Language Education and Emotions - Mathea Simons - 2020-10-09

Teacher Research in Language Teaching - Simon Borg - 2013-03-28
Based on original research, this book explores the fundamental relationship between research and practice in English language teaching. Teacher Research in Language Teaching uses empirical evidence taken from an international survey of over 1,700 teachers and educational managers, over a period of six years. It examines their views of research, whether they read ELT research, and whether they do their own research. The author goes on to explore the process which teachers go through in learning to do research, and the research cultures within teaching institutions. The book concludes with a review of the key findings to emerge from the research and a discussion of strategies through which language teacher research engagement can be promoted more productively.

Language Teaching Research and Language Pedagogy - Rod Ellis - 2012-03-20
This book examines current research centered on the second language classroom and the implications of this research for both the teaching and learning of foreign languages. It offers illuminating insights into the important relationship between research and teaching, and the inherent complexities of the teaching and learning of foreign languages in classroom settings. Offers an accessible overview of a range of research on instruction and learning in the L2 classroom Bridges the relationship between research, teachers, and learners Helps evolve the practice of dedicated current language teachers with research findings that suggest best practices for language teaching

Language Education and Emotions presents innovative, empirical research into the influence of emotions and affective factors in language education, both in L1 and in foreign language education. It offers a comprehensive overview of studies authored and co-authored by researchers from all over the world. The volume opens and ends with "backbone" contributions by two of the discipline's most reputed scholars: Jane Arnold (Spain) and Jean-Marc Dewaele (United Kingdom). This book broadens our understanding of emotions, including well-known concepts such as foreign language anxiety as well as addressing the emotions that have only recently received scientific attention, driven by the positive psychology movement. Chapters explore emotions from the perspective of the language learner and the language teacher, and in relation to educational processes. A number of contributions deal with traditional, school-based contexts, whereas others study new settings of foreign language education such as migration. The book paints a picture of the broad scale of approaches used to study this topic and offers new and relevant insights for the field of language education and emotions. This book will be of great interest to academics, researchers and postgraduate students in the field of language education, psycholinguistics, sociolinguistics, and applied linguistics.

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Doing Action Research in English Language Teaching - Anne Burns - 2009-12-04
This hands-on, practical guide for ESL/EFL teachers and teacher educators outlines, for those who are new to doing action research, what it is and how it works. Straightforward and reader friendly, it introduces the concepts and offers a step-by-step guide to going through an action research process, including illustrations drawn widely from international contexts. Specifically, the text addresses: action research and how it differs from other forms of research the steps involved in developing an action research project ways of developing a research focus methods of data collection approaches to data analysis making sense of action research for further classroom action. Each chapter includes a variety of pedagogical activities: Pre-Reading questions ask readers to consider what they
consider that teacher quality is the key factor to be considered if the national English language curriculum of globalisation and social justice corollaries within the field, as well as to mediate the gap between language learning. The chapters in the second part are written by language teacher educators working in a variety of institutional contexts and on a range of types of program including both long and short courses, both pre-service and in-service courses, and teacher education focusing variously on metalinguistic awareness and responsibility in light of an ever changing global socio-political and cultural landscape. The book examines the ways in which various moral, ethical, and ideological dimensions increasingly inform language teaching practice for tertiary modern/foreign language teachers, both collectively as a profession but also at the individual level in everyday classroom situations. Employing a narrative inquiry research approach which combines brief autobiographical reflections with semi-structured interview data, the volume provides a comprehensive portrait of the processes ten teacher-researchers in Australia working across five different languages engage in as they seek to position themselves more purposefully within a critical, political and ethical framework of teaching practice. The book will serve as a springboard from which to promote greater understanding and discussion of the importance of globalisation and social justice corollaries within the field, as well as to mediate the gap between language teaching theory and practice, making this key reading for graduate students and researchers in intercultural communication, language teaching, and language teacher education.

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.

