Key Issues In Language Teaching

Right here, we have countless book **Key Issues In Language Teaching** and collections to check out. We additionally meet the expense of variant types and furthermore type of the books to browse. The customary book, fiction, history, novel, scientific research, as capably as various supplementary sorts of books are readily nearby here.

As this Key Issues In Language Teaching, it ends stirring innate one of the favored book Key Issues In Language Teaching collections that we have. This is why you remain in the best website to see the amazing book to have.

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

The Routledge Handbook of Materials Development for Language Teaching Julie Norton 2022 "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"--

Professional Development for Language Teachers Jack C. Richards 2005-04-04 This much-needed text provides a coherent and strategic approach to teacher development Teacher Development for Language Teachers examines ten different approaches for facilitating professional development in language teaching: self-monitoring, support groups, journal writing, classroom observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching, and action research. The introductory chapter provides a conceptual framework. All chapters contain practical examples and reflection questions to help readers apply the approach in their own teaching context.

Advocacy for Social and Linguistic Justice in TESOL Christine E. Poteau 2021-12-24 Recognizing the need for increased social justice in the fields of TESOL and English Language Teaching (ELT) globally, this volume presents a range of international case studies and empirical research to demonstrate how English language instruction can promote social and linguistic justice through advocacy-oriented pedagogies and curricula. Advocacy for Social and Linguistic Justice in TESOL adopts a critical, and evidence-based approach to identifying effective practice in ensuring inclusive and equitable learning and teaching. Chapters address emergent issues including heritage language and L1 attrition, teacher and learner identity, and linguistic colonialism, as well as wider issues such as global citizenship and human rights. Focus is placed on empowering both educators and learners as advocates of social justice and consideration is also given to how social responsibility can be supported through enhanced teacher preparation and professional development. Making a timely contribution at the intersection of advocacy, social justice, and English language teaching, this book will be key reading for postgraduate researchers, scholars, and academics in the fields of TESOL and ELT, as well as language education, applied linguistics, and the sociology of education more broadly. English language teachers and practitioners will also find this volume of interest.

Teaching English to Young Learners Janice Bland 2015-09-24 Aimed at student teachers, educators and practitioners, Teaching English Language to Young Learners outlines and explains the crucial issues, themes and scenarios relating to this area of teaching. Each chapter by a leading international scholar offers a thorough introduction to a central theme of English as a foreign language (EFL) with preteens, with clear presentation of the theoretical background and detailed references for further reading, providing access to the most recent scholarship. Exploring the essential issues critically and in-depth, including the disadvantages as well as advantages of Teaching English as a Foreign Language (TEFL) with young learners, topics include: - task-based learning in the primary school; - storytelling; - drama; - technology; - vocabulary development; - intercultural understanding; - Content and Language Integrated Learning (CLIL) scenarios; - assessment. Innovative and rapidly emerging topics are covered, such as immersion teaching, picturebooks in the EFL classroom and English with pre-primary children.

Language Learner Strategies Michael James Grenfell 2017-10-19 Language Learner Strategies combines principles with research and classroom practice, providing a new view of language learning to inform policy and teaching methodology. Divided into three parts, the book draws links between language learning theory in the established research literature, the authors' own empirical studies and the implications for curriculum policy and teacher education. The book addresses issues that to date have not been fully explored including the strategies of the 12-15 year old age range learning Modern Languages such as French, German, Spanish and Mandarin Chinese. A special focus is given to the sociocultural aspects of learner strategies and their link with psychological contexts in which they are used. The authors explore the cognitive turn in language learner strategy research and the practical teaching approaches it helps to develop. It sets a future agenda for learner strategy research and classroom practice.

Focus on Content-Based Language Teaching - Oxford Key Concepts for the Language Classroom Patsy M. Lightbown 2014-04-10 Examines the challenges of learning both language and content in the same class, and reviews classroom-based research on instructional practices that can meet those challenges in primary and secondary schools.

