

Japan Association For Language Teaching Jalt Journal

This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second language acquisition and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for effective English language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching research.

This book uncovers the challenges posed by globalization to Asian jurisdictions in English language teaching and teacher education.

What English Teachers Need to Know, a set of companion texts designed for pre-service teachers and teachers new to the field of ELT, addresses the key question: What do English language teachers need to know and be able to do in order for their students to learn English? These texts work for teachers across different contexts (countries where English is the dominant language, one of the official languages, or taught as a foreign language); different levels (elementary/primary, secondary, college or university, or adult education); and different learning purposes (general English, workplace English, English for academic purposes, or English for specific purposes). Volume I, on understanding learning, provides the background information that teachers need to know and be able to use in their classroom. Volume II, on facilitating learning, covers the three main facets of teaching: planning, instructing, and assessing. Volume III, on designing curriculum, covers the contexts for, processes in, and types of ELT curricula—linguistic based, content-based, learner-centered, and learning-centered. Throughout the three volumes, the focus is on outcomes, that is, student learning. Features • Situated in current research in the field of English language teaching and other disciplines that inform it • Sample data, including classroom vignettes • Three kinds of activities/tasks: Reflect, Explore, and Expand

Language education is a highly contested arena within any nation and one that arouses an array of sentiments and identity conflicts. What languages, or what varieties of a language, are to be taught and learned, and how? By whom, for whom, for what purposes and in what contexts? Such questions concern not only policy makers but also teachers, parents, students, as well as businesspeople, politicians, and other social actors. For Japan, a nation state with ideologies of national identity strongly tied to language, these issues have long been of particular concern. This volume presents the cacophony of voices in the field of language education in contemporary Japan, with its focus on English language education. It explores the complex and intricate relationships between the “local” and the “global,” and more specifically the links between the levels of policy, educational institutions, classrooms, and the individual. In the much-contested field of foreign language teaching in Japan, this book takes the reader directly to the places that really matter. With the help of expert guides in the fields of anthropology, sociology and linguistics, we are invited to join a vital discussion about the potentially revolutionary implications of the Japanese government’s policy of teaching Japanese citizens to not only passively engage with written English texts but to actually use English as a means of global communication.” – Robert Aspinall, PhD (Oxford), Professor, Faculty of Economics, Department of Social Systems, Shiga University, Japan This insightful book about language education involves different disciplines using ethnographic methods. Both ‘native’ and ‘non-native’ speakers of Japanese (or English) collaboratively examine two different types of qualitative approaches in Japan – the positivistic and the processual. This is a must-have book for researchers and educators of language who are interested in not only Japan but also language education generally.” – Shinji Sato, PhD (Columbia), Director of the Japanese Language Program, Department of East Asian Studies, Princeton University, USA.

Researching Language Teaching and Learning

Antisocial Language Teaching

Foreign Language Education in Japan

Uncovering Ideology in English Language Teaching

Language and Society in Japan

Puzzling About Principles and Practices

Donald Freeman examines how core ideas and practices in educating second language teachers relate to and differ from teacher education in other content areas. He weaves together research in general and second language teacher education with accounts of experience and practice to examine how background knowledge is defined in language teaching. Throughout, Freeman demonstrates how understanding the processes of teacher learning, knowing, thinking, and reflecting are 'the same things done differently' in second language teacher education. *Educating Second Language Teachers* reconsiders pre- and in-service teacher education, and proposes a detailed, comprehensive design theory for teacher education. "A masterful account of the landscape of second language teacher education and the development of its theoretical assumptions and practices. It offers a unique and original conceptualization of the field and will be an invaluable resource for teachers, teacher educators and researchers." Jack C. Richards, University of Sydney and University of Auckland Additional online resources are available at www.oup.com/elt/teacher/eslt Donald Freeman is Associate Professor of Education at the University of Michigan. Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman

***Social Networking Approach to Japanese Language Teaching* is a timely guide for Japanese language teachers and anyone interested in language pedagogy. The book outlines an innovative approach to language instruction which goes beyond the communicative approach and encourages a global view of language education and curriculum development through the use of social networking. It showcases diverse examples of how social networking can be harnessed and incorporated into everyday language classes to increase learners' curiosity and engagement in real cultural and global interactions. While the focus is on Japanese language teaching, the concepts explored can be applied to other languages and teaching contexts. This book will benefit teachers of any language as well as linguists interested in language pedagogy.**

