Teaching Speaking A Holistic Approach

While native corpora and corpus linguistic tools and methods have been used and applied for quite some time in the development of learning and teaching materials, learner corpora are only just beginning to impact the field of language teaching, testing and assessment. This volume helps to close this still existing gap and highlights the great potential of learner corpus research for language pedagogy by presenting a selection of 11 original studies on learner corpora, conducted by established experts as well as by excellent young researchers. The papers included in the volume present new corpora and methods; studies on written as well as spoken learner corpora and on using data-driven learning scenarios in the classroom. All papers include sections on practical and concrete language-pedagogical applications. This volume will be of significant interest to researchers working in corpus linguistics, learner corpus research, second language acquisition and English for Academic and Specific Purposes, as well to language teachers and materials developers.

The Routledge Handbook of Contemporary English Pronunciation provides a comprehensive survey of this field covering both theoretical and practical perspectives on pronunciation. In 35 chapters contributed by leading scholars from around the world, this Handbook examines: linguistic and historical background of sound systems and theoretical issues linked to sound changes; pronunciation acquisition and factors related to speech production; pronunciation research and applications to second language pronunciation; the link between pronunciation and other language skills including perception and other socio-cultural factors; pronunciation and its relation to World Englishes. The Routledge Handbook of Contemporary English

Pronunciation will be essential reading for anyone with an interest in pronunciation.
The Routledge Handbook of Language Awareness is a comprehensive and informative overview of the broad field of language awareness. It contains a collection of state-of-the-art reviews of both established themes and new directions, authored and edited by experts in the field. The handbook is divided into three sections and reflects the engaging diversity of language awareness perspectives on language teaching and teachers, language learning and learners, and extending to additional areas of importance that are less directly concerned with language instruction. In their introductory chapter, the editors provide valuable background to the language awareness field along with their summary of the chapters and issues covered. A helpful section giving further reading suggestions for each of the chapters is included at the end of the book. This volume is essential reading for graduate students and researchers working in the sphere of language awareness within applied linguistics, sociolinguistics and across the wider spectrum of language and communication.

Die vorliegende Studie gewährt anhand mehrerer Fallbeispiele Einblicke in die unterrichtliche Förderung von Sprechkompetenz anhand monologischer und dialogischer Aufgabenformate. Sie zeigt auf, wie Lehrende Aufgaben erteilen, begleiten und evaluieren und wie Lernende Aufgaben lösen und präsentieren. Entsprechend leistet die Studie einen Beitrag zur Erforschung des kompetenzorientierten Englischunterrichts der gymnasialen Oberstufe und liefert Erkenntnisse und Hypothesen, die für die weitere Forschung wie auch die Lehrerbildung von besonderer Bedeutung sind.

Current Issues in Language Teaching and Teacher Education

Handbook of Research in Second Language Teaching and Learning

Exploring English Language Teaching
Research Methods in Applied Linguistics
International Perspectives on Teaching the Four Skills in ELT
Psychologische, pädagogische und fachdidaktische Perspektiven

Many research studies show that the use of technology inside and outside classrooms makes teaching and learning more engaging and motivating. Technology can provide learners with endless opportunities and can improve the learning experience, simplify access to educational resources, enhance autonomous learning, meet individual learning needs, and prepare the learners for future career success when using it to foster 21st-century skills. However, the range and number of technologies currently available can yield challenges for educators if they do not know how to effectively integrate them into their teaching pedagogy. Policies, Practices, and Protocols for the Implementation of Technology Into Language Learning discusses the skills necessary for successful technology use in education and examines technology tools that assist in teaching different languages with a focus on English as a Foreign Language (EFL). Covering a range of topics such as reading, writing, and integrated language skills, this book is ideal for instructors, policymakers, administrators, researchers, practitioners, academicians, and students.

