
Read PDF Tesol Methods Changing Tracks Challenging Trends

Eventually, you will enormously discover a new experience and expertise by spending more cash. still when? get you undertake that you require to acquire those every needs similar to having significantly cash? Why dont you attempt to get something basic in the beginning? Thats something that will lead you to comprehend even more more or less the globe, experience, some places, behind history, amusement, and a lot more?

It is your unconditionally own time to feint reviewing habit. in the midst of guides you could enjoy now is **Tesol Methods Changing Tracks Challenging Trends** below.

KEY=CHANGING - NATALIE CAMACHO

CHANGING METHODOLOGIES IN TESOL

Edinburgh University Press Introduces core concepts in methods and teaching approachesCovering core topics from vocabulary and grammar to teaching, writing speaking and listening, this textbook shows you how to link research to practice in TESOL methodology. It emphasises how current understandings have impacted on the language classroom worldwide and investigates the meaning of 'methods' and 'methodology' and the importance of these for the teacher: as well as the underlying assumptions and beliefs teachers bring to bear in their practice. By introducing you to language teaching approaches, you will explore the way these are influenced by developments in our understanding of language, learning technologies, learners, and their socio-cultural world. Three main areas in TESOL methods are covered: the impact of learner needs, context and culture on language, learning and teaching approaches; knowledge of language and its impact on methods, from the word to whole texts; and multiple literacies and competences for the modern world, including academic literacy and web literacy, socio-cultural and intercultural competence. The impact on teacher choices and methods of World Englishes, approaches to grammar, and learner development is also discussed. Each chapter illustrates core principles in practice using case studies of English teaching worldwide. Guided

tasks, including article critique, case study analysis, and small-scale classroom research, prepare you to engage critically with research literature and use this analysis to inform your own practice.

TESOL AND SUSTAINABILITY

ENGLISH LANGUAGE TEACHING IN THE ANTHROPOCENE ERA

Bloomsbury Publishing In the burgeoning field of ecolinguistics, little attention has been given to the ways in which English language teaching is and has become implicated in global ecological crises. This book begins a dialogue about the opportunities and responsibilities presented to the TESOL field to re-orient professional practice in ways that drive cultural change and engender alternate language practices and metaphors. Covering a diverse range of topics, including anthropogenic climate change, habitat loss, food insecurity and mass migration, chapters argue that such crises require not only technological innovation, but also cultural changes in how human beings relate to each other and their environment. Arguing that it is incumbent upon the field of English language teaching to reckon with such cultural changes in how and what we teach, **TESOL and Sustainability** addresses the ways in which discourses such as eco-pedagogy, the critique of neo-liberalism, non-Western philosophy and post-humanist thought can and must inform how and what is taught in ESL and EFL classrooms.

POST-THEORIES IN LITERARY AND CULTURAL STUDIES

Rowman & Littlefield *Post-Theories in Literary and Cultural Studies* brings to attention the post-theoretical discussions on the changing perceptions in literary and cultural studies. In four sections the volume presents essays that trace the engagement of post-theory with post-postmodernism, posthumanism, ethics, and politics.

THE INTENTIONAL DYNAMICS OF TESOL

Walter de Gruyter GmbH & Co KG This book presents intentional dynamics, which is a new perspective on TESOL contexts, activity and outcomes. The key innovation is a synthesis of complex systems and ecological theories, as well as the concept of intentionality from the philosophy of mind, to understand the psychological and social processes of TESOL. One aspect of intentional dynamics is the 'ordinary' intentions of individuals to perform particular actions, and of organisations to achieve planned outcomes. Another aspect is philosophically defined psychological and social forms

of intentionality. Psychological intentionality is understood as what language learners' and teachers' (and other stakeholders') beliefs and emotions are 'about' or 'directed at'. Social intentionality is the 'aboutness' expressed by TESOL materials, curricula and policies. The book explores how intentional dynamics both emerge from and give shape to TESOL activity, and outlines what are the practical implications of intentional dynamics for TESOL learners, teachers, researchers, managers and policy-makers.