Tertiary Language Teacher-Researchers Between Ethics and Politics - Chantal Crozet - 2020-02-05
Bringing together a range of perspectives from tertiary language and culture teachers and researchers, this volume highlights the need for greater critical engagement with the question of language teacher identity, agency and responsibility in light of an ever changing global socio-political and cultural landscape. The book examines the ways in which various moral, ethical, and ideological dimensions increasingly inform language teaching practice for tertiary modern/foreign language teachers, both collectively as a profession but also at the individual level in everyday classroom situations. Employing a narrative inquiry research approach which combines brief autobiographical reflections with semi-structured interview data, the volume provides a comprehensive portrait of the processes ten teacher-researchers in Australia working across five different languages engage in as they seek to position themselves more purposefully within a critical, political and ethical framework of teaching practice. The book will serve as a springboard from which to promote greater understanding and discussion of the impact of globalisation and social justice corollaries within the field, as well as to mediate the gap between language teaching theory and practice, making this key reading for graduate students and researchers in intercultural communication, language teaching, and language teacher education.

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Doing Action Research in English Language Teaching - Anne Burns - 2009-12-04
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Teacher Learning in Language Teaching - Freeman Donald - 1996-02-23
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Language in Language Teacher Education - H. R. Trappes-Lomax - 2002-01-01
This volume explores the defining element in the work of language teacher educators: language itself. The book is in two parts. The first part holds up to scrutiny concepts of language that underlie much practice in language teacher education yet too frequently remain under-examined. These include language as social institution, language as verbal practice, language as reflexive practice, language as school subject and language as medium of language learning. The chapters in the second part are written by language teacher educators working in a range of institutional contexts and on a variety of types of program including both long and short courses, both pre-service and in-service courses, and teacher education practice focusing variously on metalinguistic awareness
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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, Second Language Processes and Development Methods, and Instruction in Second Language Teaching. Volume 2 broadens 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.


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Focus on the Language Classroom - Richard Allwright - 1991-04-25

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Research on Teaching and Learning English in Under-Resourced Contexts - Kathleen M. Bailey - 2021-03-28

This book is the eighth volume in the Global Research on Teaching and Learning English series, co-published with The International Research Foundation for English Language Education (TIRF). It brings together the latest developments in research on teaching English in under-resourced contexts across the world, offering a window into the complex challenges that these communities face. Recommendations from research and experience in well-resourced contexts are frequently not relevant or feasible in different circumstances. Contributors explore local and regional assets and challenges to provide a deeper understanding of the difficult issues that language learners and teachers must confront, and they provide insights to meet those challenges. With chapters written by TIRF Doctoral Dissertation Grant awardees, the volume addresses the crucial and growing need for research-based conversations on the contexts, environments, and challenges of teaching English in areas of the world with limited resources, literacy levels, or other constraints. The volume includes sections on policy connections, teacher preparation, and practice insights. It is a useful resource for graduate students and teacher educators in language education, ESL/EFL education, and international education, and an enlightening reference for all readers with an interest in language education around the world.

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Handbook of Research on Effective Online Language Teaching in a Disruptive Environment - Jean Willis LeLoup - 2022

“This book creates an innovative knowledge base about teaching during disruptive times in the context of K-20 language learning that is supported with empirical evidence and will serve as a reference for the advancement of research on, and the practice of, teaching and learning languages in both theoretical and practical ways”--

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Teacher Cognition and Language Education - Simon Borg - 2008-11-01
The study of teacher cognition - what teachers think, know and believe - and of its relationship to teachers' classroom practices has become a key theme in the field of language teaching and teacher education. This new in paperback volume provides a timely discussion of the research which now exists on language teacher cognition. The first part of the book considers what is known about the cognitions of pre-service and practicing teachers, and focuses specifically on teachers' cognitions in teaching grammar, reader and writing. The second part of the book evaluates a range of research methods which have been used in the study of language teacher cognition and provides a framework for continuing research in this fascinating field. This comprehensive yet accessible account will be relevant to researchers, teacher educators and curriculum managers working in language education contexts.