The Routledge Handbook of Spanish Language Teaching: metodologías, contextos y recursos para la enseñanza del español L2, provides a comprehensive, state-of-the-art account of the main methodologies, contexts and resources in Spanish Language Teaching (SLT), a field that has experienced significant growth world-wide in recent decades and has consolidated as an autonomous discipline within Applied Linguistics. Written entirely in Spanish, the volume is the

first handbook on Spanish Language Teaching to connect theories on language teaching with methodological and practical aspects from an international perspective. It brings together the most recent research and offers a broad, multifaceted view of the discipline. Features include: Forty-four chapters offering an interdisciplinary overview of SLT written by over sixty renowned experts from around the world; Five broad sections that combine theoretical and practical components: Methodology; Language Skills; Formal and Grammatical Aspects; Sociocultural Aspects; and Tools and Resources; In-depth reflections on the practical aspects of Hispanic Linguistics and Spanish Language Teaching to further engage with new theoretical ideas and to understand how to tackle classroom-related matters; A consistent inner structure for each chapter with theoretical aspects, methodological guidelines, practical considerations, and valuable references for further reading; An array of teaching techniques, reflection questions, language samples, design of activities, and methodological guidelines throughout the volume. The Routledge Handbook of Spanish Language Teaching contributes to enriching the field by being an essential reference work and study material for specialists, researchers, language practitioners, and current and future educators. The book will be equally useful for people interested in curriculum design and graduate students willing to acquire a complete and up-to-date view of the field with immediate applicability to the teaching of the language. "Drawing on wide-ranging literature from a variety of relevant disciplines, as well as their own extensive experience in teaching spoken English, the authors give a fascinating, comprehensive, and insightful account of the nature of second language speaking skills. The research and theory they survey then serves as the basis for the principles, strategies, and procedures they propose for the teaching of spoken English. This book will, therefore, provide

an invaluable resource for teachers, teachers in training, and researchers, providing both a state-of-the-art survey of the field as well as a source of practical ideas for those involved in planning, teaching, and evaluating courses and materials for the teaching of spoken English"-- This book contains the compilation of studies from a 5-year project aimed at improving the Chinese teaching and learning as a second language, for non-Chinese speaking preschoolers in Hong Kong. In this project, a home-school-community model was used in an attempt to address the teaching and learning of Chinese for non-Chinese speaking preschoolers, moving from a traditional school centred teaching approach to a holistic approach. This allows them to learn in the same space and environment on the same topics, creating an inclusive classroom that does not compromise the teaching and learning of Chinese for both local and non-Chinese speaking preschoolers. Issues such as medium of instruction, language progression, silent period, multicultural teaching assistants, multilingual learning facilitators, parent changes, and effective teaching are studied and discussed.

Listening, Speaking, Reading, Writing

Vocabulary in Language Teaching

International Case Studies

The Routledge Handbook of Materials Development for Language Teaching

Teaching Speaking

Creative Teaching, Sustainable Learning

Üben und Übungen im Fremdsprachenunterricht stehen heute in einem Spannungsfeld, das weit über die vor einigen Jahrzehnten

formulierte Dichotomie des pattern drill und der offenen Lernaufgabe hinausreicht. Konzepte zum Üben haben sich hin zu neuen Übungstypologien geöffnet, die viele verschiedene Medien nutzen können, auch hin zu einem selbstständigeren Lernenden, der mitbestimmt, was wann geübt wird, und den individuellen Lernerfolg erkennen kann. Die 24 Beiträge des vorliegenden Bandes behandeln grundsätzliche, aber auch speziellere Aspekte des Themas 'Üben im Fremdsprachenunterricht' und skizzieren Perspektiven für Unterricht und Forschung.
Explains how good language teachers work, drawing on teacher training theory as well as many examples and case studies.
The Handbook of Listening is a comprehensive overview of the field of listening for advanced undergraduate students, graduate students, scholars, and practitioners. First comprehensive academic reference resource dedicated to listening Provides a broad, authoritative, cross-disciplinary overview of key methodological, conceptual, and theoretical issues in the field Covers methods; disciplinary foundations; teaching listening; contexts and applications; and emerging perspectives Original chapters written by a group of

international scholars in the field of learning
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.
Voices from the Field
A Practical Resource
The Routledge Handbook of Spanish Language Teaching
Classroom Discourse Competence
Applied Linguistics and Materials Development
Teaching and Learning the English Language

