaches and Methods in Language Teaching**

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.

**Quality in TESOL and Teacher Education**


**English Language Teaching and Teacher Education in East Asia**

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.

**Critical Appraisal of Language Teaching Methodology**

"This book explores the issues involved in supervision such as teacher evaluation, autonomy, authority, awareness and attitude. It contains a wealth of practical detail on gathering data and providing feedback in post-observation conferences with teachers. Each chapter includes an illustrative case study and a review of the literature. Discussion questions on each case, teacher development tasks, and suggestions for further reading afford avenues for further exploration."--Publisher description.

**Language Teacher Supervision**

This volume is a compilation of 21 distinguished chapters, an Introduction, and an Afterword with a thematic focus on the functional variations of English in non-native contexts. Highly acclaimed scholars in the field of (applied) linguistics, bringing their expertise from the core areas of general linguistics,
sociolinguistics, psycholinguistics, cognitive linguistics, educational linguistics, and stylistics, address the ways in which English language varies in different contexts. The contributions carefully examine the variations, the complexities and the concerns arising thereof, and explore the resultant pedagogical implications. The volume, in this respect, contributes to an informed process for policy decisions, curriculum design, material development, and most importantly classroom practices based on the ability, feasibility and desirability of English for the users, as a step towards nurturing globally-minded, globally-competent, and globally-functioning individuals. Taking the deliberations through and beyond Kachru’s world Englishes model of three circles, this book is an attempt to: See what the users of English do or do not do with the language, rather than where they come from Create a flexible mindset to enable acceptance and respect for linguistic variations in English usage Promote practical abilities for language and communication management Facilitate informed pedagogical practices based on global realities

Teaching Readers of English

Psychology for Language Teachers examines the field of educational psychology and considers various ways in which a deeper understanding of this discipline can help language teachers. The first part presents an overview of educational psychology, and discusses how different approaches to psychology have influenced language teaching methodology. Following this, four themes are identified: the learner, the teacher, the task and the learning context. Recent psychological developments in each of these domains are discussed and implications are drawn for language teaching. Areas considered include approaches to learning, motivation, the role of the individual, attribution, mediation, the teaching of thinking, the cognitive demands of tasks and the learning environment. Psychology for Language Teachers does not assume previous knowledge of psychology.

Functional Variations in English

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.

A Glance of Fundamental Issues in Language Education

As a result of current global and international forces, teaching English for academic purposes (EAP) is going through the most dynamic period in its rather short history. The internationalization of higher education, English further solidifying its role as the lingua franca every single day, and the increasing number of higher education institutions around the globe opting for instruction in the medium of English (EMI) are all contributing forces behind this book. The text disentangles the conflicting views and beliefs regarding the standards, provision and practices of EAP. Across its chapters, it closely looks at the world of EAP through the lenses of academic practice, learners, curriculum development, program implementation, and teaching and assessment practices. This book will guide all stakeholders of EAP settings to better understand ways in which research and teaching interact, and inform each other from a number of vital and relevant perspectives.

Contemporary Task-Based Language Teaching in Asia

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
Key Issues in the Teaching of Spanish Pronunciation

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.

Inklusive Schule und Vielfalt

During L2 vocabulary instruction, figurative language frustrates even highly proficient users who find it difficult to cope with non-literal expressions, such as metaphors, metonymies, and idioms. Given that figurative language is closely associated with enhanced L2 communicative competence, this volume brings together theory and teaching applications, shedding light on the comprehension and production of figurative language in a foreign language context.

International Perspectives on Materials in ELT

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 erörtert 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.

Psychology for Language Teachers

This book uncovers the challenges posed by globalization to Asian jurisdictions in English language teaching and teacher education.

Reflections on Language Teacher Identity Research

Current, comprehensive, and authoritative, this text gives language teachers and researchers, both a
Pragmatics Pedagogy in English as an International Language

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.

The Language Teaching Matrix


Routledge Encyclopedia of Language Teaching and Learning

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 Bilingual Reform

This third edition of Approaches and Methods in Language Teaching is an extensive revision of the popular and accessible text. Like previous editions, this book surveys the major approaches and methods in language teaching such as Grammar Translation, Audiolingualism, Communicative Language Teaching, and the Natural Approach. It examines each approach and method in terms of its theory of language and language learning, goals, syllabus, teaching activities, teacher and learner roles, materials, and classroom techniques. In addition, this third edition includes content on the teaching and learning environment, with chapters on learners and methods, teachers and methods, plus approaches, methods and the curriculum. Teachers and teachers-in-training will discover that this
third edition is a comprehensive survey and analysis of teaching methods used around the world. The book seeks not only to clarify the assumptions behind these methods and their similarities and differences, but also to help teachers explore their own beliefs and practices in language teaching.

