



Small Changes in Teaching Big Results in Learning is a new resource book aimed at both novice and experienced teachers of English as another language. It can be used in formal/informal teacher education groups or by individual teachers. The approach is simple and effective: Videos introduce new activities and types of feedback. You read more about the activities you saw in action. You try them out in your own classes. As you master the activities and types of feedback introduced in this book, you will be able to move from teaching as a ritual to teaching as discovery. You will decrease the time you spend making lesson plans, quizzes and tests, looking for the ideal syllabus, and preparing worksheets and handouts and, as a result, you will have more time to analyze transcriptions and video clips of what you and your students are doing. "In Small Changes in Teaching Big Results in learning, Fanselow teaches us, in the chapters and the videos, some incredibly powerful lessons. In his typically sensitive yet bold and direct way, he teaches us to pay attention to the emotions of characters, and our own feelings, as well as students' discomfort and the value of rehearsal and scores of other changes along the way. This is a new and important book for educators everywhere!" Ann Lieberman, Professor Emeritus, Teachers College, Columbia University Past President, American Educational Research Association "John Fanselow, the gentle iconoclast, is back and his new book was well worth waiting for. John has long been an advocate of careful self-observation, noticing small details, experimenting with original and varied procedures, factoring in the affective features of learning - and above all with challenging our routines, habits and preconceptions. This new book does all this and more. It is packed with practical ideas and fresh insights into what teachers do in classrooms. A must-read." Alan Maley Series Editor for Oxford Resource Books for teachers 25 years British Council English Language Officer "Small Changes in Teaching Big Results in Learning is aimed at both novice and experienced teachers of English as an additional language. The contexts in the examples are decidedly EFL and traditional in terms of the focus on grammar. The activities (never described as tasks) are explained with such detail that the novice teacher can understand them. The book can be used by individual teachers as well as in informal teacher training groups. The resource is user friendly and can easily be dipped into - a chronological reading is not necessary. Each chapter is accompanied by videos, freely available on the internet, that demonstrate the activities. Making Small Changes in Teaching may appear deceptively simple in that it focuses on the detail of teaching and learning activities, but Fanselow's underlying and primary concern is to challenge our classroom routines, habits and practices through analysis, together with our students, of classroom transcripts. Such a process is both challenging and transformational and yet infrequently practised." Margaret Kitchen, University of Auckland (review in the TESOLANZ Journal, Volume 26, December 2018)

Language, while seemingly static, is dynamic and ever-changing, necessitating adaptability in various fields of language studies. It is especially true in a globalized world and an information age. In the field of language and its applications, it is essential to reconsider and redefine existing issues and envision how the changes may have impacts on human beings and on the entire globe. Redefining the Role of Language in a Globalized World is an essential scholarly publication that explores the role language will play in a globalized world and how language changes over time through its interdependent relationship with technology. Featuring a wide range of topics such as bilingualism, native speaker prejudice, and social inequality, this book is essential for educators, linguists, researchers, curriculum designers, academicians, policymakers, librarians, and students.

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.

Contemporary Task-Based Language Teaching in Asia

Grammar and Lexis in English Language Teaching

Third Edition

Small Changes in Teaching Big Results in Learning

Technology-Assisted ESL Acquisition and Development for Nontraditional Learners

Handbook of Research in Second Language Teaching and Learning

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.

In an accessible style, the author demonstrates the link between grammar and vocabulary.

This book offers a wide range of topics for the scholar interested in the study of English in this unsettling era of disruption in our lives - from linguistics to literature to language teaching and learning. The chapters present snippets of thoughts and critical reflections, findings from action research and other methodologies, and essays on troubling topics for language teachers. The authors are researchers, experienced teachers, and students engaged in exploratory research. 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 everybody.

This collection offers insight into current issues in teaching English as a Foreign Language (EFL) in Asia. University and secondary school 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 have found 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.

Insight into EFL Teaching and Issues in Asia

Learner Collaboration in an EFL Classroom in Japan

Implications of L2A Theory and Research for the Teaching of Language Skills

The Future of English in Asia

Theorizing and Analyzing Agency in Second Language Learning

Teaching ESL/EFL Listening and Speaking

This volume is the first of a series contributing to the academic study of Language Arts, as an English-language teaching paradigm. Language Arts 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 humanist education has a long history within Europe, being 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.