This book challenges the reader to rethink and reimagine what diversity in language education means in transnational societies. Bringing together researchers and practitioners who contributed to the international LINguistic and Cultural DIversity REinvented (LINCDIRE) project, the book examines four pillars of innovation in language education: the Action-oriented approach, Plurilingualism, Indigenous epistemologies and Technology enhanced learning. The book critically discusses plurilingual pedagogical approaches that draw on learners' linguistic and cultural repertoires to encourage and support the dynamic use of languages in curricular innovation. It is a fundamental resource for language teachers, curriculum designers and educational researchers interested in understanding current thinking on the relevance and benefit of a plurilingual paradigm shift for language education in today's societies. More specifically, this book: Examines the development of plurilingualism and the potential of real-life oriented teaching and learning. Explores the concept of plurilingual and pluricultural competence. Focuses on

collaboration and reflection from a humanistic tradition. Explores educational technology and explains the limitations and challenges of adopting ready-made tools. Highlights the iterative, design-based research process that informed the development of LINCDIRE's pedagogical framework and action-oriented scenarios. Introduces practical examples of action-oriented tasks and scenarios, and illustrates the online tool (LITE) in terms of its current functionalities and design. Describes the implementation challenges and opportunities of plurilingual action-oriented tasks and discusses the results of implementation. Finally, the book examines future pedagogical innovation and research directions in order to help readers reflect on the implications of achieving sustainable change in language education. This exciting collection addresses an important question in language education: How can plurilingualism and cultural diversity be harnessed to promote sustainable innovation in language learning and teaching? Readers will find contributions from the diverse authors timely, compelling, and engaging. — Dr. Bonny Norton, FRSC,

University Killam Professor, UBC Dept. of Language & Literacy Education, Canada Embracing a design-based research framework, this book offers learners and teachers powerful validation and a rich, relatable and inspiring action-oriented approach to holistic, dynamic, mediated, embodied, true-to-life, plurilingual language teaching and learning. — Dr. Elka Todeva, Professor of Applied Linguistics, MATESOL Program / Advanced Seminar in Plurilingual Pedagogy, SIT Graduate Institute, Washington, D.C. Anyone seeking innovation in Language Education will find in this volume a treasure trove of theoretical, empirical and methodological insights to answer the questions that arose among the 25 co-authors' discussions to rethink language use, language learning, and language teaching. — Dr. Mercedes Bernaus, Emeritus Professor, Universitat Autònoma de Barcelona, Spain This thought-provoking and timely book argues convincingly for the need to reconceptualize innovation in language education in an increasingly diverse world. —Dr. Regine Hampel, Associate Dean (Research Excellence), Faculty of Wellbeing, Education

and Language Studies, The Open University, UK
The Routledge Handbook of Second Language Acquisition and
Pedagogy of Persian offers a detailed overview of the field of
Persian second language acquisition and pedagogy. The
Handbook discusses its development and captures critical
accounts of cutting edge research within the major subfields of
Persian second language acquisition and pedagogy, as well as
current debates and problems, and goes on to suggest
productive lines of future research. The book is divided into the
following four parts: I) Theory-driven research on second
language acquisition of Persian, II) Language skills in second
language acquisition of Persian, III) Classroom research in
second language acquisition and pedagogy of Persian, and IV)
Social aspects of second language acquisition and pedagogy of
Persian. The Routledge Handbook of Second Language
Acquisition and Pedagogy of Persian is an essential reference
for scholars and students of Persian SLA and pedagogy as well
as those researching in related areas.
In designing a successful English for Specific Purposes (ESP)

course, an ESP lecturer must research the professional setting and in turn analyze, abstract and synthesize its linguistic characteristics. Expert vocabulary, typical syntactic structures, relevant morphological word formation processes, exemplary text organization and both written and spoken stylistics are no longer taught with little functional relevance, instead they are approached from a subject-specific perspective. While designing and/ or compiling teaching and learning material, an ESP lecturer must decide upon the appropriate teaching methodology and pedagogy in order to ensure that the course in its entirety simulates a particular professional situation. Only if the course is successful in this aim, will ESP learners be able to quickly engage in uninhibited communication and improve job performance in their field of work, whether that be in tourism or aviation. Although many professional settings share certain characteristics, they are nevertheless unique and often require different approaches. For this reason, there is little or no ready-made teaching material or methodological approaches when it comes to ESP teaching. A dedicated ESP

lecturer caters for those idiosyncrasies doing a minute, multifaceted investigation into the linguistic characteristics of the relevant professional domain. Bringing together a collection of essays, this edited volume reveals the variety, depth, and quality of the ESP research and its convergence across different professional disciplines.