CONTEMPORARY FOUNDATIONS FOR TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE

PEDAGOGICAL APPROACHES AND CLASSROOM APPLICATIONS

Routledge This engaging volume on English as an Additional Language (EAL), argues persuasively for the importance of critical participatory pedagogies that embrace multilingualism and multimodality in the field of TESOL. It highlights the role of the TESOL profession in teaching for social justice and advocacy and explores how critical participatory pedagogies translate into English language teaching and teacher education around the world. Bringing together diverse scholars in the field and practicing English language teachers, editors Polina Vinogradova and Joan Kang Shin present 10 thematically organized units that demonstrate that language teaching pedagogy must be embedded in the larger sociocultural contexts of teaching and learning to be successful. Each unit covers one pedagogical approach and includes three case studies to illustrate how English language teachers across the world implement these approaches in their classrooms. The chapters are supplemented by discussion questions and a range of practical sources for further exploration. Addressing established and emerging areas of TESOL, topics covered include: Critical and postmethod pedagogies Translingualism Digital literacy and multiliteracies Culturally responsive pedagogy Advocacy Featuring educators implementing innovative approaches in primary, secondary, and tertiary contexts across borders, Contemporary Foundations for Teaching English as an Additional Language is an ideal text for methods and foundational courses in TESOL and will appeal to in-service and preservice English language teachers as well as students and teacher educators in TESOL and applied linguistics.

THE PEDAGOGY AND PRACTICE OF WESTERN-TRAINED CHINESE ENGLISH LANGUAGE TEACHERS

FOREIGN EDUCATION, CHINESE MEANINGS

Routledge Providing an East-West flow of language teaching knowledge and know-how to balance prevailing Western-

centric perspectives, this book is an in-depth investigation of the impact of Western-based language teacher education on the pedagogy and practice of Chinese English language teachers who received their training in Western institutions or those that emphasize Western-based teaching approaches. A significant and growing number of these teachers will influence millions of language learners in China over the next decades. The Pedagogy and Practice of Western-trained Chinese English Language Teachers: Forefronts Chinese teachers' voices and experiences in the context of their workplaces and classrooms Connects and balances theory and practice using a sociocultural lens Discusses the Chinese government's policies on the training of teachers and analyzes them in terms of their impact on both American and Chinese higher education institutions This is a must read book for anyone interested in learning theory adopted from a Western perspective and applied within an Asian setting.

INTERNATIONAL PERSPECTIVES ON TEACHERS LIVING WITH CURRICULUM CHANGE

Springer "This book gives a voice to English language teachers faced with the challenges posed by English language curriculum change. As a core component of national state system curricula in virtually every country in the world, there has nevertheless been little research exploring how the millions of English teachers worldwide navigate the challenges posed by such curriculum changes. This volume includes eleven stories from teachers based across every continent, providing a global glimpse of how national English curriculum change projects have been experienced by classroom teachers who are commonly (if erroneously) viewed as mostly responsible for its implementation success or failure. The final chapter synthesises these experiences and suggests wider implications for the development of curriculum change planning processes, and how they might better support teachers' attempts to achieve curriculum goals. Edited and authored by leading experts in the field, this ground-breaking collection will be of interest to students and scholars of English language teaching, teacher education, curriculum change and education policy."

MATERIALS DEVELOPMENT FOR TESOL

Edinburgh University Press Materials development has become much more important in the field of TESOL in the last twenty years: modules on materials development are now commonplace on MA TESOL courses around the world. The overall aim of the book is to introduce readers to a wide range of theoretical and practical issues in materials development to enable them to make informed and principled choices in the selection, evaluation, adaptation and production of materials. The book aims to show how these choices need to be informed by an awareness of culture,

context and purpose.

LANGUAGE PROGRAM LEADERSHIP IN A CHANGING WORLD

AN ECOLOGICAL MODEL

BRILL Language Program Leadership in a Changing World: An Ecological Model presents a comprehensive view of management and leadership in language programs as situated in a complex, globalized context with rapidly changing characteristics. The language program is described as an extensive ecology made up of many different types of interacting parts, which leaders of these programs must manage and balance with strong attention to context and to the future. The discussion emphasizes the complexity of the job of leading a language program and the many types of roles the leadership must fill in monitoring the program and its context for continuity and change and leading with an eye the future. The focus is on college and university English language programs, with discussion of the place they occupy within academia and in relation to other types of language programs (e.g. foreign language and English composition). The book is both practical and theoretical, offering case studies and overviews of "nuts and bolts" issues of administration such as financial, data, and people management, in addition to an original model that problematizes and theorizes the language program based on notions of ecology and frames, a review of research, and suggestions for further research.