English Language Teacher Preparation in Asia - Subhan Zein - 2018-08-06
Bringing together a comprehensive range of extended research-based chapters, English Language Teacher Preparation in Asia provides comprehensive insight into policy, research, and practical aspects of teacher preparation for English teachers at pre-service level across multiple contexts in Asia. Written by local and international scholars specialising in TESOL Teacher education, and acknowledging the increasingly complex demands made on teachers of English in view of globalisation, the book explores the multiple factors which are key to effective professional learning. Chapters consider how pre-service teachers are best prepared for the diverse contexts in which English is learnt and taught in settings throughout Asia and draw on in-depth research studies to provide rich, fully contextualised coverage of aspects of teacher preparation including curriculum design, programme development, policy, professional learning communities, assessment education, and teaching practicum. A timely contribution to the field of teacher preparation, this text will be an invaluable resource for teacher educators, pre-service teachers and academics involved in the preparation of English teachers in Asia.

Early Language Learning and Teacher Education - Subhan Zein - 2019-02-26
Language teacher education is widely identified as one of the most important areas that needs addressing in order to improve early language instruction, yet research into teacher education for early language teachers remains relatively sparse. This volume responds to this gap by compiling studies with diverse methodological tenets from a wide range of geographical and educational contexts around the world. The volume aims to enhance understanding of early language teacher education as well as to address the need to prepare early language teachers and assist them in their professional development. The chapters focus on the complexity of teacher learning, innovations in mentoring and teacher supervision, strategies in programme development and perceptions, and knowledge and assessment in early language learning teacher education. The volume offers comprehensive coverage of the field by addressing various aspects of teacher education in different languages. The contributions highlight examples of research into current practice in the professional enhancement of early language learning teachers, but with an emphasis on the implications for practitioners.

Action Research for English Language Arts Teachers - Mary Buckelew - 2019-03-13
Offering preservice and inservice teachers a guide to navigate the rapidly changing landscape of English Language Arts education, this book provides a fresh perspective on what it means to be a teacher researcher in ELA contexts. Inviting teachers to view inquiry and reflection as intrinsic to their identity and mission, Buckelew and Ewing walk readers through the inquiry process from developing an actionable focus, to data collection and analysis to publication and the exploration of ongoing questions. Providing thoughtful and relevant protocols and models for teacher inquiry, this book establishes a theoretical foundation and offers practical, ready-to-use tools and strategies for engaging in the inquiry process in the context of teachers' communities. Action Research for English Language Arts Teachers: Invitation to Inquiry includes a variety of examples and scenarios of ELA teachers in diverse contexts, ensuring that this volume is relevant and accessible to all educators.

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chapters presenting current research projects and discussing issues related to second language acquisition, teacher-researchers' 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.

Initial English Language Teacher Education - Darío Luis Banegas - 2016-11-10
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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.

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Current Issues in Second/Foreign Language Teaching and Teacher Development - Christina Gitsaki - 2016-01-14
Current Issues in Second/Foreign Language Teaching and Teacher Development 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.

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Qualitative Research Topics in Language Teacher Education - Gary Barkhuizen - 2019-06-26
Student and novice researchers may have a general idea for a topic they would like to research, but have a difficult time settling on a more specific topic and its associated research questions. Addressing this problem, this book features contributions from over thirty diverse and experienced research supervisors, mentors, and principal investigators in the field of language teacher education. The chapters are autobiographic in nature, with each contributing author reflecting on relevant, current and innovative research topics through the lens of their own professional life and research work. Offering explicit research topics and strategies for each area of expertise, this book will serve as a useful reference for the seasoned qualitative or narrative researcher, and a helpful guide for new researchers and teacher researchers narrowing down their own research topics.

