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English Language and General Studies Education in the United Arab Emirates Christine Coombe, Lana Hiasat, Georgia Daleure, 2022-03-16 This book presents an up to date account of current English language English teaching and General Studies practices in the UAE The chapters written by leading language teacher educators feature theoretical and empirical aspects of teaching learning assessment as well as related research Throughout the book the link between theory and practice is highlighted and exemplified This reader friendly book is suitable for undergraduate and graduate students teachers researchers and administrators of English language and general studies programs in the UAE and beyond who wish to keep abreast of recent developments in the field

Publishing Research in English as an Additional Language Margaret Cargill, Sally Burgess, 2017-07-13 Many universities worldwide now require established and novice scholars as well as PhD students to publish in English in international journals This growing trend gives rise to multiple interrelated questions which this volume seeks to address through the perspectives of a group of researchers and practitioners who met in Coimbra Portugal in 2015 for the PRISEAL and MET conferences The volume offers truly global coverage with chapters focusing on vastly different geo social areas and disciplines from the humanities to the hard sciences It will be of interest to applied linguists particularly those working in the area of English for Research Publication Purposes and to language professionals working in research writing support research supervision and academic publishing as well as to journal editors and managers

English Literacy Instruction for Chinese Speakers Barry Lee Reynolds, Mark Feng Teng, 2019-05-17 Written with an emphasis on instruction policy practice and assessment this book focuses on English literacy at the pre primary primary secondary and university level and discusses literacy policies in the region An easy to read solidly grounded book it offers practical thought provoking resources for classroom teachers and educators It notably features explanations of key literacy skills up to date research findings and classroom applications that are contextualized for mainland China Hong Kong Macau and Taiwan This book provides pre service and in service teachers English classroom practitioners language teacher educators literacy researchers and students in research teacher training programs a core set of instructional techniques on how to incorporate literacy related ideas into English language classrooms A valuable pedagogical resource for teaching and learning L2 EFL literacy this book also highlights discussions on language and literacy policies and new examples of actual classroom teachers that have put English literacy instruction into practice

Chinese English Zhichang Xu, 2022-09-15 This book offers a distinct exploration of Chinese English which has the largest rising population of speakers in the World Englishes WE family Xu focuses on the fundamental issues of names and norms that are closely related to Chinese English and the narratives of the speakers of Chinese English In addition to current approaches to WE research this book proposes a novel theoretical and analytical framework based on classical Chinese and Western philosophies The volume has an empirical basis drawing upon interview and questionnaire survey data from proficient

speakers of Chinese English It is also based on an extensive review of the relevant literature on both WE and Chinese English and it draws upon the author's research experience of over two decades on the subject This is the third research book on Chinese English that the author has contributed to WE literature and it will be a valuable read for students and scholars alike

English as a Lingua Franca in Teacher Education Telma Gimenez, Michele Salles El Kadri, Luciana Cabrini Simões Calvo, 2017-11-07 A lingua franca perspective into English language teaching in Brazil has only recently taken flight As an emerging economy the country faces enormous challenges when it comes to language education in schools where English has traditionally been taught as a foreign language This collection brings the perspectives of academics and language practitioners in their efforts to incorporate an ELF approach into teacher education thus offering a voice sorely missed in the international community interested in developing new approaches to English in a global world English as a Foreign Language Fotini Anastassiou, 2020-01-13 This book introduces the reader to the ongoing research on teaching English as a foreign language and highlights recent trends in theories of acquisition teaching and development of communication and intercultural skills As English as a third language is increasingly recognised as a common world reality research around this particular subject certainly provides useful answers to questions regarding the most desirable pedagogical method when teaching it at school the strategies that students use when learning foreign languages the best age for introducing additional languages in the school curriculum and the attitude of pupils when learning a foreign language and English in particular given its global significance The contributions gathered here will give the reader a general idea of where research on English as a foreign language is heading now in the areas of teaching pedagogy intercultural and multilingual studies and teaching students with learning difficulties The authors situate their research in current debates in terms of theory and empirical data They address issues of English as a foreign language in a wide variety of settings countries and orientations coming from Brazil Bulgaria Chile Cyprus France Germany Greece Italy Portugal Turkey the UK and the USA **ECEL2015-14th European Conference on e-Learning**, Amanda Jefferies and Marija Cubric ,2015-10-13 These Proceedings represent the work of contributors to the 14th European Conference on e Learning ECEL 2015 hosted this year by the University of Hertfordshire Hatfield UK on 29-30 October 2015 The Conference and Programme Co Chairs are Professor Amanda Jefferies and Dr Marija Cubric both from the University of Hertfordshire The conference will be opened with a keynote address by Professor Patrick McAndrew Director Institute of Educational Technology Open University UK with a talk on Innovating for learning designing for the future of education On the second day the keynote will be delivered by Professor John Traxler University of Wolverhampton UK on the subject of Mobile Learning No Longer Just e Learning with Mobiles ECEL provides a valuable platform for individuals to present their research findings display their work in progress and discuss conceptual advances in many different branches of e Learning At the same time it provides an important opportunity for members of the EL community to come together with peers share knowledge and exchange ideas With an initial submission of 169 abstracts