***The Routledge Handbook of Spanish Language Teaching: metodologías, contextos y recursos para la enseñanza del español L2*, provides a comprehensive, state-of-the-art account of the main methodologies, contexts and resources in Spanish Language Teaching (SLT), a field that has experienced significant growth world-wide in recent decades and has consolidated as an autonomous discipline within Applied Linguistics. Written entirely in Spanish, the volume is the first handbook on Spanish Language Teaching to connect theories on language teaching with methodological and practical aspects from an international perspective. It brings together the most recent research and offers a broad, multifaceted view of the discipline. Features include: Forty-four chapters offering an interdisciplinary overview of SLT written by over sixty renowned experts from around the world; Five broad sections that combine theoretical and practical components: Methodology; Language Skills; Formal and Grammatical Aspects; Sociocultural Aspects; and Tools and Resources; In-depth reflections on the practical aspects of Hispanic Linguistics and Spanish Language Teaching to further engage with new theoretical ideas and to understand how to tackle classroom-related matters; A consistent inner structure for each chapter with theoretical aspects,**

methodological guidelines, practical considerations, and valuable references for further reading; An array of teaching techniques, reflection questions, language samples, design of activities, and methodological guidelines throughout the volume. The Routledge Handbook of Spanish Language Teaching contributes to enriching the field by being an essential reference work and study material for specialists, researchers, language practitioners, and current and future educators. The book will be equally useful for people interested in curriculum design and graduate students willing to acquire a complete and up-to-date view of the field with immediate applicability to the teaching of the language. This book examines the professional identities of a highly influential group of English language teachers in Japan: Japanese university English teachers. It focuses on how relatively new teachers develop their professional identities, how gender impacts the professional identities of female professors, and how teaching practices and beliefs reflect personal and professional identity. English and the Pervasive Pathology of Whiteness

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Studies in Japanese Bilingualism

Soft CLIL and English Language Teaching

Teaching English to Children

Learning Pragmatics from Native and Nonnative Language Teachers

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

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

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

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

Educating Second Language Teachers

Resources in Education

Language Teacher Recognition

Keeping Current in Language Education

Key Issues in Language Teaching

The Language Teacher [periodical].

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

A comprehensive and extensively researched overview of key issues in language teaching today. This essential text for English language teachers surveys a broad range of core topics that are important in understanding contemporary approaches to teaching English as a second or international language, and which form the content of many professional development courses for language teachers. A wide range of issues is examined, including a consideration of the nature of English in the world, the way the English teaching profession works, the development of teaching methods, the nature of classroom teaching, teaching the four skills, teaching the language system, and elements of a language program. Studies in Japanese Bilingualism helps dissolve the myth of Japanese homogeneity by explaining the history of this construct and offering twelve empirical studies on different facets of language contact in Japan, including Ainu revitalisation, Korean language maintenance, creative use of Ryukyuan languages in Okinawa, English immersion, and language use by Nikkei immigrants, Chinese "War Orphans" and bicultural children, as well as codeswitching and language attrition in Japanese contexts.

The Guide to English Language Teaching 2005 is an essential reference guide for anyone involved in English language teaching or for anyone considering starting as an English language teacher. It provides the latest information on qualifications, courses and course-providers in over 100 countries, together with paths for career development from initial certificate through to Masters and PhDs. If you are planning a career as an English language teacher, this book is for you Fully updated for 2005, this is a comprehensive, in-depth guide to the international English language teaching industry. This guide provides details of the qualifications you will need to work, how and where to train and how to find a job (with a directory of websites). Once you have qualified, you can work almost anywhere in the world - and this guide includes profiles of over 100 countries, with descriptions of their job prospects, salary, cost-of-living, working conditions, legal, tax and visa requirements, and safety.

International Handbook of English Language Teaching

Language Program Leadership in a Changing World: An Ecological Model

Advances and Current Trends in Language Teacher Identity Research

JALT2003 : 29th Annual International Language Teaching and Learning

Conference

**Social Networking Approach to Japanese Language Teaching
Identity, Gender and Teaching English in Japan**

Papers presented at the first Oxford-Kobe English Education Seminar, sponsored by the Kobe Institute, Kobe, Japan, and held at the Institute from 14-17 March, 2007.

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

Distributed for the Second Language Teaching and Curriculum Center of the University of Hawai'i, this report on teaching Japanese covers: literature and literature teaching; technology in the language classroom; orthography; testing; and grammatical versus pragmatic approaches to language teaching.