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Language Teacher Educator Identity - Gary Barkhuizen - 2021-03-31
The author examines who language teacher educators are in the field of language teaching and learning. This includes a description of the different types of language teacher educators working in a range of professional and institutional contexts, an analysis of the reflections of a group of experienced English teacher educators working in Colombia and enrolled in a doctoral program to continue their professional development, and an exposition of the work that language teacher educators do, particularly in the domains of pedagogy, research, and service and leadership (institutional and community). All of this is done with the aim of understanding the identities that language teacher educators negotiate and are ascribed in their working contexts. The author emphasizes the need for research to pay attention to the lives and work of language teacher educators, and offers forty research questions as an indication of possible future research directions.

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Improving Foreign Language Teaching - Ernesto Macaro - 2015-09-16
Improving Foreign Language Teaching provides teachers and teacher trainers with a research-based structure for the effective teaching and assessment of second languages. As well as outlining a model for teacher development, the book identifies and exemplifies eight key principles for effective language learning, which can be used to guide curriculum design and decisions about classroom pedagogy. Improving Foreign Language Teaching also presents practical activities, related materials, and guidance on how student progress can be monitored and recorded. Based on the research of the authors and other international experts, together with the work of a consortium established by the authors and teachers in a range of secondary schools, the book focusses on the development of language skills and communicative competence. It also proposes an assessment system which better reflects how learners progress in language learning than current models. Taking as its starting point the challenge of a curriculum in flux and complex pedagogical approaches, this book offers clear research-informed guidance for effective planning, teaching and learning. It will be essential reading for all those concerned with the improvement of language learning and teaching in the secondary classroom.

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Beginning with the reasons for carrying out action research, this guide for language teachers can be used by them to analyse and investigate their own expertise and develop it in a systematic way.

Teacher Agency and Policy Response in English Language Teaching - Patrick C. L. Ng - 2018-05-05
The role of English in the global arena has prompted official language-in-education policy makers to adopt language education policies to enable its citizens to be proficient in English and to access knowledge. Local educational contexts in different countries have implemented English education in their own ways with different pedagogical goals, motivations, features and pedagogies. While much of the research cited in English language planning policy has focused on macro level language policy and planning, there is an increasing interest in micro planning, in particular teacher agency in policy response. Individual teacher agency is a multifaceted amalgam not only of teachers’ individual histories, professional training, personal values and instructional beliefs, but also of how these interact with local interpretations and appropriations of policy. Teacher Agency and Policy Response in English Language Teaching examines the agency of the teacher in negotiating educational reforms and policy changes at the local and national levels. Chapters in the book include: English language teaching in China: teacher agency in response to curricular innovations Incorporating academic skills into EFL curriculum; teacher agency in response to global mobility challenge Teacher agency, the native/nonnative dichotomy, and “English Classes in English” in Japanese high Schools Teacher-designed high stakes English language testing: washback and impact This book will appeal to researchers across all sectors of education, in particular key stakeholders in curriculum and language planning. Those interested in the latest development of English language teaching will also find this book a valuable resource.

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The Emotional Rollercoaster of Language Teaching - Christina Gkonou - 2020-05-31
This book focuses on the emotional complexity of language teaching and how the diverse emotions that teachers experience while teaching are shaped and function. The book is based on the premise that teaching is not just about the transmission of academic knowledge but also about inspiring students, building rapport with them, creating relationships based on empathy and trust, being patient and most importantly controlling one's own emotions and being able to influence students' emotions in a positive way. The book covers a range of emotion-related topics on both positive and negative emotions which are relevant to language teaching including emotional labour, burnout, emotion regulation, resilience, emotional intelligence and well-being among others. These topics are studied within a wide range of contexts such as teacher education programmes, tertiary education, CLIL and action research settings, and primary and secondary schools across different countries. The book will appeal to any student, researcher, teacher or policymaker who is interested in research on the psychological aspects of foreign language teaching.