Key Issues in Language Teaching Jack C. Richards 2015-01 A comprehensive and extensively researched overview of key issues in language teaching today. This essential text for English language teachers surveys a broad range of core topics that are important in understanding

contemporary approaches to teaching English as a second or international language, and which form the content of many professional development courses for language teachers. A wide range of issues is examined, including a consideration of the nature of English in the world, the way the English teaching profession works, the development of teaching methods, the nature of classroom teaching, teaching the four skills, teaching the language system, and elements of a language program.

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 Course Planning Brian North 2018-04-30 This essential guide examines course planning as an end-to-end process, from learners' needs through to assessment, taking into account both the broader issues and the practical details at every stage. Areas covered include: • effective needs analysis • using the CEFR as a resource for course planning • writing scenarios for classroom teaching and assessment • triangulating course objectives, materials, and learners' goals • key terminology Extra resources are available on the website: www.oup.com/elt/teacher/lcp Brian North is a co-author of the CEFR and of its companion volume, and was Chair of Eaquals from 2005 to 2010. Mila Angelova is the Academic Vice Chair of Eaquals and Head Director of Studies at AVO Language and Examination Centre, in Sofia. Elzbieta Jarosz is a member of the Eaquals Certification Panel and is the Academic Director of Gama College, in Krakow. Richard Rossner is a co-founder of Eaquals, and a co-author of the European Profiling Grid and the Eaquals Framework.

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

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

Curriculum Development in Language Teaching Jack C. Richards 2017-04-06 A new edition of a successful title, which has been fully revised and updated to reflect contemporary issues in curriculum. The paperback edition provides a systematic introduction to the issues involved in developing, managing, and evaluating effective second and foreign language programs and teaching materials. Key stages in the curriculum development process are examined, including situation analysis, needs analysis, goal setting, syllabus design, materials development and adaptation, teaching and teacher support, and evaluation. Discussion activities throughout the book enable it to be used as a reference text for teachers and administrators.

Task-Based Language Teaching Rod Ellis 2019-09-30 A comprehensive account of the research and practice of task-based language teaching.

Methodology in Language Teaching Jack C. Richards 2002-04-08 This comprehensive anthology provides an overview of current approaches, issues, and practices in the teaching of English to speakers of other languages. Containing a broad collection of articles published primarily in the last decade, it illustrates the complexity underlying many of the practical planning and instructional activities involved in teaching English. These activities include teaching English at elementary, secondary, and tertiary levels, teacher training, language testing, curriculum and materials development, the use of computers and other technology in teaching, as well as research on different aspects of second-language learning. Organized into 16 sections, the book contains 41 articles by well-known teacher trainers and researchers. Also included are two sets of discussion questions--a pre-reading background set and a post-reading reflection set. The anthology serves as an important resource for researchers, M.A. TESOL students, and teachers wishing to design a basic course in methodology.

Insights into Non-native Vocabulary Teaching and Learning Dr. Rubén Chacón-Beltrán 2010-07-12 In a field like L2 vocabulary teaching and learning where interest and research studies are burgeoning, this book offers a useful collection of papers that contains new ways of investigating vocabulary development, techniques for vocabulary teaching such as the Focus on Form hypothesis, word associations, and the use of concordance data. In addition, it tackles recent areas of analysis such as the treatment of vocabulary in teaching materials—an area of almost complete neglect in the literature. The book is divided into three parts. Part one provides the overview and deals with the development of a model for vocabulary teaching and learning. Part two focuses on empirical studies on lexical processing in English and Spanish. Part three centers on materials design for vocabulary teaching and learning. The advances made in this book will certainly be of interest to researchers, teachers, and graduate students working on this very active field of inquiry.

