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Meaning-Focused Materials for Language Learning - Pekka Lintunen 2019-12-31 This book brings together theoretical and empirical approaches to second language (L2) fluency and provides a state-of-the-art overview of current research on the topic. The strength of the volume lies in its interdisciplinarity: the chapters approach fluency from non-traditional starting points and go beyond disciplinary boundaries in their contributions. The volume includes chapters investigating fluency from an L2 perspective and integrates perspectives from related fields, such as psycholinguistics, sign language studies and L2 assessment. The book extends the common foci and approaches of fluency studies and offers new perspectives that enable readers to evaluate critically existing paradigms and models. This encourages the development of more comprehensive frameworks and directs future L2 fluency research into new areas of L2 learning and use.

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Technology-Assisted ESL Acquisition and Development for Nontraditional Learners - Theron Muller 2011-12-08 This collection features theorized narratives from academics with non-normative genders, sexualities, and relationships; teachers and researchers from nine Asian countries present some of the unique needs of Asian learners in EFL contexts. The many ideas and suggestions for further reflection and research will inspire teachers and researchers working in many different contexts, both educational and regional. There is something in this book for everyone.

Research-Driven Pedagogy - Nihat Polat 2019-10-30 Research-Driven Pedagogy: Implications of L2A Theory and Research for the Teaching of Language Skills brings together the essentials of second language acquisition (SLA) theory, research, and second language (L2) pedagogy. Uniquely, the design of this book helps researchers and practitioners make explicit connections between theory, research, and practice; learn about and conduct classroom research to contribute to the relevance and applicability of SLA research; and improve current L2 curriculum and instruction in light of current theory and research. The volume offers critical reviews of the most relevant, current SLA theory and research about receptive, productive, complementary, and nonverbal communication skills, as well as willingness to communicate (WTC). Each chapter is formatted to include five major topics about each language skill: (1) major theories, (2) critical reviews of salient/current research, (3) commonly-used data collection and analysis techniques, (4) summary of specific pedagogical implications of pertinent research and theory, and (5) theory and research-driven scenarios/activities that can be used in teaching. A teacher or a researcher can pick any chapter in this volume to learn about the most important language skills (e.g., reading, writing, nonverbal communication), while having all-in-one place access to almost everything they would need.
nontenured faculty; racial and ethnic minorities; scholars with HIV, depression and anxiety, and other disabilities; immigrants and international students; and poor and working-class faculty and students. The chapters in this volume explore the ways in which marginalized identities fundamentally shape and impact the academic experience; thus, the contributors in this collection demonstrate how academic outsiderism works both within the confines of their college or university systems, and a broader matrix of community, state, and international relations. With an emphasis on the inherent intersectionality of identity positions, this book addresses the broad matrix of ways academics navigate their particular locations as marginalized subjects.

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.

Teaching and Researching Listening—Michael Rost 2015-11-19 Now in its third edition, Teaching and Researching Listening renews its commitment to provide language educators, practitioners, and researchers in the fields of ESL, TESOL, and Applied Linguistics with the latest treatment of the linguistic, psycholinguistic and pragmatic processes underpinning oral language use, and demonstrates how they influence listening in a variety of practical contexts. This revised edition incorporates significantly updated sections on neurological processing, pragmatic processing, automated processing, and pragmatic assessment, as well as coverage of emerging areas of interest in L1 and L2 instruction and research. Boxes throughout, including “Concepts” and “Ideas From Practitioners”, help to both reinforce readers’ understanding of the topics covered and ground them in a practical context, while the updated chapter, “Exploring listening”, contains an overview section on listening technologies that provide readers with a range of tools to explore other perspectives on listening. Combining detailed overviews of the underlying processes of listening with an exhaustive set of practical resources, this third edition of Teaching and Researching Listening serves as an authoritative comprehensive survey of issues related to teaching and researching oral communication for language teachers, practitioners, and researchers.