PRONUNCIATION INSTRUCTION IN ENGLISH FOR ACADEMIC PURPOSES

AN INVESTIGATION OF ATTITUDES, BELIEFS AND PRACTICES

Springer Nature This book examines the pronunciation goals of teachers, course leaders, and learners on a ten-week UK pre-session access course, particularly with regard to suprasegmental instruction and target of instruction on how these goals are reflected in pronunciation assessment, and how teacher goals are informed by their attitudes and beliefs. A mixed methods approach, including direct observation and semi-structured interviews, is employed to address the area of enquiry. Results show a lack of clarity of course goals. Although there is a firm emphasis on suprasegmental instruction, in semi-structured interviews, teachers report a lack of clear course goals and guidance. Assessment and practice do not always adhere to a goal of intelligibility, and support for teachers, in terms of the materials and how they might be exploited seems limited. The book concludes with tentative recommendations on how

suprasegmental instruction might be facilitated on EAP and other courses

EXPLORATORY PRACTICE FOR CONTINUING PROFESSIONAL DEVELOPMENT

AN INNOVATIVE APPROACH FOR LANGUAGE TEACHERS

Springer This book explores the use of Exploratory Practice (EP) as a tool for Continuing Professional Development (CPD) by language teachers, and responds to the increasing demand for teachers to engage in research. It presents the results of a unique two-year longitudinal study that critically examines the implementation of EP by teachers of English and modern foreign languages. Through these case studies, the authors provide a critical account of EP as a form of practitioner research that bridges the divide between theory and practice. It emphasizes the centrality of teacher and learner learning in language education curriculum improvement, and gives a voice to teachers' perspectives on using EP in the classroom. This book will be of interest to language education professionals and scholars working in Applied Linguistics and Language Education.

PRACTICE IN TESOL

Edinburgh University Press Do you want to improve your teaching practice? Do you need to know more about getting the most out of student feedback? This textbook covers all topics in preparing TESOL teachers for the practical component of their programme.

FROM LANGUAGE SKILLS TO LITERACY

BROADENING THE SCOPE OF ENGLISH LANGUAGE EDUCATION THROUGH MEDIA LITERACY

Routledge The narrowing of English language education curriculum in many contexts has negatively impacted classroom teaching and learning. High-stakes standardized testing, scripted curricula, and the commodification of English have converged to challenge socially meaningful classroom literacy instruction that promotes holistic development. Although in different ways, these factors have shaped the teaching of English as both first and second language. How can English educators respond? This book argues that the first step is to take account of the broader policy, political and cultural landscape and to identify the key constraints affecting teachers, students and parents. These will set the broad parameters for developing local pedagogic approaches, while still recognizing the constraints

that actively push against them. Using Singapore English language teaching as a case study, this book illustrates how this process can unfold, and how media literacy principles were vernacularized to design English classroom pedagogies that stretched the bounds of what is acceptable and possible in the local context.

EXPANDING INDIVIDUAL DIFFERENCE RESEARCH IN THE INTERACTION APPROACH

INVESTIGATING LEARNERS, INSTRUCTORS, AND OTHER INTERLOCUTORS

John Benjamins Publishing Company Expanding Individual Difference Research in the Interaction Approach: Investigating learners, instructors, and other interlocutors demonstrates why investigating the individual differences of all interlocutors with whom learners interact - including peer and heritage learners, instructors, researchers, and native speakers - is critical to understanding how second and foreign languages are taught and learned. Through state-of-the-art syntheses detailing what is known about learners and instructors, and novel empirical studies highlighting new avenues of inquiry, the volume articulates the most pressing needs for individual difference research. The book concludes with a scoping review, which reveals the many interlocutors still yet to be empirically considered and outlines next steps for this research. Uniquely combining linguistic theory, research synthesis, and empirical study, this book encourages students and established scholars alike to expand their conceptualization of individual differences. By demonstrating the importance of considering the individual differences of all interlocutors, the studies are also highly relevant to those teaching second and foreign languages in diverse contexts.

