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This book is an exploration of the processes of change in English language teaching. In Part I the principles and strategies of change and factors affecting educational change are presented. Part II focuses on implementing change and looks at key implementation strategies and systemic and behavioural change, before introducing a new interpersonal model of change. Part III presents various ways in which change can be measured and evaluated with reference to contemporary research in English language teaching.

The Handbook of Second and Foreign Language Writing is an authoritative reference compendium of the theory and research on second and foreign language writing that can be of value to researchers, professionals, and graduate students. It is intended both as a retrospective critical reflection that can situate research on L2 writing in its historical context and provide a state of the art view of past achievements, and as a prospective critical analysis of what lies ahead in terms of theory, research, and applications. Accordingly, the Handbook aims to provide (i) foundational information on the emergence and subsequent evolution of the field, (ii) state-of-the-art surveys of available theoretical and research (basic and applied) insights, (iii) overviews of

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research methods in L2 writing research, (iv) critical reflections on future developments, and (iv) explorations of existing and emerging disciplinary interfaces with other fields of inquiry.

Studies in Japanese Bilingualism helps dissolve the myth of Japanese homogeneity by explaining the history of this construct and offering twelve empirical studies on different facets of language contact in Japan, including Ainu revitalisation, Korean language maintenance, creative use of Ryukyuan languages in Okinawa, English immersion, and language use by Nikkei immigrants, Chinese "War Orphans" and bicultural children, as well as codeswitching and language attrition in Japanese contexts.

This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1

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includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook's international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

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

Papers presented at the first Oxford-Kobe English Education Seminar, sponsored by the Kobe Institute, Kobe, Japan, and held at the Institute from 14-17 March, 2007. Written by leading English-language educators in Japan, this Handbook provides an in-depth guide for the new generation of teachers at Japanese universities. In clear, accessible prose, it offers practical and detailed advice on effective classroom pedagogy, student motivation, learning styles, classroom culture, national language policy, career opportunities, departmental politics, administrative mindset, and institutional identity. Its four sections—The setting, The courses, The classroom, and The workplace—examine issues faced by university language teachers as well as challenges confronted by the increasing number of scholars teaching English as a Medium of Instruction (EMI) and Content and Language Integrated Learning (CLIL) courses. Firmly grounded in contemporary teaching method and theory, the Handbook's 23 chapters also acknowledge the influence of diverse movements such as World Englishes, global issues, gender, and positive psychology. Its three

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appendices contain information on organizations, books, journals, and websites particularly useful for Japanese university educators; explanation of types and rankings of schools; ways to learn more about individual institutions for job-hunting; and detailed information on the structure (and Japanese titles) of faculty and non-teaching staff at the typical university. This Handbook is an invaluable resource for anyone teaching, or aspiring to teach, at a Japanese university.

This volume investigates the washback of the IELTS Writing test on English for Academic Purposes provision.

Examining the overseas experience of language learners in diverse contexts through a variety of theoretical and methodological approaches, studies in this volume look at the acquisition of language use, socialization processes, learner motivation, identity and learning strategies. In this way, the volume offers a privileged window into learner experiences abroad while addressing current concerns central to second language acquisition.

Donald Freeman examines how core ideas and practices in educating second language teachers relate to and differ from teacher education in other content areas. He weaves together research in general and second language teacher education with accounts of experience and practice to examine how background knowledge is defined in language teaching. Throughout, Freeman demonstrates

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how understanding the processes of teacher learning, knowing, thinking, and reflecting are 'the same things done differently' in second language teacher education. *Educating Second Language Teachers* reconsiders pre- and in-service teacher education, and proposes a detailed, comprehensive design theory for teacher education. "A masterful account of the landscape of second language teacher education and the development of its theoretical assumptions and practices. It offers a unique and original conceptualization of the field and will be an invaluable resource for teachers, teacher educators and researchers."