Investigating the Role of Language in the Identity Construction of Scholars—John Wankah Foncha 2016 Many people across the globe are today experiencing an era characterised by increasingly dynamic population mobility. It is, consequently, a time when we hold assumptions about individual and group identities, and about the social and political semiotics that shape them, seem inadequate. Languages and cultures are at the heart of what has been termed this superdiversity. In contemporary superdiverse societies, the question of language poses a particularly difficult challenge, with new cultural realities giving rise to new questions. In such circumstances, how can linguistic and cultural identities be defined? The future is likely to witness tensions and oppositions between centrifugal and centripetal forces; and tendencies towards globalisation allow some to suggest that culture is becoming increasingly uniform. This book illustrates the narrowness and reductiveness of such suggestions, and underlines the importance of embracing multilingualism and multiculturality. Central to this, and to the practices argued for in this book, is the need for greater intercultural awareness on the part of teachers, curriculum planners, teacher educators and, of course, their students. The book explores major hindrances to communication in the way in which we over-generalise, stereotype and reduce the people with whom we communicate to something different or less than they are.

Language Arts in Asia—Christina DeCoury 2012-01-17 This volume is the first of a series contributing to the academic study of Language Arts, as an English-language and Asian-language subject, that has been widely used in native English-speaking countries including Australia and New Zealand. Its recent adoption into the second-language teaching curriculum in Hong Kong, as well as similar initiatives within secondary and tertiary education in mainland China, enhances its interest to scholars studying second-language teaching and learning in Asian contexts. This book offers many papers and discussions of interest to teachers, language professionals, scholars and administrators. Its chapters explore current topics in Language Arts research including trends in the rapprochement of stylistics and linguistics, teaching approaches and learning outcomes. At the same time, they offer diverse theoretical and methodological approaches, of interest to the practitioner and policy-maker as well as the researcher. The value of this volume lies particularly in strengthening the theoretical and methodological foundations of Language Arts. The use of literature and the arts in humanizing education has been traditionally appreciated for its ability to transform leaders, instill finer sensibilities and question social ills. In its postcolonial incarnations, as the traditional subject areas were informed by critical and linguistic theories, language arts subject areas were less often used, as they were understood to offer opportunities to analyse their functions as apology for leaders, coopting the young, and pacifying dissent but less often used to teach second language skills. Language Arts curricula arising since the 1980s have increasingly embraced authentic voices, styles and genres. Contemporary Language Arts curricula use literature to teach reading-based and communication skills, in conjunction with critical and creative thinking. The movement of English-language education beyond native English shores has placed Language Arts into a World Englishes frame, and therefore its curricula have included the teaching ethics, civics and intercultural sensitivity. The explosion of media and digital communications of the 1990s led to the adoption of media literacy as a crucial Language Arts skill. As digital innovations continue to impact the teaching of English, Language Arts has adopted multiliteracies. These developments are represented in the papers included in this volume.

Insight into EFL Teaching and Issues in Asia—Evelyn Doman 2014-03-25 This collection offers insight into current issues in teaching English as a Foreign Language (EFL) in a wide variety of universities and teaching settings. It contains contributions from teachers and researchers from nine different countries share experiences they have encountered in their English-language courses, offering suggestions for incorporating new methodologies and techniques both in and outside the classroom. Not only is this book filled with valuable teaching techniques that the contributors declare successful, but it also introduces new ways of dealing with various social situations in the classroom. This book is unique in that it offers the perspective of teaching English in Asia, where students often don't get many opportunities to engage with the language in informal settings. This book is geared towards university-level instructors and secondary school teachers teaching EFL in Asia, as well as researchers conducting cross-cultural studies which investigate foreign language learning and acquisition in today's global society. English language teaching has become a booming industry in this region, and with the professionalization of the field comes abundant opportunities for research and informed practices. This book stands alone in its purpose in generating a current view of the situations which EFL teachers and students in Asia today face. Topics discussed in this volume include action research projects, successful teaching practices, innovative language assistance programs, and issues of autonomy and identity.

ELT in Asia in the Digital Era: Global Citizenship and Identity—Suvankar Madya 2018-06-27 This proceedings book captures a wide range of timely themes for readers to be able to foresee the digital era's impact on English teaching in non-English speaking countries. English used in the global environment, the frequent mobile communication, and the use of AI-based translators are bringing about dramatic changes in our English language learning and teaching. Who can provide us the wisdom to know what to do? Those scholars going through these complex environmental changes! A collection of puzzle pieces may bring us a better contour for the future than a perfectly edited book. It’s indeed a pleasure reading these insightful pieces to gain wisdom for the future of ELT practices in global contexts.