English Language Learning and Technology Carol A. Chapelle 2003-12-17 This book explores implications for applied linguistics of recent developments in technologies used in second language teaching and assessment, language analysis, and language use. Focusing primarily on English language learning, the book identifies significant areas of interplay between technology and applied linguistics, and it explores current perspectives on perennial questions such as how theory and research on second language acquisition can help to inform technology-based language learning practices, how the multifaceted learning accomplished through technology can be evaluated, and how theoretical perspectives can offer insight on data obtained from research on interaction with and through technology. The book illustrates how the interplay between technology and applied linguistics can amplify and expand applied linguists' understanding of fundamental issues in the field. Through discussion of computer-assisted approaches for investigating second language learning tasks and assessment, it illustrates how technology can be used as a tool for applied linguistics research.

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

Building Teacher Capacity in English Language Teaching in Vietnam Van Canh Le 2019-08-06 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.

Approaches and Methods in Language Teaching Jack C. Richards 2001-04-09 This new edition surveys the major approaches and methods in language teaching.

Issues in Second Language Teaching Alessandro G. Benati 2013 Issues in Second Language Teaching is a text-book written in order to help trainee teachers and more experienced teachers reflect on certain topics related to second language learning and language teaching. It provides readers with a better understanding of the interface between second language learning theory and research, and language teaching practices. The main objective of the textbook is to develop and enhance readers' theoretical and practical understanding of how teachers should approach the way they teach languages in the classroom. Readers will be asked to reflect on the implications of second language learning research and theory on language teaching by providing an analysis of how the principles derived from research can be applied in the language classroom when it comes to issues such as teaching grammar, correct errors, provide 'good' input, develop output activities or encourage interaction between learners. The textbook does not support a particular methodology for language teaching but focuses on specific themes in relation to language teaching. Reviews: It is a very nice contribution to the field because of its theoretical/conceptual and innovative presentation of the topics. A valuable resource for researchers, graduate students and anyone interested in language teaching and language acquisition with a particular reference to input and processing. Pedro Guijarro-Fuentes, Associate Professor in Spanish, University of Plymouth

English Language Education in a Global World Lap Tuen Wong 2015 With English becoming the world's foremost lingua franca, the pressure to improve English language education (ELE) has been steadily increasing. Consequently, the nature of ELE has changed drastically in the last decade. This has not only brought about a number of changes in the way English is taught and learnt, but it has also led to various innovative practices around the world. As a result, this edited book aims to shed light on the new theoretical and methodological developments in the field of ELE as well as the major issues and difficulties faced by practitioners in different parts of the globe. One very important variable that the book takes into account is the role that English already plays in a particular society since this may affect the views that teachers and students hold of the language. This in turn can significantly influence the way English is taught and learnt in given political, economic and socio-cultural settings. The purpose of this book is therefore to provide a comprehensive overview of the pedagogical methods, policies and problems that underlie English language education in ten different regions across the world, including: the USA, Canada, the UK, Australia, New Zealand, India, Singapore, Japan, China and Hong Kong. In doing so, the different chapters in the book emphasize the importance of responding to linguistic and other forms of diversity in order to develop English language education in a globalized world. This book will be useful for teachers and students of English language, for English language curriculum and materials developers, and for those involved in educational policy-making and language acquisition research. Written by experts in the field, the range of content covered in the book's chapters will also help policy-makers, researchers and practitioners develop effective English language education practices and policies, and propose solutions to emerging issues in English language teaching and learning in different environments around the world. The newly-developed arguments and concerns pertaining to English language education will serve as future reference for professionals interested in this area of expertise.

About Language Scott Thornbury 1997-03-13 This book raises the issue of what a teacher needs to know about English in order to teach it effectively. It leads teachers to awareness of the language through a wide range of tasks which involve them in analysing English to discover its underlying system.