Jack C. Richards, University of Sydney and University of Auckland
Additional online resources are available at www.oup.com/elt/teacher/eslt
Donald Freeman is Associate Professor of Education at the University of Michigan. Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman

This book uses fifteen grounded research projects to explore innovative self-reflexive approaches to autonomy in language education. It emphasizes the multi-voiced and contradictory complexity of pursuing autonomy in language education and includes commentary chapters to help readers engage with key issues emerging from the research.

Content and Language Integrated Learning (CLIL) is a transformative and powerful approach to language education and has had a significant impact on

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educational pedagogy in recent years. Despite burgeoning literature on the efficacy and implementation of CLIL, there remains a gap between CLIL and English Language Teaching (ELT). Many practitioners wonder how they can 'do CLIL' if their main classes are focused on English as a Foreign Language (EFL). This volume addresses these concerns by examining the experiences of various CLIL practitioners in the EFL context of Japan. Chapters outline the CLIL methodology, the differences in 'hard CLIL' (subject led) and 'soft CLIL' (language-oriented) before focusing on the EFL interpretations of soft-CLIL. Although the distinction of hard CLIL and soft CLIL has been mentioned in several publications, this is the first book-length exploration of this issue, featuring chapters examining expectations, challenges, material support, implementation, and even motivation in CLIL classrooms. All of this culminates in a review of the potential and future of CLIL in EFL contexts, paving the way for more widespread and well informed implementation of CLIL all over the world. 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

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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 already know about the topic Reflection Points invite readers to think about/discuss what they have read action points ask readers to carry out action-research tasks based on what they have read Classroom Voices illustrate aspects of action research from teachers internationally Summary Points provide a synopsis of the main points in the chapter Bringing the 'how-to' and the 'what' together, *Doing Action Research in English Language Teaching* is the perfect text for BATESOL and MATESOL courses in which action research is the focus or a required component.

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

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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

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acquire a complete and up-to-date view of the field with immediate applicability to the teaching of the language.

How do teachers who have chosen to settle down in one country manage the difficulties of living and teaching English in that country? How do they develop and sustain their careers, and what factors shape their identity? This book answers these questions by investigating the personal and professional identity development of ten Western women who teach English in various educational contexts in Japan, all of whom have Japanese spouses. The book covers issues of interracial relationships, expatriation, equality and employment practices as well as the broader topics of gender and identity. The book also provides a useful overview of English language teaching and learning in Japan.

Japanese for Busy People is the most popular Japanese language textbook series in the world. With over 20 components including texts, workbooks, CDs, videos and teacher's manuals, it is also one of the most comprehensive. Now, a decade after its first revision, the entire series is being redesigned, updated and consolidated to meet the needs of 21st-century students and businesspeople who want to learn natural, spoken Japanese as effectively as possible in a limited amount of time. The book features not only a sleek, new design but also a unit structure that groups thematically linked lessons together, making it easier than

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ever to learn Japanese. Moreover, it now comes with a CD containing audio for the dialogues and listening exercises from the text. The exercises in the book have also been thoroughly revised to incorporate more comprehension and production tasks. Many of these exercises are illustrated, making for a stimulating learning experience, and the purpose of each one is clearly stated. This first of three volumes introduces "survival Japanese" — the absolute minimum amount of Japanese needed to live in Japan. Thus, the vocabulary and grammatical items it introduces are limited to about a third of what is typically introduced in a first-year course. In addition, the book features notes on Japanese culture intended to expand the learner's understanding of Japan, its customs and people. Japanese for Busy People I is available in two formats: romanized and kana. The Romanized Version uses romanized Japanese throughout, with kana in the Opening Dialogues of each lesson. The Kana Version — exposing students to hiragana and katakana from the very beginning — uses only kana. The content of the two books is otherwise exactly the same. The companion volume, Japanese for Busy People 1: The Workbook for the Revised 3rd Edition contains a variety of illustrated exercises for mastering the basic sentence patterns presented in the main text.