NARRATIVES OF EAST ASIAN WOMEN TEACHERS OF ENGLISH

WHERE PRIVILEGE MEETS MARGINALIZATION

Multilingual Matters This book is a powerful narrative of how six women experienced their lives alongside their desire to overcome the challenging and empowering nature of the English language. The volume shares who they are as transnational and mobile women living in the midst of linguistic privilege and marginalization. It is one outcome of a research project and the lived experiences which surround and influence (and were influenced by) it. The author documents how she and her research partners began studying what had drawn them to US TESOL programs, and how English was and is a symbol of power and privilege, a symbol of educational access and a pursuit of equity, yet, at times, is also a symbol of linguistic marginalization.

CONTENT AND LANGUAGE INTEGRATED LEARNING

EVIDENCE FROM RESEARCH IN EUROPE

Multilingual Matters This book contributes to the growth of interest in Content and Language Integrated Learning (CLIL), an approach to second/foreign language learning that requires the use of the target language to learn content. Within the framework of European strategies to promote multilingualism, CLIL has begun to be used extensively in a variety of language learning contexts, and at different educational systems and language programmes. This book brings together critical analyses on theoretical and implementation issues of Content and Language Integrated Learning, and empirical studies on the effectiveness of this type of instruction on learners' language competence. The basic theoretical assumption behind this book is that through successful use of the language to learn content, learners will develop their language proficiency more effectively while they learn the academic content specified in the curricula.

LANGUAGE TEACHERS AND TEACHING

GLOBAL PERSPECTIVES, LOCAL INITIATIVES

Routledge 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.

LANGUAGE TEACHER EDUCATION FOR A GLOBAL SOCIETY

A MODULAR MODEL FOR KNOWING, ANALYZING, RECOGNIZING, DOING, AND SEEING

Routledge The field of second/foreign language teacher education is calling out for a coherent and comprehensive framework for teacher preparation in these times of accelerating economic, cultural, and educational globalization. Responding to this call, this book introduces a state-of-the-art model for developing prospective and practicing

teachers into strategic thinkers, exploratory researchers, and transformative teachers. The model includes five modules: Knowing, Analyzing, Recognizing, Doing, and Seeing (KARDS). Its goal is to help teachers understand: how to build a viable professional, personal and procedural knowledge-base, how to analyze learner needs, motivation and autonomy, how to recognize their own identities, beliefs and values, how to do teaching, theorizing and dialogizing, and how to see their own teaching acts from learner, teacher, and observer perspectives. Providing a scaffold for building a holistic understanding of what happens in the language classroom, this model eventually enables teachers to theorize what they practice and practice what they theorize. With its strong scholarly foundation and its supporting reflective tasks and exploratory projects, this book is immensely useful for students, practicing teachers, teacher educators, and educational researchers who are interested in exploring the complexity of language teacher education.

CORPUS PERSPECTIVES ON THE SPOKEN MODELS USED BY EFL TEACHERS

Routledge Corpus Perspectives on the Spoken Models used by EFL Teachers illustrates the key principles and practical guidelines for the design and exploitation of corpora for classroom-based research. Focusing on the nature of the spoken English used by L2 teachers, which serves as an implicit target model for learners alongside the curriculum model, this book brings an innovative perspective to the on-going academic debate concerning the models of spoken English that are taught today. Based on research carried out in the EFL classroom in Ireland, this book: explores issues and challenges that arise from the use of "non-standard" varieties of spoken English by teachers, alongside the use of Standard British English, and examines the controversies surrounding sociolinguistic approaches to the study of variation in spoken English; combines quantitative corpus linguistic investigations with qualitative functional discourse analytic approaches from pragmatics and SLA for classroom-based research; demonstrates the ways in which changing trends and perspectives surrounding spoken English may be filtering down to the classroom level. Drawing on a corpus of 60,000 words and highlighting strategies and techniques that can be applied by researchers and teachers to their own research context, this book is key reading for all pre- and in-service teachers of EFL as well as researchers in this field.