The Routledge Handbook of English Language Teaching Graham Hall 2016-05-12 The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics, ELT/TESOL, and Language Teacher Education, and for ELT professionals engaged in in-service teacher development and/or undertaking academic study. Progressing from 'broader' contextual issues to a 'narrower' focus on classrooms and classroom discourse, the volume's inter-related themes focus on: ELT in the world: contexts and goals planning and organising ELT: curriculum, resources and settings methods and methodology: perspectives and practices second language learning and learners teaching language: knowledge, skills and pedagogy understanding the language classroom. The Handbook's 39 chapters are written by leading figures in ELT from around the world. Mindful of the diverse pedagogical, institutional and social contexts for ELT, they convincingly present the key issues, areas of debate and dispute, and likely future developments in ELT from an applied linguistics perspective. Throughout the volume, readers are encouraged to develop their own thinking and practice in contextually appropriate ways, assisted by discussion questions and suggestions for further reading that accompany every chapter. Advisory board: Guy Cook, Diane Larsen-Freeman, Amy Tsui, and Steve Walsh

Learner Contributions to Language Learning Michael Breen 2014-09-15 Since it was first established in the 1970s the Applied Linguistics and Language Study series has become a major force in the study of practical problems in human communication and language education. Drawing extensively on empirical research and theoretical work in linguistics, sociology, psychology and education, the series explores key issues in language acquisition and language use. What the learner contributes is central to the language learning process. Learner Contributions to Language Learning provides a uniquely comprehensive account of learners' personal attributes, their thinking, their feelings, and their actions that have been shown to have an impact upon language learning. Containing specific chapters from leading names in the field, this book provides both a review of what has been discovered from previous research and identifies important future directions for research on learner contributions. It is a landmark volume setting the agenda for language learning research in the 21st century and it provides invaluable information for all those engaged in language teaching. The contributors to the volume are- Michael P. Breen Bonny Norton Anna Chamot Rebecca Oxford Rod Ellis Anna Pavlenko James P. Lantolf Anita Wenden Diane Larsen-Freeman

Current Issues in English Language Teaching and Learning Mario Cal Varela 2010 This volume contains a selection of the papers, seminars and workshops presented in the First International Conference on English Language Teaching and Learning (ICELTL1), held at the University of Santiago, Spain, in September 2008, as well as a number of valuable original contributions by other specialists who were involved in the conference. It aims to represent the views of teachers, scholars, researchers, teacher trainers and curriculum developers from all over the world, from the USA and Japan to Europe. It is addressed to ELT teachers, researchers and professionals who want to reflect upon and develop their knowledge and practice of current issues in English language teaching and learning. Current problems in many of the areas of ELT are given different solutions depending on the context in which respective contributors conduct their work. It is precisely this international perspective that makes this volume unique and illustrative of different realities with a similar objective in mind: the implementation and improvement of English language teaching. The various contributions have been organised in four main sections that correspond to the major focal topics of the conference: teacher training and development, classroom management and practice, new technologies and language teaching, and research on learner language.

Second Handbook of English Language Teaching Xuesong Gao 2019-10-23 The Second Handbook of English Language Teaching provides a comprehensive examination of policy, practice, research and theory related to English language teaching in international contexts.

Over 70 chapters focus on the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second-language acquisition and pedagogy. In countries around the globe, English has become the second language taught most frequently and intensively. In many countries, particularly in Asia, government policies have made English a part of the curriculum from primary school on. Demand for English teaching by parents and adult learners is fueled by the desire to increase economic competitiveness, globalization of the workforce, immigration, and a move toward lifelong learning. Immigration has led to an increased demand for English-language teaching even in countries where English is the dominant language.

Is English an Asian Language? Andy Kirkpatrick 2020-10-29 A comprehensive account of how English is being used and reshaped by multilingual Asian speakers to fit their everyday needs. Key Questions in Second Language Acquisition Bill VanPatten 2019-12-05 This highly accessible introductory textbook carefully explores the main issues that have driven the field of second language acquisition research. Intended for students with little or no background in linguistics or psycholinguistics, it explains important linguistic concepts, and how and why they are relevant to second language acquisition. Topics are presented via a 'key questions' structure that enables the reader to understand how these questions have motivated research in the field, and the problems to which researchers are seeking solutions. It provides a complete package for any introductory course on second language acquisition.