Challenging the Monolingual Mindset - John Hajek - 2014-10-01
This volume challenges the monolingual mindset by highlighting how language-related issues surround us in many different ways, and explores the tensions that can develop in managing and understanding multilingualism. The book features analysis and discussion on the use of languages across a range of contexts, including post-migration settlement, policy, education, language contact and intercultural communication.

Language Teacher Cognition - Li Li - 2019-10-11
This book explores the topic of teacher cognition, making use of sociocultural theory as a framework to understand what teachers know, think, believe and do in their professional contexts through 'applied' conversation analysis. The author examines what teaching and learning mean to teachers by analyzing the interactional work they do with their students, considering when and why teachers make interactive decisions as well as how they utilize new technological tools to address their pedagogical objectives. After discussing how teachers construct identities and display emotions in the classroom, she presents suggestions for language teacher education and development, pedagogy improvement and teacher knowledge. This book will be of interest to language teachers and teacher trainers, as well as students and scholars of applied linguistics and sociocultural theory.

Language Teacher Cognition - Amy Bik May Tsui - 2020-11-05
This book uncovers the challenges posed by globalization to Asian jurisdictions in English language teaching and teacher education.

Language Teachers and Teaching - Selim Ben Said - 2013-10-08
This volume gathers contributions from a range of global experts in teacher education to address the topic of language teacher education. It shows how teacher education involves the agency of teachers, which forms part of their identity, and which they take on when integrating into the teaching community of practice. In addition, the volume explores the teachers' situated practice—the dynamic negotiation of classroom situations, socialization into the professional teaching culture, and "on the ground experimentation" with pedagogical skills/techniques.
Inquiry and Research Skills for Language Teachers - Kenan Dikilitaş - 2019-10-31

This book equips pre-service language teachers with research and inquiry skills which they can use in the course of their classroom teaching. Research is presented not as an additional burden in teachers’ busy lives but as an integrated tool for satisfying their curiosity, developing an investigative stance, and strengthening the links between theory and practice. Over the course of the book, the authors introduce and encourage the use of pedagogically exploitable pedagogic-research activities (PEPRAs) to develop a deeper understanding of pedagogic issues in an engaging, supportive, and collaborative way. This book will be of interest to students and instructors on TESOL and related courses, as well as practitioners working in the teacher training sector.

Doing SLA Research with Implications for the Classroom - Robert M. DeKeyser - 2019-03-15

This book is unique in bringing together studies on instructed second language acquisition that focus on a common question: “What renders this research particularly relevant to classroom applications, and what are the advantages, challenges, and potential pitfalls of the methodology adopted?” The empirical studies feature experimental, quasi-experimental and observational research in settings ranging from the classroom to the laboratory and CALL contexts. All contributors were asked to discuss issues of cost, ethics, participant availability, experimental control, teacher collaboration, and student motivation, as well as the generalizability of findings to different kinds of educational contexts, languages, and structures. This volume should be of interest to graduate students in second language research, practicing teachers who want some guidance to navigate the sometimes overwhelming array of publications, and to researchers who are planning studies on instructed second language learning or teaching and are looking to make principled decisions on which of the existing methodologies to adopt.

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Teacher Cognition in Language Teaching - Devon Woods - 1996

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Research on Second Language Teacher Education - Karen E. Johnson - 2011-01-17

Embracing a sociocultural perspective on human cognition and employing an array of methodological tools for data collection and analysis, this volume documents the complexities of second language teachers’ professional development in diverse L2 teacher education programs around the world, including Asia, South America, Europe, and North America, and traces that development both over time and within the broader cultural, historical and institutional settings and circumstances of teachers’ work. This systematic examination of teacher professional development illuminates in multiple ways the discursive practices that shape teachers’ knowing, thinking, and doing and provides a window into how alternative mediational means can create opportunities for teachers to move toward more theoretically and pedagogically sound instructional practices within the settings and circumstances of their work. The chapters represent both native and nonnative English speaking pre-service and in-service L2 teachers at all levels from K-12 through higher education, and examine significant challenges that are present in L2 teacher education programs.
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