after the double blind peer review process there are 86 academic papers 16 Phd Papers 5 Work in Progress papers and 1 non academic papers in these Conference Proceedings These papers reflect the truly global nature of research in the area with contributions from Algeria Australia Austria Belgium Botswana Canada Chile Cov entry Czech Republic Denmark Egypt England Estonia France Germany Ireland Japan Kazakhstan New Zealand Nigeria Norway Oman Portugal Republic of Kazakhstan Romania Saudi Arabia Scotland Singapore South Africa Sweden the Czech Republic Turkey Uganda UK United Arab Emirates UK and USA Zimbabwe A selection of papers those agreed by a panel of reviewers and the editor will be published in a special conference edition of the EJEL Electronic Journal of e Learning www.ejel.org **The Lived**

Experience of Chinese International Students in the U.S. Yalun Zhou, Michael Wei, 2020-12-21 This book marks a departure from traditional assumptions concerning the deficiencies of Chinese international students in terms of learning and adapting It employs phenomenological narrative inquiry and a small culture approach to investigate the evolved fluid experience of pursuing a graduate degree in the U S at Blue Fountain University a pseudonym for a mid western university Adopting an interdisciplinary perspective this book addresses two fundamental questions What study abroad is and what study abroad counts The sociocultural dimensions that shape the cross border degree seeking endeavors inform stakeholders what works for Chinese international students successful pursuits as EFL learners and ESL users and what could be improved This book shares thoughts on the implications and impact of educational contexts to stakeholders at normal and dynamic contexts interrupted by global pandemic outbreak It contributes to the understanding of the internationalization of the host institute and the EFL education reform efforts policy making teacher education and classroom practice in China and in Asia at large *University English for Academic Purposes in China* Xiaofei Rao, 2018-07-07 This book uses an in depth phenomenological interview approach to explain the generational characteristics of today s Chinese university youths and the critical dispositions they believe indispensable in acquiring English as an academic language in and outside school settings By presenting the authentic voices of the recruited participants the book clarifies how English for academic purposes EAP as an emerging global phenomenon and a research informed practice enables and empowers them for conscious self transformation and critical awareness development through language study The book also explores issues arising in the fields of general English language teaching as well as traditional and critical EAP and discusses university English language learners learning needs and rights The book further promotes a dynamic and transformative University EAP pedagogy of particularity practicality and possibility moving from the oppression of language education to its liberation and the increasing critical consciousness among the present and future university youths in a time of great social changes **Literature, Spoken Language and Speaking Skills in Second Language Learning** Christian Jones, 2019-11-07 Explores how literature is used as a model of spoken language and to develop speaking skills in second language learning **Creativity in the English Curriculum** Lorna Smith, 2023-04-21 Creativity in the English Curriculum is essential reading for anyone

involved or interested in the teaching of English offering both a detailed history of how creativity has informed the tradition of teaching English and how it should be used to position this teaching in the future Highlighting the need to promote creativity as a rich intellectual pursuit Creativity in the English Curriculum celebrates artistry in English past and present and argues for its restoration to the curriculum It emphasises that creativity is at the core of a humane education not only through stimulating and enhancing the growth of the individual but also through developing understanding of the importance of community society and collaboration Smith presents the historical relationship between curriculum policy and creativity demonstrating that creativity has and always will be the life blood of teaching and learning Including dialogues between expert English teaching practitioners and leading professionals concerning the place of creativity in English Creativity in the English Curriculum includes practical research informed ideas for effective creative practice for any English classroom It is a must read for teachers educators parents and guardians to prepare all learners for life in and beyond school **English as**

a Lingua Franca in Japan Mayu Konakahara, Keiko Tsuchiya, 2019-12-27 This edited book examines the phenomenon of English as a Lingua Franca ELF in the Japanese context using multilingualism as a lens through which to explore language practices and attitudes in what is traditionally viewed as a monolingual monocultural setting The authors cover a broad spectrum of topics within this theme including language education policies the nature of ELF communication in both academic and business settings users and learners perceptions of ELF and the pedagogy to foster ELF oriented attitudes Teaching and learning practices are reconsidered from ELF and multilingual perspectives shifting the focus from the conformity to native speaker norms to ELF users creative use of multilingual resources This book is a key resource for advancing ELF study and research in Japan and it will also be of interest to students and scholars studying multilingualism and World Englishes in other global contexts **Current Academic Reflections on English Language Teaching in an**