In language learning contexts, the role of the language teacher is a particularly crucial one: it is the teacher who, through and with their use of (the foreign) language, has a significant influence on the extent to which language learners are linguistically/cognitively activated, and thus determines whether processes of language learning are initiated and promoted, or perhaps even impeded or prevented. Thus, it is of utmost importance for language teachers to acquire a high level of classroom discourse competence (CDC) - a professional competence that goes far beyond the notions of FL proficiency and communicative competence. Located at the intersection of theory, classroom research and practical approaches to (E)FL teacher education, Classroom Discourse Competence: Current

*Issues in Language Teaching and Teacher Education offers
university students, trainee teachers, in-service teachers and
teacher educators a comprehensive conceptualization of CDC
(Part I). Furthermore, the chapters in this book explore facets
of CDC (Part II) and present good-practice examples of CDC
development in the context of pre-service teacher education
(Part III).*
Cases from around the Globe
Reflective Practice
Teachers' Research in Language Education
*Förderung des Sprechens im kompetenzorientierten
Englischunterricht der gymnasialen Oberstufe*
Researching Language Teacher Cognition and Practice
An Introduction

Teaching and Learning the English Language is a practical guide for anyone
seeking to improve their teaching, whether through formal study or on their own.
Richard Badger explores teaching English as a problem-solving activity in which
teachers must address three fundamental questions: · what aspect of language do
students need to learn; · how might they learn this particular aspect of language; ·

and how can teachers support their learning. Offering a solid, research-based approach along with sound practical advice, this book equips teachers with skills needed to analyse their own contexts and develop their practice. It covers: · Fundamentals of English language · Psychological and social learning processes · TESOL teaching methods and approaches · Lesson planning and classroom management · Language evaluation and assessment · Teaching pronunciation, spelling, grammar, vocabulary and discourse · Teaching listening, reading, writing and speaking · English teacher professional development Pedagogical features include chapter summaries, activities for students and key readings recommendations, and the book is also supported by online resources: video case studies, additional exercises and multiple choice quizzes. Including numerous international lesson examples and case studies, Teaching and Learning English Language is suitable for both trainee and practising teachers who speak English as a first, second or foreign language.

Educational psychology applies psychological theories, ideas and methods to education and to understandings of teaching and learning, both in the classroom and beyond. As last few months have shown, psychology can have a huge impact both on and in education. This practical guide applies evidence-based practice to real-life scenarios over a broad range of topics in the psychology of education, from

its historical roots to digital learning, and from cognitive development to diversity and cultural differences. Essential reading for students of education, psychology, and educational psychology, as well as teacher trainees and practising educators working with learners of any age, this textbook offers a variety of perspectives and advice on contemporary issues in educational psychology. Janet Lord is Faculty Head of Education at Manchester Metropolitan University. This book presents a novel approach to discussing how to research language teacher cognition and practice. An introductory chapter by the editors and an overview of the research field by Simon Borg precede eight case studies written by new researchers, each of which focuses on one approach to collecting data. These approaches range from questionnaires and focus groups to think aloud, stimulated recall, and oral reflective journals. Each case study is commented on by a leading expert in the field - JD Brown, Martin Bygate, Donald Freeman, Alan Maley, Jerry Gebhard, Thomas Farrell, Susan Gass, and Jill Burton. Readers are encouraged to enter the conversation by reflecting on a set of questions and tasks in each chapter. The Routledge Handbook of Materials Development for Language Teaching is the definitive resource for all working in this area of language and English language teaching. With 34 chapters authored by leading figures from around the world, the Handbook provides an historical overview of the development of language teaching

materials, critical discussion of core issues, and an assessment of future directions. The contributions represent a range of different international contexts, providing insightful, state-of-the-art coverage of the field. Structured in nine sections, the Handbook covers: changes and developments in language teaching materials controversial issues in materials development research and materials development materials for language learning and skills development materials evaluation and adaptation materials for specific contexts materials development and technology developing materials for publication professional development and materials writing Demonstrating throughout the dynamic relationship between theory and practice, this accessible Handbook is essential reading for researchers, scholars, and students on MA programmes in ELT, TESOL, and applied linguistics.