Qualitative research design is continually evolving. It is not only more established in disciplines beyond the traditional social sciences in which it is a standard choice, but also just as impacted by the changes in what data, technologies, and approaches researchers are using. This Handbook takes readers through the foundational theories, functions, strategies, and approaches to qualitative research design, before showcasing how it negotiates different data and research environments and produces credible, actionable impact beyond the study. Containing contributions from over 90 top scholars from a range of social science disciplines, this Handbook is not just an anthology of different qualitative research designs and how/when to use them; it is a complete exploration of how and why these designs are shaped and how, why, and into what they are evolving. This is a valuable resource for Master's and PhD level students, faculty members, and researchers across a wide range of disciplines such as health, nursing, psychology, social work, sociology, and education. Volume One: Part I: Concepts of Designing Designs in Qualitative Research Part 2: Theories and Epistemological Contexts of Designing Qualitative Research Part 3: Elements of Designing Qualitative Research Part 4: Basic Designs and Research Strategies in Qualitative Research Part 5: Mixing Methods in Designing Qualitative Research Volume Two: Part 6: Designing Qualitative Research for Specific Kinds of Data Part 7: Designing Qualitative Online and Multimodal Research Part 8: Designing Qualitative Research for Specific Groups and Areas Part 9: Designing Qualitative Research in Disciplinary Fields Part 10: Designing Qualitative Research for Impact

Listening is now regarded by researchers and practitioners as a highly active skill involving prediction, inference, reflection, constructive recall, and often direct interaction with speakers. In this new theoretical and practical guide, Michael Rost and JJ Wilson demonstrate how active listening can be developed through guided instruction. With so many new technologies and platforms for communication, there are more opportunities than ever before for learners to access listening input, but this abundance leads to new challenges: how to choose the right input how to best use listening and viewing input inside and outside the classroom how to create an appropriate syllabus using available resources Active Listening explores these questions in clear, accessible prose, basing its findings on a theoretical framework that condenses the most important listening research of the last two decades. Showing how to put theory into practice, the book includes fifty innovative activities, and links each one to relevant research principles. Sample audio recordings are also provided for selected activities, available online at the series website [www.pearsoned.co.uk/rosthwilson](http://www.pearsoned.co.uk/rosthwilson). As a bridge between theory and practice, Active Listening will encourage second language teachers, applied linguists, language curriculum coordinators, researchers, and materials designers to become more active practitioners themselves, by more fully utilising research in the field of second language listening.

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 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.

Interdisciplinary Approaches

Reading for Speed and Fluency

Proceedings of the 15th Asia TEFL and 64th TEFLIN International Conference on English Language Teaching, July 13-15, 2017, Yogyakarta, Indonesia

Research-Driven Pedagogy

Studies of Discursive and Material (Re-)ordering

Proceedings of the 1st International Conference on English Linguistics, Literature, and Language Teaching (ICE3LT 2018), September 27-28, 2018, Yogyakarta, Indonesia

**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 Considers and discusses perspectives held by 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.**

The Covid-19 pandemic has changed our activities, like teaching, researching, and socializing. We are confused because we haven't experienced before. However, as Earth's smartest inhabitants, we can adapt new ways to survive the pandemic without losing enthusiasm. Therefore, even in pandemic conditions, we can still have scientific discussions, even virtually. The main theme of this symposium is "Reinforcement of the Sustainable Development Goals Post Pandemic" as a part of the masterplan of United Nations for sustainable development goals in 2030. This symposium is attended by 348 presenters from Indonesia, Malaysia, UK, Scotland, Thailand, Taiwan, Tanzania and Timor Leste which published 202 papers. Furthermore, we are delighted to introduce the proceedings of the 2nd Borobudur Symposium Borobudur on Humanities and Social Sciences 2020 (2nd BIS-HSS 2020). We hope our later discussion may result transfer of experiences and research findings from participants to others and from keynote speakers to participants. Also, we hope this event can create further research network.

**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.

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 whose primary language is not English. 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, the theoretical stance must be firmly anchored 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.

**Narratives of Marginalized Identities in Higher Education**

**Exploring EFL Fluency in Asia**

**Fluency in L2 Learning and Use**

**English Linguistics, Literature, and Language Teaching in a Changing Era**

**Asian English Language Classrooms**

**Teachers Exploring Tasks in English Language Teaching**

This comprehensive book by renowned scholars Paul Nation and Rob Waring accessibly covers all aspects of extensive reading in second and foreign language contexts. The book serves as a major update to the field on the topic, with current research findings on extensive reading as they relate to motivation, reading fluency, and vocabulary learning, among other topics. Clear and straightforward, it includes case studies, strategies, and methods for implementing and assessing effective extensive reading in the classroom and provides resources and tools for preservice teachers of ESL/EFL and foreign languages. Suitable for programs in TESOL and Applied Linguistics with courses in L2 reading, reading instruction, TESOL methods, and foreign language reading or teaching, it will appeal to students and preservice teachers as well as English language teaching professionals and EFL/ESL teachers.

BIS-HSS 2020

English as a Global Language

Meaning-Focused Materials for Language Learning

Inside and Outside the Academy