

The Asian EFL Journal

May 2021
Volume 25 Issue 3



Senior Editors:
Paul Robertson and John Adamson

Production Editor:
Bonifacio T. Cunanan

Asian Efl Journal English Language Teaching

**Handoyo Puji Widodo,Alistair
Wood,Deepti Gupta**

Asian Efl Journal English Language Teaching:

English Language Learning in the Asian Context 2nd Edn Paul Robertson,2005 *Computer-Assisted Language Learning in the Global South* Lee McCallum,Dara Tafazoli,2024-12-16 This cross cultural edited volume presents a rich tapestry of experiences challenges and innovations focusing on assessment course and curriculum design approaches to pedagogy and teacher professional development in computer assisted language learning CALL in the Global South Comprising chapters from a broad swathe of international contexts the book presents varied themes in CALL such as inclusion and social justice artificial intelligence barriers to online language teaching skills based practices and professional development By shedding light on the underrepresented research contexts in the Global South a number of current innovations in these contexts at theoretical and empirical levels are showcased resulting in a highly novel and cutting edge volume that gives voice to perspectives on the implementation of CALL in less privileged countries Providing comparative research and innovative ways in which CALL can be harnessed in less privileged contexts despite lack of resources in some cases this book will appeal to scholars researchers and postgraduate students in the fields of technology in education language and linguistics as well as open and distance education and eLearning CALL and TESOL educators may also benefit from the book Developing Reflective TESOL Practitioners Through Teacher Education Andrzej Cirocki,Mark Wyatt,Xuesong (Andy) Gao,2024-06-26 This textbook provides insights from Asian contexts into how reflective practice is nurtured on Teaching English to Speakers of Other Languages TESOL and English Language Teaching ELT teacher education programmes There is increasing recognition worldwide that given the centrality of reflective practice to teachers ongoing professional development supporting teachers to become reflective practitioners should be integral to teacher education programmes Consequently tertiary level courses in areas such as TESOL and ELT tend to promote reflective practice supported by theoretical input from the burgeoning literature on reflection much of which is produced in the West Relatively under represented in the literature are global perspectives on reflective practice there are consequently relatively few accounts as to how reflective practice is embedded in teacher education programmes in different parts of the world including Asia Hence this book addresses a gap Contributing authors from fourteen countries provide insights into the ways in which teachers are helped to grow as reflective practitioners on their teacher education programmes in their unique contexts This textbook showcases how reflective teaching practices are developed supported by frameworks for critical reflection and in interaction with local educational policies These distinctive accounts aid readers in reflecting on the ways in which reflective practice is supported in their own teacher education contexts and in considering ways of enhancing the reflective dimension of their programmes This textbook showcases innovative reflective activities and can be used as a principal text or as supplemental reading on a range of TESOL and ELT teacher education courses **Philippine English** Ariane Macalinga Borlongan,2022-09-19 Philippine English is a comprehensive reference work on the history sociology and

linguistic structure of Philippine English. It offers readers unprecedented access to a synthesis of the last 50 years of research into Philippine English and puts forward a new and better understanding of the phenomenon of the nativization of English in the Philippines and the emergence of Philippine English. This definitive resource covers in great length and depth all that is currently known about the new English. The chapters offer detailed descriptions of Philippine English at various linguistic levels in addition to examining the psychosociolinguistic factors which shaped the language. Offering discussions of practice, language policy, language education, language teaching and the relevance of English in various social phenomena in the Philippines, readers will find everything they need to know on theory, methodology and application in the study of Philippine English.

Understanding EAP Learners' Beliefs about Language Learning from a Socio-cultural Perspective Chili Li, 2021-02-09. This book focuses on the dynamic nature of EAP English for academic purposes learners beliefs about language learning in their shift from an EFL English as a foreign language environment to an EMI English as the medium of instruction setting in mainland China. It adopts a mixed method paradigm whose quantitative part aims to capture the general dynamic feature of the selected student population while its qualitative part attempts to unveil the process of change in beliefs about language learning among the sample. It is hypothesized that the change in their beliefs about language learning is the result of the interplay between the learners agency and the mediation of the contextual realities at the institutional and social levels.