Language Teacher Identity in TESOL Bedrettin Yazan 2020-07-06 This volume draws on empirical evidence to explore the interplay between language teacher identity (LTI) and professional learning and instruction in the field of TESOL. In doing so, it makes a unique contribution to the field of language teacher education. By reconceptualizing teacher education, teaching, and ongoing teacher learning as a continuous, context-bound process of identity work, Language Teacher Identity in TESOL discusses how teacher identity serves as a framework for classroom practice, professional, and personal growth. Divided into five sections, the text explores key themes including narratives and writing; multimodal spaces; race, ethnicity, and language; teacher emotions; and teacher educator-researcher practices. The 15 chapters offer insight into the experiences of preservice teachers, in-service teachers, and teacher educators in global TESOL contexts including Canada, Japan, Korea, Norway, Sri Lanka, Turkey, the United Kingdom, and the United States. This text will be an ideal resource for researchers, academics, and scholars interested in furthering their knowledge of concepts grounding LTI, as well as teachers and teacher educators seeking to implement identity-oriented approaches in their own pedagogical practices.

International Student Education in Tertiary Settings Zuocheng Zhang 2020-12-28 International Student Education in Tertiary Settings addresses key issues in international student education programme design and implementation. It maps contemporary theories and practices in international students' transcultural learning and engagement and showcases successful tertiary education programmes for international students in Australia, China, Japan, the USA and the UK. The book highlights the opportunities for engaging international students that are built into the various programmes, international students' strategies for coping with various challenges of engagement with their educational programmes, and a range of factors that confound their engagement in academic and intercultural learning. The broad coverage of international education programmes in a variety of geographical, sociocultural and pedagogical settings enables the discussion about the complexity of contemporary international student education, shared challenges and productive ways of engaging international students in transcultural learning and the prospect of sustainable engagement. The principles and insights into programme design and implementation to engage international students will be useful for researchers and practitioners in international student education, academics tasked with teaching international students in their class, and administrators responsible for managing and providing services to international students.

Exploring English Language Teaching Graham Hall 2011-03-08 Winner of the BAAL Book Prize 2012 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. Exploring English Language Teaching is an indispensable textbook for language teachers, and for post-graduate/graduate students and advanced undergraduates studying in the areas of Applied Linguistics, Language Teacher Education, and ELT/TESOL.

Content-Based Foreign Language Teaching Laurent Cammarata 2016-02-26 Pushing the field forward in critically important ways, this book offers clear curricular directions and pedagogical guidelines to transform foreign language classrooms into environments where stimulating intellectual curiosity and tapping critical thinking abilities are as important as developing students' linguistic repertoires. The case is made for content-based instruction—an approach to making FL classrooms sites where intellectually stimulating explorations are the norm rather than the exception. The book explicitly describes in detail how teachers could and should use content-based instruction, explains how integration of content and language aims can be accomplished within a program, identifies essential strategies to support this curricular and pedagogical approach, discusses issues of assessment within this context, and more. Content-Based Foreign Language Teaching provides theoretical perspectives and empirical evidence for reforming curricula and instruction, describes models and curriculum planning strategies that support implementation of well-balanced FL programs, explores the transformative potential of critical pedagogy in the FL classroom, and offers illustrations of secondary and post-secondary language programs that have experimented with alternative approaches. Advancing alternatives to conventional curriculum design, this volume posits meaning-oriented approaches as necessary to create language programs that make a great difference in the overall educational lives of learners

The Routledge Handbook of English Language Teacher Education Steve Walsh 2019-07-03 The Routledge Handbook of English Language Teacher Education provides an accessible, authoritative, comprehensive and up-to-date resource of English language teacher education. With an overview of historical issues, theoretical frameworks and current debates, this handbook provides unique insights into a range of teacher education contexts, focusing on key issues relating to teacher and learner priorities, language and communication, current practices, reflective practice, and research. Key features include: a cross-section of current theories, practices and issues, providing readers with a resource which can be used in a variety of contexts; the use of data, transcripts and tasks to highlight and illustrate a range of practices, including examples of 'best practice'; 'snapshots' of ELTE from a number of contexts taken from all around the world; and examples of current technological advances, contemporary thinking on reflective practice, and insights gained from recent research. This wide-ranging and international collection of chapters has been written by leading experts in the field. The Routledge Handbook of English Language Teacher Education is sure to be core reading for students, researchers and educators in applied linguistics, TESOL and language education.