TECHNIQUES AND PRINCIPLES IN LANGUAGE TEACHING 3RD EDITION - OXFORD HANDBOOKS FOR LANGUAGE TEACHERS

Oxford University Press Techniques and Principles in Language Teaching has influenced the way thousands of teachers

have taught English. This classic guide to developing the way you teach has been an essential resource to new and experienced teachers worldwide, and is now in its third edition. Each chapter focuses on a different teaching approach, describing it being used in the classroom, analyzing what happened, and helping you think how you could apply it to your own teaching. New features of the third edition include: a new discussion on the political dimensions of language teaching, a new digital technology chapter, and extended coverage of content-based and task-based approaches. On this site you will find additional resources, including author videos in which Diane Larsen-Freeman and Marti Anderson talk about the background to the book and new innovations in language teaching which are discussed in the third edition.

EXTENDING THE BOUNDARIES OF RESEARCH ON SECOND LANGUAGE LEARNING AND TEACHING

Springer Science & Business Media The book contains a selection of papers reflecting cutting-edge developments in the field of learning and teaching second and foreign languages. The contributions are devoted to such issues as classroom-oriented research, sociocultural aspects of language acquisition, individual differences in language learning, teacher development, new strands in second language acquisition research as well as methodological considerations. Because of its scope, the diversity of topics covered and the adoption of various theoretical perspectives, the volume is of interest not only to theorists and researchers but also to methodologists and practitioners, and can be used in courses for graduate students.

SECOND LANGUAGE WRITING IN ELEMENTARY CLASSROOMS

INSTRUCTIONAL ISSUES, CONTENT-AREA WRITING AND TEACHER EDUCATION

Springer Second Language Writing in Elementary Classrooms focuses on L2 writing in elementary classrooms. It features chapters that highlight research in elementary classrooms focused on the writing development of multilingual children, and research in teacher education to prepare elementary teachers to teach L2 writing and address L2 writers' needs.

CRITICAL ELT IN ACTION

FOUNDATIONS, PROMISES, PRAXIS

Routledge This text introduces and overviews in a practical and comprehensible way the various domains associated with the term in the field of TESOL/ELT. It is designed to help teachers get started on critically grounded work in their own teaching.

THE HANDBOOK OF CLASSROOM DISCOURSE AND INTERACTION

John Wiley & Sons Offering an interdisciplinary approach, *The Handbook of Classroom Discourse and Interaction* presents a series of contributions written by educators and applied linguists that explores the latest research methodologies and theories related to classroom language. • Organized to facilitate a critical understanding of how and why various research traditions differ and how they overlap theoretically and methodologically • Discusses key issues in the future development of research in critical areas of education and applied linguistics • Provides empirically-based analysis of classroom talk to illustrate theoretical claims and methodologies • Includes multimodal transcripts, an emerging trend in education and applied linguistics, particularly in conversation analysis and sociocultural theory

CRITICAL PERSPECTIVES ON LANGUAGE EDUCATION

AUSTRALIA AND THE ASIA PACIFIC

Springer The studies in this volume investigate how multilingual education involves a critical engagement with questions of identity and culture, and a movement towards new ways of being and belonging. It addresses previously under-explored issues, in particular the integration of theories like 'thirdness', and practices of language education and maintenance with relevance to the Asia-Pacific region. The analyses reveal the delicate balance of interests of all stakeholders and offer detailed insights into the reality of multilingual education, with specific examples of Chinese, English, Japanese and Tamil. In a globalised world, effective language education has become increasingly important, and the studies presented here have the potential to inform and advance evidence-based multilingual education through adding important dimensions of theoretical exploration and refreshing empirical resources.

SOCIOLINGUISTICS AND LANGUAGE EDUCATION

Multilingual Matters This book provides an up-to-date overview of sociolinguistics, including topics of nationalism and popular culture, style and identity, creole languages, critical language awareness, multimodal literacies, classroom discourse, ideologies and power, across language education contexts ranging from the teaching of English as an international language to Indigenous language revitalization.