The place of native and non-native speakers in the role of English teachers has

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probably been an issue ever since English was taught internationally. Although ESL and EFL literature is awash, in fact dependent upon, the scrutiny of non-native learners, interest in non-native academics and teachers is fairly new. Until recently, the voices of non-native speakers articulating their own concerns have been even rarer. This book is a response to this notable vacuum in the ELT literature, providing a forum for language educators from diverse geographical origins and language backgrounds. In addition to presenting autobiographical narratives, these authors argue sociopolitical issues and discuss implications for teacher education, all relating to the theme of non-native educators in ETL. All of the authors are non-native speakers of English. Some are long established professionals, whereas others are more recent initiates to the field. All but one received part of the higher education in North America, and all except two of the chapters are at least partially contextualized in North America. Particularly relevant for non-native speakers who aspire to enter the profession, graduate students in TESOL programs, and teacher educators, the unique nature of this book's contributors and its contents will interest researchers and professionals in applied linguistics generally and in ELT, and all those who are concerned with the role of non-native speakers in English-language teaching.

This book introduces the concept of the 'native speaker' frame: a perceptual

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filter within English Language Teaching (ELT) which views the linguistic and cultural norms and the educational technology of the anglophone West as being normative, while the norms and practices of non-Western countries are viewed as deficient. Based on a rich source of ethnographic data, and employing a frame analysis approach, it investigates the ways in which this 'native-speaker' framing influenced the construction and operation of a Japanese university EFL program. While the program appeared to be free of explicit expressions of native-speakerism, such as discrimination against teachers, this study found that the practices of the program were underpinned by implicitly native-speakerist assumptions based on the stereotyping of Japanese students and the Japanese education system. The book provides a new perspective on debates around native-speakerism by examining how the dominant framing of a program may still be influenced by the ideology, even in cases where overt signs of native-speakerism appear to be absent.

Presents a comprehensive view of management and leadership in language programs as situated in a complex, globalized context with rapidly changing characteristics. This book offers case studies and overviews of 'nuts and bolts' issues of administration such as financial, data, and people management, as well as suggestions for further research.

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

To date, the majority of work in language learning psychology has focused on the learner. In contrast, relatively little attention has been paid to teacher psychology. This volume seeks to redress the imbalance by bringing together various strands of research into the psychology of language teachers. It consists of 19 contributions on well-established areas of teacher psychology, as well as areas that have only recently begun to be explored. This original collection, which covers a multitude of theoretical and methodological perspectives, makes a significant contribution to the emerging field of language teacher psychology as a domain of inquiry within language education.

What English Teachers Need to Know, a set of companion texts designed for pre-service teachers and teachers new to the field of ELT, addresses the key question: What do English language teachers need to know and be able to do in order for their students to learn English? These texts work for teachers across different contexts (countries where English is the dominant language, one of the official languages, or taught as a foreign language); different levels (elementary/primary, secondary, college or university, or adult education); and different learning purposes (general English, workplace English, English for academic purposes, or

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English for specific purposes). Volume I, on understanding learning, provides the background information that teachers need to know and be able to use in their classroom. Volume II, on facilitating learning, covers the three main facets of teaching: planning, instructing, and assessing. Volume III, on designing curriculum, covers the contexts for, processes in, and types of ELT curricula—linguistic based, content-based, learner-centered, and learning-centered. Throughout the three volumes, the focus is on outcomes, that is, student learning.

Features • Situated in current research in the field of English language teaching and other disciplines that inform it • Sample data, including classroom vignettes • Three kinds of activities/tasks: Reflect, Explore, and Expand

This book examines the professional identities of a highly influential group of English language teachers in Japan: Japanese university English teachers. It focuses on how relatively new teachers develop their professional identities, how gender impacts the professional identities of female professors, and how teaching practices and beliefs reflect personal and professional identity.