Contemporary Task-Based Language Teaching in Asia Michael Thomas, Hayo Reinders, 2015-04-23. 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 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.

Foreign Language Writing Instruction Tony Cimasko, Melinda Reichelt, 2011-06-23. Fourteen chapters researched and authored by scholars working in nine different countries and regions explore the contexts of foreign language writing pedagogy, the diversity of national and regional approaches, the role of universities, departments and programs in pedagogy and the cognitive and classroom dimensions of teaching and learning.

Asian English Language Classrooms Handoyo Puji Widodo, Alistair Wood, Deepa

Gupta,2017-06-14 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 *English Language Education in Southeast Asia* T. Ruanni F. Tupas,Shanthini Pillai,Ramesh Nair,2016 *First and Second Language Use in Asian EFL* Ross Forman,2016-05-16 Many Asian education systems discourage or even ban the use of L1 in L2 classrooms although in fact L1 remains widely used by teachers Why is L1 use still devalued in this context By observing classes and interviewing teachers this book explores three dimensions of L1 use in L2 teaching pedagogy what teachers actually do and what they say about it the personal what happens to identity when we perform a foreign tongue the professional how textbooks are used and what is distinctive about the EFL domain *Journal of Pan-Pacific Association of Applied Linguistics* ,2006 *Innovating EFL Teaching in Asia* Theron Muller,Steven Herder,John Adamson,Philip Shigeo Brown,2011-12-08 This collection offers a distinctly Asian voice for English language education and addresses some of the unique needs of Asian learners in EFL contexts Teachers and researchers from nine Asian countries present some of the most current and innovative research in five distinct and fascinating areas of EFL teaching and learning **The Place of English as an International Language in English Language Teaching** Ngan Le Hai Phan,2020-01-27 This book aims to contribute to the discipline of teaching English as an international language by exploring teachers reflections on the recent changes within the English language for their teaching profession It presents a comprehensive and thorough examination of the place of English as an international language in English language teaching especially in an Asia Pacific context looking at Vietnam and countries in which the context of ELT is similar It examines and revisits the relevance of teaching implications teaching of cultures and teaching materials currently employed in an EFL context The author investigates a range of critical issues in

teaching English in today's EFL context as well as challenges in implementing new teaching ideas to meet learners' demands to communicate with speakers from various backgrounds. Finally, the book presents a number of research informed implications for pedagogy theory and research in teaching EIL in ELT. **Tambari**, 2013. **ICT and ELT** Muhammad Kamarul Kabilan, Keong Too Wei, Handoyo Puji Widodo, 2012. **Education in China** James U. Landow, 2008. The field of education is consistently on the top of priority lists of every country in the world yet few educators are aware of the progress elsewhere. Many techniques, programmes and methods are directly applicable across borders. This volume deals with education in China. **English as a Foreign Language Teachers' TPACK: Emerging Research and Opportunities** Rahimi, Mehrak, Pourshahbaz, Shakiba, 2018-08-17. Undoubtedly, teachers of this century should empower themselves both pedagogically and technologically to be able to teach more efficiently and enable efficient learning. Although there is extensive research on the way language should be taught, research on the use of technological pedagogical and content knowledge (TPACK) by teachers of English as a foreign language is still in need of more scientific support. **English as a Foreign Language Teachers' TPACK: Emerging Research and Opportunities** is an essential reference source that discusses the concept of TPACK and its related concepts to the knowledge base of teaching English as a foreign language (TEFL). Featuring research on topics such as computer assisted language learning, the role of teachers and teacher knowledge base, this book is ideally designed for educators, TEFL teachers, professionals, academicians, researchers and students seeking coverage on more practical and research based instructional designs for language classrooms. **Nigerian Journal of Counselling and Applied Psychology**, 2007. **Language Learner Strategies: 30 Years of Research and Practice** Andrew Cohen, Ernesto Macaro, 2007-11-29. Provides a unique and timely re-examination of key issues such as strategies in context, strategy instruction and strategy research methods by numerous experts in the field. Offers an invaluable overview of what is known from empirical research about listening, reading, speaking, writing, vocabulary and grammar strategies. Proposes a clear and focused research agenda for the next decades. **Internationalizing Teaching, Localizing English** Paul Robert McPherron, 2008.

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