PRACTICING THEORY IN SECOND LANGUAGE WRITING

Parlor Press LLC Theory has been used widely in the field of second language writing. Second language writing specialists—teachers, researchers, and administrators—have yet to have an open and sustained conversation about what theory is, how it works, and, more important, how to practice theory. **Practicing Theory in Second Language Writing** features fourteen essays by distinguished scholars in second language writing who explore various aspects of theoretical work that goes on in the field.

PSYCHOLINGUISTIC AND SOCIOLINGUISTIC PERSPECTIVES ON SECOND LANGUAGE LEARNING AND TEACHING

STUDIES IN HONOR OF WALDEMAR MARTON

Springer Science & Business Media The volume provides a state-of-the-art overview of key issues in second language learning and teaching, adopting as a point of reference both psycholinguistic and sociolinguistic perspectives. The papers included in the collection, which have been contributed by leading specialists in the field from Poland and abroad, touch upon important theoretical issues, report latest research findings and offer guidelines for classroom practice. The range of topics covered and the inclusion of concrete pedagogic proposals ensures that the book will be of interest to a wide audience, not only SLA specialists, but also methodologists, material designers, undergraduate and graduate students, and practitioners

AWARENESS MATTERS

LANGUAGE, CULTURE, LITERACY

Routledge This collection argues that being aware of and reflecting on language form and language use is a powerful

tool, not only in language learning, but also in wider society. It adopts an interdisciplinary stance: one chapter argues the need for Language Awareness in business contexts, while another examines the role of critical cultural awareness and Language Awareness in education as 'bildung'. Others report on research studies in language classrooms and in teacher education. Language Awareness is interrogated from a range of perspectives such as peer interaction, teaching young learners, learner strategies and strategies for writing, online reading, and oral fluency training. The scope is global, including contributions from Canada, Germany, Iran, Japan, Spain, and the UK, and covers bilingual as well as multilingual contexts. The book will be of interest to language teachers, language teacher educators, other language professionals, and generally to the language aware. This book was originally published as a special issue of Language Awareness.

PRIMARY SCHOOL ENGLISH-LANGUAGE EDUCATION IN ASIA

FROM POLICY TO PRACTICE

Routledge "In Asia, English is no longer a foreign language but a key resource for education, government, business and the general public. Whereas thirty years ago, British and American experts believed that the best way to improve the quality of English teaching was to cancel any programs below the secondary level, Asian nations as well as European are now introducing English in primary school. But there are major obstacles to overcome: the training of enough local teachers or the hiring of English speakers, the preparation of suitable teaching materials, the development of useful tests, and the design of workable curriculums. The chapters in this book, written by leading English-teaching professionals in seven Asian countries and originally delivered at the 2010 annual conference of Asia TEFL which took place in Hanoi, Vietnam, describe and analyze national policies and how they are implemented. The coverage is wide: China with its huge number of students learning English, Japan working to make the transition from elementary to secondary school seamless, Singapore continuing to use English as medium of instruction for its multilingual population, Korea developing English education policies to recognize the increased role of English alongside the national language, India building on its colonial past to make English an economic resource, Vietnam fitting English into a program of national rebuilding, and Taiwan spreading its English teaching outside the national capital. This is not a report of the views of outside experts, but of local experiences understood by local scholars of international standing. Policy makers, educators, researchers and scholars will be able to gain valuable insights from Asian experts"--

KEBIPAAN 2019

PROCEEDINGS OF THE 2ND KONFERENSI BIPA TAHUNAN BY POSTGRADUATE PROGRAM OF JAVANESE LITERATURE AND LANGUAGE EDUCATION IN COLLABORATION WITH ASSOCIATION OF INDONESIAN LANGUAGE AND LITERATURE LECTURERS, KEBIPAAN, 9 NOVEMBER, 2019, SURAKARTA, CENTRAL JAVA, INDONESIA