A journal for the teacher of english outside the United States.

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

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including emotional labour, burnout, emotion regulation, resilience, emotional intelligence and wellbeing 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.

This book explores the transition from the era of internationalization into the era of globalization of Japan by focusing on language and identity as its central themes. By taking an interdisciplinary approach covering education, cultural studies, linguistics and policy-making, the chapters in this book raise certain questions of what constitutes contemporary Japanese culture, Japanese identity and multilingualism and what they mean to local people, including those who do not reside in Japan but are engaged with Japan in some way within the global community. Topics include the role of technology in the spread of Japanese language and culture, hybrid language use in an urban context, the Japanese language as a lingua franca in China, and the identity construction of heritage Japanese language speakers in Australia. The authors do not limit themselves to examining only the Japanese language or the Japanese national/cultural identity, but also explore multilingual practices and multiple/fluid identities in "a transitional Japan." Overall, the book responds to the basic need for better accounts of language and identity of Japan, particularly in the context of increased migration and mobility. This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions,

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and areas of consensus and controversy in second language acquisition and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for effective English language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching research.

This book tracks the development of Exploratory Practice since the early 1990s as an original form of practitioner research in the field of English language teaching. Drawing on case studies, vignettes and narratives from teachers and learners around the world as they experienced Exploratory Practice in their different contexts, Hanks examines the theoretical and philosophical underpinnings of the Exploratory Practice framework and asks what the principles really mean in practice. For language professionals considering investigating their classrooms and their teaching/learning practices rigorously and thoughtfully, this book breaks new ground, arguing for a fresh perspective: (exploratory) practice-as-research. Judith Hanks is Lecturer in TESOL at the University of Leeds, UK. Her work bridges specialist areas in language teacher education, intercultural communication, TESOL and EAP.

This book presents the career narratives of an under-researched group of teachers: immigrant Filipino teachers of English working mainly with young and very young learners in Japan. It provides a nuanced and revealing critique of poststructuralist views of identity and proposes recognition theories as an alternative perspective. It explores the role of the community found in language teacher associations in the formation and

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strengthening of language teacher identity and reveals new insights into morality and social justice in language teacher identity. The narratives of the teachers and the communities of which they are part demonstrate how prejudice affects these teachers' lives, and how speaking about and celebrating success can affirm individual and group identity.

This book presents the latest research on understanding language teacher identity and development for both novice and experienced researchers and educators, and introduces non-experts in language teacher education to key topics in teacher identity research. It covers a wide range of backgrounds, themes, and subjects pertaining to language teacher identity and development. Some of these include the effects of apprenticeship in doctoral training on novice teacher identity; the impacts of mid-career redundancy on the professional identities of teachers; challenges faced by teachers in the construction of their professional identities; the emerging professional identity of pre-service teachers; teacher identity development of beginning teachers; the role of emotions in the professional identities of non-native English speaking teachers; the negotiation of professional identities by female academics. *Advances and Current Trends in Language Teacher Identity Research* will appeal to academics in ELT/TESOL/applied linguistics. It will also be useful to those who are non-experts in language teacher education, yet still need to know about theories and recent advances in the area due to varying reasons including their affiliation to a teacher training

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institute; needs to participate in projects on language teacher education; and teaching a course for pre-service and in-service language teachers.

Winner - British Council Innovation in English Language Teaching Award 2006 This book was written for language teachers by language teachers, with a view to encouraging readers to use more tasks in their lessons, and to explore for themselves various aspects of task-based teaching and learning. It gives insights into ways in which tasks can be designed, adapted and implemented in a range of teaching contexts and illustrates ways in which tasks and task-based learning can be investigated as a research activity. Practising language teachers and student professionals on MA TESOL/Applied Linguistics courses will find this a rich resource of varied experience in the classroom and a stimulus to their own qualitative studies.

Offers comprehensive coverage of the issues, concepts, trends, and technologies of distance learning.

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