Asian English Language Classrooms—Handyo Wидodo 2017 The teaching of English in the Asian context is always challenging and dynamic because both teachers and learners have diverse linguistic and cultural backgrounds. Equally important, where English is not widely used outside the classroom, English language classrooms are an authentic site of learner engagement. For these reasons, for all those concerned with contemporary English language teaching (ELT) in Asia, Asian English Language Classrooms: Where Theory and Practice Meet, provides an account of theoretical orientations and practices in the teaching of English to multilingual speakers with primary or secondary language needs while covering the fundamental ELT areas (e.g., the teaching of language skills, educational literature, the use of technology in ELT, the role of pragmatics in ELT, social psychology of the language classroom, and language classroom management) with which every language teacher and teacher trainer must be concerned, this volume showcases how particular
orientations shape ELT practices. We believe that practicing English teachers must have a heightened awareness of the theory behind their practice. At the same time, theoretical concepts must be firmly grounded in actual classrooms. Containing newly commissioned chapters written by well-regarded and emerging scholars, this book will appeal not only to beginning teachers or teachers in training but also to established teachers around Asia where English is used as a lingua franca. If you are a student teacher of English or an English teacher who would like to see what other progressive teachers like you are doing across Asia, this is the book you have been looking for.

Contemporary Task-Based Language Teaching in Asia-Michael Thomas 2015-02-05 Over the last decade, task-based approaches to language learning and teaching (TBLT) have become a global focus of increased levels of research. Governments around the world have turned to TBLT as a potential solution for curricula that lack authentic and meaningful engagement with language learning and are failing to motivate students as a result. This book focuses on Asia, where this shift has been particularly in evidence. TBLT has often been implemented in top-down approaches to the curriculum development, which presents a huge range of challenges at the cultural as well as the pedagogic level. Contemporary Task-Based Language Teaching in Asia looks at the drivers, stakeholders and obstacles across the region. Some countries have adapted TBLT to deal with the local constraints, others have found it hard to apply and many are still in the process of investigating its implementation in their specific contexts. This collection is important to all involved in language development, from curriculum reform to materials development. It assists from programme evaluation to the setting of assessment standards. The chapters cover all aspects of language education across Asia, from primary to tertiary, private and public education, as well as innovations at local, regional and national levels.

Project-Based Language Learning with Technology-Michael Thomas 2017-04-21 This book highlights the ways in which insights from technology-mediated project-based language learning research can contribute to our understanding of both learner interaction in specific cultural contexts but also of the role of technology in language learning more generally. The volume situates the discussion within the context of the development of the field, from task-based to project-based language learning, and how these have been shaped over time by the evolution of new technologies. Using the case study of EFL learners in a Japanese junior high school, the book adopts a multimodal approach to unpack this phenomena at work by examining learner collaboration in project-based work in a real-world setting. The volume provides a valuable contribution to the ongoing debate about the effective integration of digital technologies in the classroom and will be of particular interest to students and scholars in applied linguistics, computer-assisted language learning, task-based language teaching, and TESOL.

The Future of English in Asia-Michael O'Sullivan 2015-10-05 This collection is unique in bringing together key thinkers on language and literature to discuss the future of English in Asia. Many of the contributors are themselves responsible for important sub-genres in English linguistics and literary studies and this collection gives them the opportunity to respond to each other directly. The different chapters also respond to different contemporary debates and emerging trends and discourses that are hugely important for the future of English language teaching in schools across Asia. This volume is also ground-breaking in bringing English literary studies and Applied English Linguistics together in the contemporary Asian context. The Future of English in Asia includes studies on the following subject areas: Cultural Translation in World Englishes, Multilingual Education, English Futures and the function of Literature, English Literary Studies in Japan, and English and Social Media in Asia. Well into this 21st century, it appears that it is still very difficult to know what to expect when it comes to the future of English. The future of English will continue to be determined by complex local contexts. As it has in other parts of the world, the future of English in Asia will continue to rely on the proliferation of its transformations as much as its hegemonic status. This volume reflects the widespread acknowledgement that whatever future English has will inevitably be shaped by its fate in Asia. The collection will be a welcome resource for scholars and students of English linguistics, English literary studies, and topics related to the teaching of English in Asia.