Theory, Research and Evidence-Based Practice

Eine qualitativ-empirische Studie

The Routledge Handbook of Second Language Acquisition and Pedagogy of Persian

Emotionen im Unterricht

Üben und Übungen beim Fremdsprachenlernen

The Routledge Handbook of Language Awareness

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

Emotionen sind ausschlaggebend für den Erfolg von Lehr- und Lernprozessen. Ob Kinder gerne in die Schule gehen oder nicht, hängt wesentlich davon ab, ob sie im Unterricht und im Umgang mit Lehrkräften und Mitschüler*innen eher Freude und Stolz oder Ärger und Angst verspüren. Die einzelnen Beiträge des Bandes beleuchten Emotionen von Lernenden und Lehrenden aus erziehungsphilosophischer, bildungstheoretischer, pädagogischer, psychologischer und fachdidaktischer Perspektive. Theoretische und empirische Zugänge werden gleichermaßen berücksichtigt.
There are many books on foreign language teaching - this book is different because it focuses on the learner and the learning process. It starts from the social nature of interactive learning and locates learning in a community of learners, one of whom is the teacher. The conditions for lasting learning in the foreign language are the basis for the teaching methods. These aim to provide a rich and shared learning context, offer individualised support and scaffolding for learning and make the language the medium for learning what learners are interested in as developing persons. It makes teachers into reflective researchers of their practice, thus ensuring that teaching is an art, a

craft and a science. The best learning occurs when teachers can read the effects of their teaching on the learning behaviour of the pupils and are able to adapt their approach to be inclusive of all learning types. The approach carefully developed in this book, takes foreign language teaching and learning to a new level. Without losing touch with its origins in Waldorf pedagogy, it also draws on contemporary learning theory. Above all it is an authentic account of the learning journey of a committed and caring teacher.

This volume highlights key aspects of new media, knowledge practices and multiliteracies in communication and education, providing readers with a range of empirical findings, novel theories and applications. The reports also include best practices, case studies, innovative solutions and lessons learned with regard to three core fields: (1) New media: discussions on the effects of traditional and new media, legal risks concerning social media, the effects of media intervention on help-seeking attitudes, obstacles of using tablets for learning, qualitative interpretation of media reporting, use of social media for enhancing design practices, and news-reading habits; (2) Knowledge practices: exploration of online viewing and lifestyles, reform of school

management models, undergraduate students' mathematics learning experiences, perceived accounting ethics and online knowledge sharing, creating knowledge repositories, digital technologies outside school, smartphone usage and life satisfaction, and cultural differences and isomerism; and (3) Multiliteracies: studies on learning style inventories, the impact of ICT in interdisciplinary approaches, ePortfolios for learning, video production and generic skills enhancement, mobile-assisted collaborative learning, and the effects of project-based learning on student achievements. The reports presented are from various countries and organizations.
Activating Linguistic and Cultural Diversity in the Language Classroom
A holistic approach to foreign language teaching and learning
Psychology of Education
Policies, Practices, and Protocols for the Implementation of Technology Into Language Learning
The Cambridge Guide to Learning English as a Second Language
The Cambridge Guide to Pedagogy and Practice in Second Language Teaching
Internationally recognised as one of the leading texts in its field, this

volume offers a comprehensive introduction to vocabulary for language teachers who would like to know more about the way vocabulary works. Two leading specialists make research and theory accessible, providing the background knowledge necessary for practitioners to make informed choices about vocabulary teaching and testing. This second edition retains the popular format of the first edition, and has been rewritten to take account of the many developments in the past 20 years. There is a greater focus on the vocabulary learning process, with new chapters on incidental learning, and intentional learning, and a new wide-ranging discussion of formulaic language. The book now also includes extensive treatment of word lists and vocabulary tests, with explanations of their various strengths and limitations. Updated further reading sections, and new Exercises for Expansion make this volume more invaluable than ever. This collection provides a state-of-the-art survey of key issues and approaches in contemporary second language teaching. This book guides language teachers in planning and teaching activities that promote the development of speaking and listening skills at all levels of target language proficiency, for teachers of any modern language. Kathleen M. Bailey draws on her extensive experience as a language teacher, teacher educator, and language learner to interweave practical activities with the research and theory that support their use. Activities include the use of pictures, songs, drama techniques, tasks,

and projects to promote the development of speaking and listening skills. The author shares reflections of her own and encourages readers to reflect on their own experiences and become aware of their existing mental constructs through multiple reflection tasks and discussion questions. Each chapter provides focusing questions. The systematic chapter structure scaffolds the readers' understanding of the concepts explored, which include communication strategies, interactive and non-interactive listening, speaking anxiety, accentedness and intelligibility, and much more. Through its companion website this book provides access to resources that enable readers to continue their own professional development as teachers of listening and speaking in second and foreign language contexts.