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

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

***Towards a New Paradigm for English Language Teaching
Routledge Encyclopedia of Language Teaching and Learning
Language Learners in Study Abroad Contexts***

A New Handbook

***Handbook of Second and Foreign Language Writing
Exploring Qualitative Approaches***

This book deals with intercultural pragmatics and how both nonnative teachers (NNTs) and native teachers (NTs) may enhance their classroom instruction regarding target language (TL) pragmatics. It focuses primarily on the experiences of instructors as they teach their learners about the pragmatics of the TL, both in second and foreign language learning settings. It makes clear that there are aspects of teaching pragmatics where it may help to be an NT and other areas where it may help to be an NNT and proposes creative ideas that both sets of teachers may draw on to compensate for gaps in their knowledge. Further themes in the book include ideas for motivating students who want to learn about pragmatics, the role of technology in teaching and learning pragmatics, the role of learning strategies, the assessment of pragmatics and ways to research pragmatics. The book will be of interest to teachers, teacher educators and students interested in researching and improving the teaching of pragmatics.

Drawing on the collective expertise of language scholars and educators in a variety of subdisciplines, the Handbook for Arabic Language Teaching Professionals in the 21st Century, Volume II, provides a comprehensive treatment of teaching and research in Arabic as a second and foreign language worldwide. Keeping a balance among theory, research and practice, the content is organized around 12 themes: Trends and Recent Issues in Teaching and Learning Arabic Social, Political and Educational Contexts of Arabic Language Teaching and Learning Identifying Core Issues in Practice Language Variation, Communicative Competence and Using Frames in Arabic Language Teaching and Learning Arabic Programs: Goals, Design and Curriculum Teaching and Learning

Approaches: Content-Based Instruction and Curriculum Arabic Teaching and Learning: Classroom Language Materials and Language Corpora Assessment, Testing and Evaluation Methodology of Teaching Arabic: Skills and Components Teacher Education and Professional Development Technology-Mediated Teaching and Learning Future Directions The field faces new challenges since the publication of Volume I, including increasing and diverse demands, motives and needs for learning Arabic across various contexts of use; a need for accountability and academic research given the growing recognition of the complexity and diverse contexts of teaching Arabic; and an increasing shortage of and need for quality of instruction. Volume II addresses these challenges. It is designed to generate a dialogue—continued from Volume I—among professionals in the field leading to improved practice, and to facilitate interactions, not only among individuals but also among educational institutions within a single country and across different countries. This collection provides a state-of-the-art survey of key issues and approaches in contemporary second language teaching.

Written by leading English-language educators in Japan, this Handbook provides an in-depth guide for the new generation of teachers at Japanese universities. In clear, accessible prose, it offers practical and detailed advice on effective classroom pedagogy, student motivation, learning styles, classroom culture, national language policy, career opportunities, departmental politics, administrative mindset, and institutional identity. Its four sections—The setting, The courses, The classroom, and The workplace—examine issues faced by university language teachers as well as challenges confronted by the increasing number of scholars teaching English as a Medium of Instruction (EMI) and Content and Language Integrated Learning (CLIL) courses. Firmly grounded in contemporary teaching method and theory, the Handbook's 23 chapters also acknowledge the influence of diverse movements such as World Englishes, global issues, gender, and positive psychology. Its three appendices contain information on organizations, books, journals, and websites particularly useful for Japanese university educators; explanation of types and rankings of schools; ways to learn more about individual institutions for job-hunting; and detailed information on

the structure (and Japanese titles) of faculty and non-teaching staff at the typical university. This Handbook is an invaluable resource for anyone teaching, or aspiring to teach, at a Japanese university.

Language Teacher Psychology

**The Intersection of Language and Culture in the Digital Age
Handbook for Arabic Language Teaching Professionals in the
21st Century**

An Integration of Practice and Theory

Global Challenges and Local Responses

**The Cambridge Guide to Pedagogy and Practice in Second
Language Teaching**

The bestselling series Japanese for Busy People has guided hundreds of thousands of students to a fluent, natural, and precise use of the Japanese language. Volume I teaches the absolute minimum amount of Japanese to live in Japan and handle everyday situations. In the years since its publication, Japanese for Busy People has won acceptance worldwide as an effective, easy-to-understand textbook, either for classroom use or for independent study. In this new edition, numerous revisions and additions have been made, taking into account the comments and responses of both students and teachers who have been using the course. In Book I, the revisions are directed at making the grammatical explanations easier to understand, while adding further explanations of points that students have difficulty with. Changes have also been made in favor of more natural practice sentences and dialogues. In addition, new appendices list the particles, interrogatives, and sentence patterns in the book, as well as the kanji introduced. Vocabulary and grammar have been limited to about one-third that usually encountered in beginner courses, and words and patterns that students will find immediately useful are emphasized. The thirty lessons are composed of dialogues, notes on grammar, and vocabulary, exercises and quizzes. In addition to developing verbal fluency, by the time the student is one-third the way through Book I they will have mastered the two phonetic syllabaries of Japanese.