English Medium Instruction-Ernesto Macaro, 2018-02-19 Ernesto Macaro brings together a wealth of research on the rapidly expanding phenomenon of English Medium Instruction. Against a backdrop of theory, policy documents, and examples of practice, he weaves together research in both secondary and tertiary education, with a particular focus on the key stakeholders involved in EMI: the teachers and the students. Whilst acknowledging that the momentum of EMI is unlikely to be diminished, and identifying its potential benefits, the author raises questions about the ways in which it has been introduced and developed, and explores how we can arrive at a true cost-benefit analysis of its future impact. “This state-of-the-art monograph presents a wide-ranging, multi-perspective yet coherent overview of research, policy, and practice of English Medium Instruction around the globe. It gives a thorough, in-depth, and thought-provoking treatment of an educational phenomenon that is spreading on an unprecedented scale.” Guangwei Hu, National Institute of Education, Singapore Additional online resources are available at www.oup.com/elit/teacher/emi Ernesto Macaro is Professor of Applied Linguistics at the University of Oxford and is the founding Director of the Centre for Research and Development on English Medium Instruction at the university. Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman

Lexicography in Asia-Thomas Burns McArthur 1998

Language Learning with Technology-Lindsay Miller

The Routledge Handbook of Second Language Acquisition and Writing-Rosa M. Manchón 2021-12-31 This unique state-of-the-art volume offers a comprehensive, systematic discussion of second language (L2) writing and L2 learning. Led by experts Rosa Manchón and Charlene Polio, top international scholars synthesize and contextualize the salient theoretical approaches, methodological issues, empirical findings, and emerging themes in the connection between L2 writing and L2 learning, and set the future research agenda to move the field forward. This book will be an indispensable resource for scholars and students of second language acquisition (SLA), applied linguistics, education, and composition studies.

Reflections on Task-Based Language Teaching-Dr. Rod Ellis 2018-06-18 Task-based language teaching is now a well-established pedagogical approach but problematic issues remain, such as whether it is appropriate for all learners and in all instructional contexts. This book draws on the author’s experience of working with teachers, together with his knowledge of relevant research and theory, to examine the key issues. It proposes flexible ways in which tasks can be designed and implemented in the language classroom to address the problems that teachers often face with task-based language teaching. It will appeal to researchers and teachers who are interested in task-based language teaching and the practical and theoretical issues involved. It will also be of interest to students and researchers working in the areas of applied linguistics, TESOL and second language acquisition.

The Changing Face of CALL-P.N.D. Lewis 2002-01-01 This volume presents 17 perspectives on CALL and language technology from teachers and researchers connected to the CALL Special Interest Group of the Japan Association for Language Teaching. The book aims to shed light on progress in both theoretical and practical areas of CALL.

Vocabulary Theory, Patterning and Teaching-Paweł Szudarski 2021-10-05 This book presents the current state of knowledge in the vibrant and diverse field of vocabulary studies, reporting innovative empirical investigations, summarising the latest research, and showcasing topics for future investigation. The chapters are organised around the key themes of theorising and measuring vocabulary knowledge, formulaic language, and learning and teaching vocabulary. Written by world-leading vocabulary experts from across the globe, the contributions present a variety of research perspectives and methodologies, offering insights from cutting-edge work into vocabulary, its learning and use. The book will be essential reading for postgraduate students and researchers interested in the area of second language acquisition, with a particular focus on vocabulary, as well as to those working in the broader fields of applied linguistics, TESOL and English studies.

Chinese as a Second Language Multilinguals’ Speech Competence and Speech Performance-Pejian Paul Sun 2020-08-19 This book offers a comprehensive and systematic review of multilingual L2 learners’ Chinese, focusing on the dual dimensions of speech competence and speech performance. Specifically, by adopting a mixed-methods approach, it explores the cognitive, affective, and socio-cultural differences between intermediate and advanced multilingual learners’ L2 Chinese speech competence and speech performance. Drawing on a theoretical framework...
underpinned by the affective filter hypothesis, L2 willingness to communicate model, L2 motivational self-system, and L2 speech production models. This book not only contributes to our theoretical understanding of the roles of various factors in L2 Chinese speech competence and speech performance, but also offers practical insights into the implications for both teachers and learners in terms of how to minimize the gap between these two dimensions among L2 Chinese learners. It concludes with a discussion on the limitations of L2 Chinese speech and on future directions for the field.