The aim of the book is to explain a range of options for implementing the reflective practice cycle in educational settings in various international contexts. It presents a series of empirical case studies illustrating many different ways of implementing the reflective practice cycle, and how they can be researched by practitioners and academics. Increasing attention is given by teachers and teacher educators to the construct and implementation of reflective practice as a form of bottom-up, autonomous professional development. The aim of the book is to explain a range of options for implementing the reflective practice cycle in educational settings in various international contexts. Written by

international academics, these studies show how reflection can be interpreted in different cultural contexts. The book concludes with a discussion by Anne Burns of the implications of these case studies for action research. It is hoped that the book will enable practitioners, and their mentors, to consider how best to implement reflective procedures in the specific contexts in which they work. Chapters in the book include: • Lesson planning: The fundamental platform for reflecting for action • Reflecting on action: Lesson transcripts • Pair discussions for reflecting on action: Stimulated recall • Observation leading to reflection This book will be key reading for researchers in the fields of teacher education.
A Holistic Approach
Teaching English as a Foreign Language
Perspektiven und Konzepte für Unterricht und Forschung. Arbeitspapiere der 36. Frühjahrskonferenz zur Erforschung des Fremdsprachenunterrichts
Key Issues in Language Teaching
The Routledge Handbook of English Language Teaching
Convergence of ESP with other disciplines

Research Methods in Applied Linguistics is designed to be the essential one-volume resource for students. The book includes: * qualitative, quantitative and mixed methods * research

techniques and approaches * ethical considerations * sample studies * a glossary of key terms * resources for students As well as covering a range of methodological issues, it looks at numerous areas in depth, including language learning strategies, motivation, teacher beliefs, language and identity, pragmatics, vocabulary, and grammar. Comprehensive and accessible, this is the essential guide to research methods for undergraduate and postgraduate students in applied linguistics and language studies.

This volume presents the current state of the TESOL (Teaching English to Speakers of Other Languages) practicum in 13 countries, including Armenia, Australia, Chile, Costa Rica, Croatia, England, Indonesia, Japan, Malta, Poland, South Korea, Sweden and the USA. Together the contributions offer a unique and contemporary view of how teachers are being educated and brought into the TESOL worldwide community of practice. This is the first publication to present diverse models/frameworks of the TESOL practicum from several international teaching contexts, focusing on exemplary practicum cases in the selected countries.

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.

Applies applied linguistic theories to the development of materials for language learning to add new depth to the field.

New Media, Knowledge Practices and Multiliteracies

Learner Corpora and Language Teaching

Skills Versus Holistic Approach to Teaching Literacy to Special Needs Students

A Problem-Solving Approach

ICT Use in ELT (Penerbit USM)

The Routledge Handbook of Contemporary English Pronunciation

The Routledge Handbook of Chinese Language Teaching defines Chinese

language teaching in a pedagogical, historical, and contemporary context. Throughout the volume, teaching methods are discussed, including the traditional China-based approach, and Western methods such as communicative teaching and the immersion program. The Handbook also presents a pedagogical model covering pronunciation, tones, characters, vocabulary, grammar, and the teaching of listening, speaking, reading, and writing. The remaining chapters explore topics of language assessment, technology enhanced instruction, teaching materials and resources, Chinese for specific purposes, classroom implementation, social contexts of language teaching and language teaching policies, and pragmatics and culture. Ideal for scholars and researchers of Chinese language teaching, the Handbook will benefit educators and teacher training programs. This is the first comprehensive volume exploring the growing area of Chinese language pedagogy. Diese Einführung in englischer Sprache präsentiert in 14 Kapiteln die grundlegenden Themen und Gegenstandsbereiche der Englischdidaktik. Gleichermaßen praxisnah wie theoretisch fundiert, behandelt der Band zentrale Prinzipien und Kompetenzbereiche eines modernen Fremdsprachenunterrichts. Ausgehend von den zentralen Akteur/innen (Lehrende und Lernende) und mit Blick auf die Teilbereiche der Sprach-, Literatur- und Kulturdidaktik werden zudem Vorschläge für den Einsatz unterschiedlicher Materialien und Medien diskutiert. Weitere Kapitel