EFL Setting İsmail Hakkı Mirici, Hatice Ergül, 2024-10-24 With our edited collection learn about the most recent developments and trends influencing English Language Teaching ELT in EFL contexts Aimed at academics practitioners and educators the book explores the contemporary ideas and approaches that are advancing English language instruction today Each chapter provides theoretical foundations and real world applications for improving language acquisition ranging from creative techniques to cutting edge technologies With its global perspective the book caters to English language teachers and scholars worldwide seeking to provide an invaluable tool to adapt to the evolving landscape of language education This collection offers helpful information for addressing local issues or investigating universal pedagogical principles This book is a priceless tool for anyone passionate about English language learning and teaching *Promoting the Educational Success of Children and Youth Learning English* National Academies of Sciences, Engineering, and Medicine, Health and Medicine Division, Division of Behavioral and Social Sciences and Education, Board on Science Education, Board on Children, Youth, and Families, Committee on Fostering School Success for English Learners: Toward New Directions in Policy, Practice, and

Research,2017-09-25 Educating dual language learners DLLs and English learners ELs effectively is a national challenge with consequences both for individuals and for American society Despite their linguistic cognitive and social potential many ELs who account for more than 9 percent of enrollment in grades K 12 in U S schools are struggling to meet the requirements for academic success and their prospects for success in postsecondary education and in the workforce are jeopardized as a result Promoting the Educational Success of Children and Youth Learning English Promising Futures examines how evidence based on research relevant to the development of DLLs ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes This report makes recommendations for policy practice and research and data collection focused on addressing the challenges in caring for and educating DLLs ELs from birth to grade 12 **The Routledge International Handbook of Automated Essay Evaluation**

Mark D. Shermis,Joshua Wilson,2024-06-27 The Routledge International Handbook of Automated Essay Evaluation AEE is a definitive guide at the intersection of automation artificial intelligence and education This volume encapsulates the ongoing advancement of AEE reflecting its application in both large scale and classroom based assessments to support teaching and learning endeavors It presents a comprehensive overview of AEE s current applications including its extension into reading speech mathematics and writing research modern automated feedback systems critical issues in automated evaluation such as psychometrics fairness bias transparency and validity and the technological innovations that fuel current and future developments in this field As AEE approaches a tipping point of global implementation this Handbook stands as an essential resource advocating for the conscientious adoption of AEE tools to enhance educational practices ethically The Handbook will benefit readers by equipping them with the knowledge to thoughtfully integrate AEE thereby enriching educational assessment teaching and learning worldwide Aimed at researchers educators AEE developers and policymakers the Handbook is poised not only to chart the current landscape but also to stimulate scholarly discourse define and inform best practices and propel and guide future innovations *English Education at the Tertiary Level in Asia* Eun Sung Park,Bernard Spolsky,2017-03-16 This is the third volume of a trilogy on English Language education in Asia within the Routledge Critical Studies in Asian Education Put together by editors and contributors selected by Asia TEFL this book provides a timely and critical review of the current trends in tertiary level English education in Asia It foregrounds the developments and trends policies and implementation as well as research and practice Written by ELT scholars and educational leaders this book presents articles on China Hong Kong India Japan Korea Malaysia the Philippines Singapore Thailand and Vietnam While the authors focus on their own local issues providing an overview of the state of tertiary English teaching in their respective territories they also provide insights from their successes and failures which can help inspire solutions to similar challenges faced internationally in the field Chapters in the book include Heading toward the global standardization of English education in Korean universities English in tertiary education in India A Janus faced perspective with special reference to

