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~~International Perspectives on ELT Classroom Interaction ...~~
Part of the International Perspectives on English Language Teaching book series (INPELT) Abstract The classroom is a complex social setting that hosts a multitude of teaching and learning phenomena (e.g. Chaudron 1988; Leander 2002).

~~Applying Global Perspectives on ELT Classroom Interaction ...~~

It has been a pleasure to review the book International

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~~International Perspectives On Teaching English to Young Learners~~, which is a welcome addition to the growing research literature on young language learners and teachers. With the growth of teaching children English in the primary sector worldwide, more and more research is being targeted at these contexts and this volume extends some of the currently identified key themes in this area by bringing together local practices with global themes.

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Editors: López-Gopar, Mario E. (Ed.) Free Preview. Takes a

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unique and comprehensive international perspective which deconstructs English Language Teaching and explores critical pedagogies. Moves beyond the typical ESL/EFL distinction to examine language teaching and learning practices.

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~~(PDF) Analysing ELT in the European Arena: Multilingual ...~~

This volume is the fourth in the Palgrave Macmillan International Perspectives on English Language Teaching

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series, described by the publisher as an 'exciting', 'innovative', and 'truly international' new series, based on 'cutting edge research linked to effective pedagogical practice'. The aim is to show 'how developing local pedagogies can have global resonance'.

~~International Perspectives on Teacher Research | ELT...~~

A book entitled International Perspectives on Teaching the Four Skills in ELT written by Anne Burns, published by Springer which was released on 10 November 2017.

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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.

This edited book provides professionals in the field of English Language Teaching (ELT) with a situated and culturally-responsive account of diversity and inclusion in English language education, from primary to higher education and in a wide range of settings. The volume focuses on three

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overlapping areas: interculturality, special education needs, and gender. The chapters in each section seek to help readers reflect on the opportunities and challenges of diversity as a step towards inclusive practices, and raise awareness of critical topics across the curriculum and beyond by engaging in wider social issues. This book will be of interest to language teachers and teacher trainers, as well as scholars working in applied linguistics, higher education, intercultural studies, and related fields.

This volume comprises 11 research-led accounts from Teaching English to Young Learner (TEYL) educators working in a range of diverse settings worldwide. The innovative practical and theoretical perspectives offer some

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important insights into effective TEYL pedagogy for the 21st century.

Language Teaching

Bringing together motivation-related practical concerns and debates from diverse international contexts and educational settings where English is learned, this book shows how locally produced insights and issues can have wider global significance, resonating with the experiences and concerns of English teachers and learners across the world.

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

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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.

This book brings together different perspectives on ELT

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materials from a range of international contexts and a variety of educational settings. All the chapters are underpinned by sound theoretical principles while addressing practical concerns and debates in materials design and use.

This book offers a range of perspectives and insights from around the world on the teaching and learning of listening, speaking, reading and writing. It brings together contributors from across six continents, who analyse a wide range of teaching and learning contexts, including primary, secondary, tertiary, private, and adult ESL/EFL classes. In doing so, they provide locally relevant accounts that nonetheless resonate with other contexts and wider concerns. This informative and practical edited collection will appeal to students and scholars

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who are interested in the four building blocks of language learning, as well as language education and teacher education.

The book titled "International Perspectives on Creativity in the Foreign Language Classrooms" aspires to provide a reflective and descriptive account of creative practices as well as research related to creativity from an international perspective. In particular, through a collection of 12 studies conducted in various countries and continents, an attempt is made to provide readers with creative examples of teaching practice and research incentives, as proposed and presented by the authors of this collected edition. The contributors of this book report and reflect on classroom practices that

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increase motivation, promote creative learning, heighten learners' creativity, enhance their learning potential and their multicultural sensitivity. They discuss challenges of applications in diverse contexts based on playful activities and stories that develop a creative learning environment in a foreign language classroom. Some other studies focus on multiple intelligences theory approach making students 'know' and 'apply' the appropriate behaviour and they present creative ways and multisensory approaches of approaching dyslexic students in a language classroom. The authors provide perspectives from different angles on the above mentioned issues demonstrating that multiliteracies practices, games, different art forms, popular-culture texts, digital storytelling and interactive activities could be effective tools in

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Teacher research is recognized, in ELT and education more generally, as a powerful transformative strategy for teacher development and school improvement. This volume provides original insights into this issue by focusing on the processes involved in becoming and being a teacher researcher.

This collection brings new insight into the relationship between English as a lingua franca and language teaching. It explores how the pedagogy of intelligibility, culture and language awareness, as well as materials analysis and classroom management, can be viewed from an ELF perspective in school and university contexts.

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