European Alliance for Innovation We are delighted to introduce the proceedings of the 2nd Konferensi BIPA Tahunan (Ke-BIPA-an) conducted by Postgraduate Program of Javanese Literature and Language Education in collaboration with Association of Indonesian Language and Literature Lecturers (Asosiasi Dosen Bahasa dan Sastra Indonesia/ADOBSI). The technical program of the 2nd KEBIPAAN 2020 consisted of 56 articles. The scopes of the conference were Indonesian language for foreign speaker's needs, curriculum development, learning strategies, evaluations, contribution of language, literature, and cultural. Aside from the high quality technical paper presentations, the technical program also featured three keynote speakers as invited talk and technical workshops. The five keynote speakers were Liliana Muliastuti, Petra Adamkove, Muhammad Rohmadi, Ku Ares Tawandorloh, and Kundharu Saddhono. The 2nd KEBIPAAN 2019 workshop aimed to address the new dimension of analyzed Indonesian language for foreign speakers needs, curriculum development, learning strategies, evaluations, contribution of language, literature, and cultural in the critical thinking through academic writing methodologies and approaches. Moreover, the workshop aimed to gain insights key challenges, understanding, and design criteria of employing technologies to improve cultural services and applications. Coordination with the steering chairs was the key for the success of the workshop. We sincerely appreciate their constant support and guidance. It was also a great pleasure to work with such excellent committee for the hard work in organizing and supporting the conference. In particular, the Technical Program Committee have completed the peer-review process of technical papers and made a high-quality technical program. We are also grateful to all team for the hard and smart work in supporting the event and to all authors who submitted their papers in the 2nd KEBIPAAN 2019 and conference. We strongly believe that 2nd KEBIPAAN 2019 conference provides a good forum for all researcher, developers, lecturers, teachers, students, and practitioners to discuss all science and technology aspects that are relevant to culture, environment, education, science, and technology issues. We also expect that the future Kebipaan conferences will be successful event as indicated by the contributions presented in this volume.

PROBLEM-BASED LEARNING IN CLINICAL EDUCATION

THE NEXT GENERATION

Springer Science & Business Media Developed in the context of health sciences education in the late 1960s, problem-based learning (PBL) is now widely deployed as an education methodology. Its problem-solving, collaborative, student-centred ethos is seen as a more appropriate system of pedagogy than earlier 'chalk-and-talk' modes. Focusing on its use in clinical education, this collection of recent scholarship on PBL examines the ways in which PBL is both conceived and implemented in clinical education. The work has a dual emphasis, research-driven on the one hand, while on the other assessing new methodologies to explore how problem-based curricula support the achievement of students' learning outcomes in the context of clinical education. The chapters draw on studies that explore PBL both theoretically and empirically. The volume's eclecticism capitalises on the growing body of empirical research into PBL evaluations. It balances this with studies analysing the relatively new area of discourse-based research on PBL-in-action, whose focus has been to interrogate the 'how' of student learning in curricula with PBL content. This publication will be of interest to clinical teachers, curriculum designers and those interested in innovations in the scholarship of teaching and learning in PBL curricula.

LANGUAGE TEACHER MOTIVATION, AUTONOMY AND DEVELOPMENT IN EAST ASIA

Springer Nature This volume highlights unique features of L2 teachers' motivation, autonomy and career development in Far East counties (including Japan, South Korea and China), using diverse methodological research approaches incorporating both quantitative and qualitative paradigms. While much of current research focuses on students' psychology, this volume looks into EFL teachers' motivation and autonomy. Both discussions of theoretical issues of teacher motivation and autonomy and practical, classroom-based investigations are included and written to appeal to researchers, as well as applied teacher audiences. The theoretical chapters give readers a solid grounding in the issues of interest to the field. The practical chapters offer cutting edge insights and can also serve as templates on which postgraduate and postdoctoral researchers can base future studies. This helps the book to offer a dual service to the research community, addressing both issues of theorization of research and the practice of conducting research investigations.

PAULO FREIRE AND MULTILINGUAL EDUCATION

THEORETICAL APPROACHES, METHODOLOGIES, AND EMPIRICAL ANALYSES IN LANGUAGE AND LITERACY

Routledge This collection celebrates the work of Paulo Freire by assembling transnational perspectives on Freirean-based educational models that reconsider and reimagine language and literacy instruction, especially for multilingual learners. Offering an international and comparative overview of Freire's theories and critical pedagogies in relation to multilingualism, this volume presents innovative analyses and applications of theories and methods and features case studies in public schools, after-school and community literacy programs, and grassroots activism. Part I features chapters that expand on Freire's concepts and ideas, including critical literacies, critical consciousness, and liberatory teaching principles. Part II features chapters that discuss empirical analyses from applied research studies that draw from these philosophical concepts, making important connections to key topics on supporting students, curriculum development, and teaching. Ideal for students and scholars in language education, bilingual/multilingual methods, and sociology of education, the volume informs teacher knowledge and practice. In offering alternative paradigms to our dominant, homogenized monolingual status quo, the chapters present a shared vision of what multilingual literacy can offer students and how it can transform educational spaces into sites of imagination, creativity, and hope.