Key Issues in Language Teaching

A concise introduction to the key concepts, principles and recurring issues in language teaching.

Interaktive Fachdidaktik Latein

Language teaching methodology briefly overview methods in language teaching from a historical perspective then provide different alternative methods in language teaching. The purpose of this book is to strengthen critical appraisal of language teaching methodology and to promote the critical thinking of the graduated and postgraduate students about the main concerns English teaching and learning. This book briefly outlines the main concepts in language teaching methodology by providing a brief historical overview along with outlining the key issues in language teaching. Subsequent, the book provides a critical look at foreign language learner, computer-assisted language learning (CALL), Corpus Linguistics, different types of learning, instruction, and programs.

Doing English Grammar

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.

The Cambridge Guide to Pedagogy and Practice in Second Language Teaching

With this book, change has come to foreign language teaching. The mother tongue taboo, which has been the perceived didactical correctness for so many years and in so many countries, is swept away. At the same time, this book combines theory with practice, advice and guidance to teachers. Since the mother tongue issue touches upon all the major domains of teaching — vocabulary, grammar, texts, communication, emotional aspects — a new synthesis of theory and practice has been developed. An invaluable resource both for the novelty and diversity of the teaching techniques presented and for the clarity of its writing.

European Perspectives on Three Key Issues in Language Teaching North and South

This reference work deals with all aspects of language teaching and learning and offers a comprehensive range of articles on the subject and its history. Themes covered include: methods and materials; assessment and testing and related disciplines.

Key Questions in Language Teaching
Key Issues in Chinese as a Second Language Research

Sprachdidaktik

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.

Creativity in Language Teaching

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.

The Cambridge Guide to Learning English as a Second Language

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.

Reflective Language Teaching

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.

L2 Figurative Language Teaching

This book evaluates the origins of processes of change in language teaching in China, and the factors influencing their success. Examining diverse experiences and drawing on the perspectives of academics from the top institutions in the country, the authors analyse the complex interplay between global and local influences on language policies. Encouraging discussion of the significant education reforms that have taken place in China in recent years, this work will be of interest to students and scholars of language education, English as a Second Language and applied linguistics.

Initial English Language Teacher Education

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.

International Perspectives on Teacher Research

By combining theory and practice, this book provides a comprehensive overview of the whole process of English grammar teaching.

Third Age Learners of Foreign Languages

A comprehensive manual for pre- and in-service ESL, EFL, and EIL educators who work with multilingual students at the secondary and postsecondary levels, this text balances insights from reading theory and research with highly practical, field-tested strategies for teaching and assessing second-language reading that educators can readily adopt and adapt to suit their contexts and student populations. Teaching Readers of English is a complete "go-to" source for teaching reading and promoting classroom and professional literacies in an increasingly digital world. Offering principled approaches and methods for planning and delivering effective L2 reading instruction, the text includes pedagogical features, such as questions for reflection, further reading and resources, and application activities to develop purposeful classroom reading lessons in a range of contexts. Changes in the Second Edition: Updated and revised chapters on formative and summative reading assessment, developing vocabulary knowledge and grammatical skill, and cultivating extensive reading and literary appreciation Updated information on institutional settings and reader demographics New pedagogical features in each chapter, including Chapter Summaries, Further Reading, Reflection and Review, and Application Activities A streamlined chapter sequence to enhance the text’s usability

International Perspectives on English Language Teacher Education

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.

English Linguistics, Literature, and Language Teaching in a Changing Era

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.

The Future of Teaching English for Academic Purposes

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.

Key Issues in Language Teaching

The book “A glance of fundamental issues in Language Education” will certainly give a positive contribution to the contemporary scholarship. As a professor at the Faculty of Languages and Arts, Universitas Negeri Jakarta, I am positive that the discussions in this book provide the readers with some prominent contemporary development in Language Education. The book resonates and foregrounds what happens in language classrooms in modern societies. Finally, I do believe that students of language teaching, language teachers or anyone interested in the discipline will find this book valuable.

Handbook of Research in Second Language Teaching and Learning

This collection provides a state-of-the-art survey of key issues and approaches in contemporary second language teaching.

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