Handbook of Research in Second Language Teaching and Learning- Eli Hinkel 2016-11-18 Volume III of the Handbook of Research in Second Language Teaching and Learning, like Volumes I and II, is a comprehensive, state-of-the-art overview of current research into social contexts of second language (L2)/foreign language (FL) teaching and learning; language policy; curriculum; types of instruction; incremental language skills such as listening, speaking, reading, writing, vocabulary, and grammar; international communication; pragmatics; assessment and testing. It differs from earlier volumes in its main purpose—to provide a more in-depth discussion and detailed focus on the development of the essential language skills required for any type of communication: speaking, listening, reading, vocabulary, grammar, and writing. Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2/FL teaching and learning and applied linguistics, but rather than offering a historical review of disciplinary traditions, it explores innovations and new directions of research, acknowledges the enormous complexity of teaching and learning the essential language abilities, and offers a diversity of perspectives. Chapter authors are all leading authorities in their disciplinary areas. What’s new in Volume III? Updates the prominent areas of research, including the sub-disciplines addressed in Volumes I and II, and represents the disciplinary mainstays. Consider the perspectives of different schools of thought on the what, the how, and the why of teaching foundational language skills, including theories, pedagogical principles, and their implementation in practice. Captures new and ongoing developments and trends in the key areas of L2/FL teaching and learning, and innovative research topics that have gained substantial recognition in current publications, including the role of corpora, technology, and digital literacy in L2/FL teaching and learning. Examines new trends in language pedagogy and research, such as an increased societal emphasis on teaching academic language for schooling, somewhat contradictory definitions of literacy, and the growing needs for instruction in intercultural communication.

Advances in Multimedia, Software Engineering and Computing Vol.2- David Jin 2011-11-23 MSEC2011 is an integrated conference concentrating its focus upon Multimedia, Software Engineering, Computing and Education. In the proceeding, you can learn more knowledge about Multimedia, Software Engineering, Computing and Education of researchers all around the world. The main role of the proceeding is to be used as an exchange platform for researchers who are working in the mentioned field. In order to meet high standard of Springer, AISC series, the organization committee has made their efforts to do the following things. Firstly, poor quality paper has been refused after reviewing course by anonymous referee experts. Secondly, periodically review meetings have been held around the reviewers about five times for exchanging reviewing suggestions. Finally, the conference organization had several preliminary sessions before the conference. Through efforts of different people and departments, the conference will be successful and fruitful.

The Routledge Handbook of Second Language Acquisition and Corpora-Nicole Tracy-VENTURA 2020-12-17 The Routledge Handbook of Second Language Acquisition and Corpora is a state-of-the-art collection of cutting-edge scholarship at the intersection of second language acquisition and learner corpus research. It draws on data-driven, statistical analysis to outline the background, methods, and outcomes of language learning, with a range of global experts providing detailed guidelines and findings. The volume is organized into five sections: Methodological and theoretical contributions to the study of learner language using corpora — setting the scene. Key aspects in corpus design, annotation, and analysis for SLA Corpora in SLA theory and practice. SLA constructs and corpora Future directions. This is a ground-breaking collection of essays offering incisive and essential reading for anyone with an interest in second language acquisition, learner corpus research, and applied linguistics.

Resources in Education- 1996-04

Multidisciplinary Perspectives on International Student Experience in Canadian Higher Education-Vander Tavares 2020-10 Canada has become one of the most popular destinations for international students at the higher education level. A number of complex factors and trends, both in Canada and globally, have contributed to the emergence of Canada as a destination for international higher education. However, more research is still needed to better understand the experiences of international students in Canada considering the rapid growth in numbers as well as the social, political, and linguistic singularity of Canada as a destination.

Multidisciplinary Perspectives on International Student Experience in Canadian Higher Education is an essential scholarly publication that explores international students’ experiences in Canadian colleges and universities. It seeks to explore the various factors, aspects, challenges, and successes that characterize the international student experience in Canadian higher education from the perspective of international students and the academic communities to which they belong. Featuring a wide range of topics such as information literacy, professional development, and experiential learning, this book is ideal for academic, instructors, researchers, policymakers, curriculum designers, and students.

International Student Mobility-Jasper Kun-Ting Hsieh 2020-09-29 International Student Mobility presents an autoethnographic study, which follows a group of non-English speaking international students from Taiwan during a period of study in Australia. The study examines the ways in which the students’ sense of identity shifts over time, and why this happens. Hsieh engages Pierre Bourdieu’s notions of capital,habitus and field to develop an understanding of complexity of identity movements and asks to what extent the students see themselves as culturally and linguistically ‘international’, both during their time abroad and upon their return home. Perfect for researchers and advanced students interested in international higher education, International Student Mobility is also an insightful read for those investigating the experiences of Chinese-speaking international students.

Linguistics and Language Behavior Abstracts- 2009-04

Second Language Instruction/acquisition Abstracts- 1997

Dissertation Abstracts International- 2006