INTERNATIONAL PERSPECTIVES ON TEACHING ENGLISH IN DIFFICULT CIRCUMSTANCES

CONTEXTS, CHALLENGES AND POSSIBILITIES

Springer This book offers a holistic practitioner and research-based perspective on English Language Teaching and teacher education in difficult circumstances. In addition to extending the current conceptualization of 'difficult circumstances' in ELT to include the broader policy issues that may affect ELT in low-to-mid income countries, the book focuses on the challenges faced by practitioners and learners in contexts of confinement, conflict and special education. The chapters in this collection examine the challenges and problems that emerge from the complex current ELT environment, and present examples of contextualized inquiry-based strategies and interventions to address these challenges. Underlining the need to extend the boundaries of the discipline of ELT to include teaching-learning in less privileged contexts, this wide-ranging volume will appeal to students, scholars and practitioners of English Language Teaching.

INQUIRY AND RESEARCH SKILLS FOR LANGUAGE TEACHERS

Springer Nature 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.

CRITICAL ISSUES IN TEACHING ENGLISH AND LANGUAGE EDUCATION

INTERNATIONAL RESEARCH PERSPECTIVES

Springer Nature This edited book brings together a collection of research-based chapters that address a variety of topics related to the teaching of English in different contexts around the world. The chapters are informed by a critical approach to research, employing a variety of research methods to question and problematize taken-for-granted definitions and practices in areas such as classroom pedagogy, testing, curriculum, language policy, the position of English as a medium of instruction, educational management, teacher education, materials and evaluation. This book addresses a major gap in theoretical and research literature in the area of teaching English, and it will be of interest to trainee and practising teachers, research students and scholars of EFL and TESOL, and researchers in applied linguistics.

INTERNATIONAL PERSPECTIVES ON ELT CLASSROOM INTERACTION

Springer This book gathers together 11 empirical-based studies of classroom interaction carried out in different countries, including the USA, England, Kenya, Sweden, and China. Along with a state-of-the-art literature review, the chapters provide key insights and engagement priorities that will prove relevant to a variety of learning and teaching contexts.

TASKS IN ACTION

TASK-BASED LANGUAGE EDUCATION FROM A CLASSROOM-BASED PERSPECTIVE

Cambridge Scholars Publishing Task-based Language Teaching (TBLT) has been gaining momentum around the world during the past twenty years. However, particularly lacking in the body of available publications on TBLT is empirical evidence of the actual activity, interaction and learning processes that tasks give rise to in real classrooms. This volume compiles a number of studies that describe what learners and teachers, in various educational contexts, actually do when they are asked to perform tasks as part of their regular classroom activity. As such, the volume provides valuable new insights into the implementation of task-based language teaching and vividly illustrates how classroom practice can inform future theory-building and research on TBLT. All the chapters in this book are based on papers that were presented during the first International Conference on Task-Based Language Teaching, which was organised in Leuven in September 2005 by the Centre for Language and Education of the Katholieke Universiteit Leuven.

NATIVE-SPEAKERISM

ITS RESILIENCE AND UNDOING

Springer Nature This book explores native-speakerism in modern language teaching, and examines the ways in which it has been both resilient and critiqued. It provides a range of conceptual tools to situate ideological discourses and processes within educational contexts. In turn, it discusses the interdiscursive nature of ideologies and the complex ways in which ideologies influence objective and material realities, including hiring practices and, more broadly speaking, unequal distributions of power and resources. In closing, it considers why the diffusion and consumption of ideological discourses seem to persist, despite ongoing critical engagement by researchers and practitioners, and proposes alternative paradigms aimed at overcoming the problems posed by the native-speaker model in foreign language education.