Key Issues in the Teaching of Spanish Pronunciation Rajiv Rao 2019 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.

Issues in English Teaching Jon Davison 2002-09-11 Issues in English Teaching invites primary and secondary teachers of English to engage in debates about key issues in subject teaching. The issues discussed include: *the increasingly centralised control of the curriculum, assessment, and pedagogy in the school teaching of English in England and Wales as a result of initiatives such as the National Literacy Strategy *new technologies which are transforming pupils' lived experience of literacy or literacies *the accelerating globalisation of English and the independence of other versions of English from English Standard English. A National Curriculum with a nationalist perspective on language, literacy and literature cannot fully accommodate English *what has become 'naturalised' and 'normalised' in English teaching, and the educational and ideological reasons for this *hierarchies that have been created in the curriculum and pedagogy, identifying who and what has been given low status, excluded or marginalised in the development of the current model of English. Issues in English Teaching will stimulate student teachers, NQTs, language and literacy co-ordinators, classroom English teachers and aspiring or practising Heads of English, to reflect on the identity or the subject, the principles and policies which, have determined practice, and those which should influence future practice.

Global Issues in Language, Education and Development Naz Rassool 2007-01-01 This book examines the role that language-in-education policy, historically, has played in shaping possibilities for development, within countries in the Sub-Saharan and South Asian regions. This discussion takes account also of the complex ways in which language, education and development, are linked to the changing global labour market. Key questions are raised regarding the impact of international policy imperatives on development possibilities.

Using Games and Simulations for Teaching and Assessment Harold F. O'Neil 2016-03-31 Using Games and Simulations for Teaching and Assessment: Key Issues comprises a multidisciplinary investigation into the issues that arise when using games and simulations for educational purposes. Using both theoretical and empirical analyses, this collection examines cognitive, motivational, and psychometric issues with a focus on STEM content. Unlike other research-based volumes that focus solely on game design or the theoretical basis behind gaming, this book unites previously disparate communities of researchers—from civilian to military contexts as well as multiple disciplines—to critically explore current problems and illustrate how instructionally effective games and simulations should be planned and evaluated. While computer-based simulations and games have the potential to improve the quality of education and training, Using Games and Simulations for Teaching and Assessment: Key Issues shows how the science of learning should underlie the use of such technologies. Through a wide-ranging yet detailed examination, chapter authors provide suggestions for designing and developing games, simulations, and intelligent tutoring systems that are scientifically-based, outcomes-driven, and cost-conscious.

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

Debates in Second Language Education Ernesto Macaro 2021-11-30 Debates in Second Language Education provides an up-to-date account of the key debates and areas of controversy in the field of second language learning and teaching. Adopting a broad and comparative perspective and emphasising the importance of considering a variety of learning contexts, it encourages students and practising teachers to engage with contemporary issues and developments in learning and teaching. Chapters are designed to stimulate thinking and understanding in relation to theory and practice, and help language educators to make informed judgements by arguing from a position based on theoretical knowledge and understanding. Bringing together leading contributors in the field, the book discusses a wide range of issues relating to second language learning and teaching including: the relationship between age and success in language learning aptitude versus motivation as predictors of successful language learning linguistic diversity and plurilingualism the teaching of grammar and vocabulary the value of phonics learning pronunciation the second language only versus the multilingual debate With reflective points in every chapter, Debates in Second Language Education will be a valuable resource for any student or practising teacher, as well as for those engaged in initial teacher education, continuing professional development or Master's level study. It will also be of interest to second language acquisition researchers and those studying applied linguistics.