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

developments, and (iv) explorations of existing and emerging disciplinary interfaces with other fields of inquiry.

Virtual exchanges provide language learners with a unique opportunity to develop their target language skills, support inter-cultural exchange, and afford teacher candidates space to hone their teaching craft. The research presented in this volume investigates the role of virtual exchanges as both a teaching tool to support second language acquisition and a space for second language development. Practitioners obtain guidance on the different types of exchanges that currently exist and on the outcome of those exchanges so that they can make informed decisions on whether to include this type of program in their language teaching and learning classrooms. To this end, this edited volume contains chapters that describe individual virtual exchanges along with results of research done on each exchange to show how the exchange supported specific second language teaching and learning goals.

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

Second Language Teaching and Learning through Virtual Exchange

Understanding Japanese Policy, Practice and Implications

Identifying the 'Native Speaker' Frame

Pedagogies of Peace Education as a Content-Based Subject Among Second Language Learners in Nagasaki, Japan

Exploring Japanese University English Teachers' Professional Identity

The Routledge Handbook of Spanish Language Teaching

This book tracks the development of Exploratory Practice since the early 1990s as an original form of practitioner research in the field of English language teaching. Drawing on case

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

This book proposes a new paradigm for English language teaching based on concepts from English for Specific Purposes (ESP) research and applications as well as from growing evidence relating pattern recognition to language learning ability. The contributors to the volume argue that learners should not try to become proficient all-around users of 'idealistic native-like' English, but instead should be realistic about what they need to acquire and how to go about achieving their specific goals. The book discusses the present situation by describing the status quo of English language education in Japan, taking into consideration recent trends of CLIL (content and language integrated learning), EMI (English medium instruction), and TBLT (task-based language teaching) as well as the work done on the Common European Framework of Reference for Languages (CEFR). It introduces new movements in ESP in Japan and in other Asian regions, covering topics ranging from genre analysis to corpus linguistics, and presents application examples of ESP practice in a range of educational situations in Japan from the graduate school level to elementary and middle school contexts. It also offers readers application examples of ESP practice in a range of business settings and expands the discussion to the global sphere where EAP and ESP are gaining importance as the number of ELF (English as a Lingua Franca) speakers continue to increase. The book will be of great interest to academics, researchers, and post-graduate students working in the fields of EFL and ESL.

This book is a broad-ranging exploration of the Japanese language in relation to Japanese society and identity formation.

The centering of whiteness in English Language Teaching (ELT) renders the industry callous, corrupt and cruel; or, antisocial. Using the diagnostic criteria for Antisocial Personality Disorder as a rhetorical device, this book examines major issues with the ideologies and institutions behind the discipline of ELT and diagnoses the industry as in dire need of treatment, with the solution being a full decentering of whiteness. A vision for a more just version of ELT is offered as an alternative to the harm caused by its present-day incarnation. With a unique linkage of discourse on whiteness, language and ability, this book will be necessary reading for students, academics and administrators involved in ELT around the world.

Designing Curriculum

Narratives of Filipino English Teachers in Japan

What English Language Teachers Need to Know Volume III

New Trends & Issues in Teaching Japanese Language & Culture

The Guide to English Language Teaching Yearbook 2005

Non-native Educators in English Language Teaching

This book introduces the concept of the 'native speaker' frame: a perceptual filter within English Language Teaching (ELT) which views the linguistic and cultural norms and the educational technology of the anglophone West as being normative, while the norms and practices of non-Western countries are viewed as deficient. Based on a rich source of ethnographic data, and employing a frame analysis approach, it investigates the ways in

which this 'native-speaker' framing influenced the construction and operation of a Japanese university EFL program. While the program appeared to be free of explicit expressions of native-speakerism, such as discrimination against teachers, this study found that the practices of the program were underpinned by implicitly native-speakerist assumptions based on the stereotyping of Japanese students and the Japanese education system. The book provides a new perspective on debates around native-speakerism by examining how the dominant framing of a program may still be influenced by the ideology, even in cases where overt signs of native-speakerism appear to be absent.

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

**English Language Teaching and Teacher Education in East Asia
Exploratory Practice in Language Teaching
English for Specific Purposes in Asia and Beyond
Chang-sha Ma-wang-dui yi hao Han mu fa jue jian bao
Teaching English at Japanese Universities**