widmen sich den institutionellen Organisationsstrukturen und dem Bereich Assessment/Diagnose. Der Band erscheint in zweifarbiger Gestaltung, mit Definitionen und Beispielen sowie mit zahlreichen Abbildungen. This comprehensive introduction presents the fundamental topics and issues of TEFL (Teaching English as a Foreign Language) in 14 chapters. Integrating both profound theoretical and creative practical considerations, the central principles and competence domains of modern foreign language teaching are discussed. Starting with the main classroom agents (teachers and learners), the chapters outline a variety of content areas (language, literature, cultural issues) and thoroughly review materials, media and methods. Additional chapters are concerned with the historical development of English language teaching, its current institutional organisation as well as assessment and evaluation. Over the past decade, interest in language teacher education and professionalization programs has increased significantly mainly due to global educational reforms, which have been driven by internationalization, multilingualism, the rise of new literacy and the incorporation of technologies. These reforms, based on the challenges of knowledge societies and networks, have created the need to re-evaluate and reconceptualize teacher training and teacher professional development as a "fundamental connection to teaching" (Bryant et al., 2008; Vélaz de Medrano & Vaillant, 2009; Espinosa, 2012; Johnson and

Golombeck, 2018). The main objective is, then, to "prepare the new generations within an increasingly uncertain and demanding global scenario" (Pérez Ruíz, 2014, p 114). This publication addresses work on the education of language teachers in a variety of sociocultural, educational and institutional contexts carried out in Mexico and Latin America with various methodological designs and approaches from different theoretical perspectives. Therefore, in the context of current challenges, we seek to promote the exchange, discussions of experience and results of research and reflection that can influence the direction and implementation of language policies regarding teacher education and teacher professionalization for language teaching.

This book showcases English educators from South East Asian countries using information and communications technologies (ICTs) as teaching resources and social networking sites as platforms for instruction, as well as communication with their learners. Their explorations in the web-based teaching and learning environment are reported as research studies using a variety of research methodologies across different samples of learners. Thus, this book is useful not only for English practitioners but also researchers like postgraduate students. It can be a reading material for an educational research methods course for Teaching English to Speakers of Other Languages (TESOL), Teaching English as a Second Language (TESL) and Teaching English as a Foreign

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.
Volume III of the Handbook of Research in Second Language Teaching and Learning, like Volumes I and II, is a comprehensive, state-of-the-art overview of current research into social contexts of second language (L2)/foreign language (FL) teaching and learning; language policy; curriculum; types of instruction; incremental language skills such as listening, speaking, reading, writing, vocabulary, and grammar; international communication;

pragmatics; assessment and testing. It differs from earlier volumes in its main purpose—to provide a more in-depth discussion and detailed focus on the development of the essential language skills required for any type of communication: speaking, listening, reading, vocabulary, grammar, and writing. Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2/FL teaching and learning and applied linguistics, but rather than offering a historical review of disciplinary traditions, it explores innovations and new directions of research, acknowledges the enormous complexity of teaching and learning the essential language abilities, and offers a diversity of perspectives. Chapter authors are all leading authorities in their disciplinary areas. What's new in Volume III? Updates the prominent areas of research, including the sub-disciplines addressed in Volumes I and II, and represents the disciplinary mainstays Considers and discusses perspectives held by different schools of thought on the what, the how, and the why of teaching foundational language skills, including theories, pedagogical principles, and their implementation in practice Captures new and ongoing developments and trends in the key areas of L2/FL teaching and learning, and innovative research topics that have gained substantial recognition in current publications, including the role of corpora, technology, and digital literacy in L2/FL teaching and learning Examines new trends in language pedagogy and research, such as an increased societal emphasis on teaching academic language for schooling, somewhat contradictory definitions of literacy, and the growing needs for instruction in intercultural communication.

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.
Lessons from Good Language Teachers
The Handbook of Listening