University of Delhi Developing English language skills in the Singapore higher education context ELT at tertiary institutions in China A developmental perspective This book will be valued by administrators researchers and scholars interested in bilingualism language policy and planning in higher education **Applied English Phonology** Mehmet Yavas,2016-01-19 Now fully updated with the latest research and references the third edition of Applied English Phonology provides a detailed accessible introduction to the English sound system Discusses the fundamental concepts of English phonology from phonetic elements phonemics and allophonic rules of English consonants and vowels to phonotactics stress and intonation Includes new coverage of waveform analysis bilingual phonology code switching and loan phonology Expands discussions of L1 contrastive phonological structures and markedness Supports students and instructors with sound files for transcription exercises and an instructor s manual available upon publication at www.wiley.com/go/yavas3e *Global Citizenship, Ecomedia and English Language Education* Ricardo Römheld,2023-12-14 This book presents a unique framework for the inclusion of ecomedia in the English language classroom to help learners cultivate global citizenship Foregrounding learner agency in a world at risk the author proposes a framework that hinges on human rights and critical eco cosmopolitanism to help learners position themselves in discourses on climate change and act for transformation The book discusses eco documentaries as multimodal factional texts against the background of cutting edge research refuting a definition based on the binary of fiction and non fiction Translating the insights gained from this discussion to the language education context learners are conceptualised as active designers of meaning making when engaged with eco documentaries Based on this discussion the book puts forth an innovative multiliteracies informed concept which is embedded in a sustainability oriented pedagogy of hope which encourages learners to learn and practice languages of hope and advocacy The book will be of interest to scholars in the fields of ecopedagogy sustainability education global citizenship education and cultural learning film pedagogy and language education as well as language educators Student and Teacher Writing Motivational Beliefs Steve Graham,Gary A. Troia,Gustaf Bernhard Uno Skar,2024-06-21 The study of students motivational beliefs about writing and how such beliefs influence writing has increased since the publication of John Hays 1996 model of writing This model emphasized that writers motivational beliefs influence how and what they write Likewise increased attention has been devoted in recent years to how teachers motivational beliefs about writing especially their efficacy to teach writing impact how writing is taught and how students progress as writers As a result there is a need to bring together in a Research Topic studies that examine the role and influence of writing beliefs Historically the psychological study of writing has focused on what students write or the processes they apply when writing Equally important but investigated less often are studies examining how writing is taught and how teachers efforts contribute to students writing What has been less prominent in the psychological study of writing are the underlying motivational beliefs that drive or inhibit students writing or serve as catalysts for teachers actions in the classroom when teaching writing This Research Topic will bring together studies that

examine both students and teachers motivational beliefs about teaching writing This will include studies examining the operation of such beliefs how they develop cognitive and affective correlates how writing motivational beliefs can be fostered and how they are related to students writing achievement By focusing on both students and teachers beliefs the Research Topic will provide a more nuanced and broader picture of the role of motivation beliefs in writing and writing instruction This Research Topic includes papers that address students motivational beliefs about writing teachers motivational beliefs about writing or teaching writing Students motivational beliefs about writing include beliefs about the value and utility of writing writing competence attitudes toward writing goal orientation motives for writing identity epistemological underpinnings writing and attributions for success failure as examples Teacher motivational include these same judgements as well as beliefs about their preparation and their students competence and progress as writers to provide additional examples This Research Topic is interested in papers that examine how such beliefs operate develop are related to other cognitive and affective variables how they are impacted by instruction and how they are related to students writing performance Submitted studies can include original research both quantitative qualitative or mixed methods meta analysis and reviews of the literature

English Medium Instruction in South Korea Jiye Hong, Helen Basturkmen, 2024-07-16 Adding to the growing body of research on English Medium Instruction EMI this book focuses on the language support systems currently used by EMI mathematics and social science schoolteachers and university lecturers in South Korea While EMI is an instructional field there is a gap in the knowledge of how teachers and lecturers integrate English language specific practices within their curriculum Drawing on findings from an observational and interview based case study at secondary and tertiary levels in South Korea the research outlines differing planned teaching practices and illustrates EMI classroom interaction language related episodes LREs in this interaction and vocabulary materials developed by EMI teachers and lecturers Hong and Basturkmen discuss how they assessed the students learning from LREs in classroom interaction and the results from these findings which illustrate practical advice and guidelines for integrating a focus on language into the discipline of teaching The volume also offers several application tasks including two reflection on practice projects which the reader can try out by using the procedures developed in the case study This is the first major book length examination of EMI in the South Korean context and presents a useful resource for EMI teachers lecturers and educators in South Korea and globally who are looking to develop their methodology for language including practical suggestions about how to seamlessly incorporate the learning of disciplinary vocabulary and forms of expression using EMI The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

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