



# The future of English language teaching: **Personal perspectives**

Article by

**Steve Copeland, Mike Solly & Mina Patel**

British Council



# English Teaching Perspectives

**Martin East**



## **English Teaching Perspectives:**

*International Perspectives on Teaching English in a Globalised World* Andrew Goodwyn, Louann Reid, Cal Durrant, 2013-10-01 The renowned and highly experienced editors of this book bring together the leading voices in contemporary English education under the banner of the International Federation for the Teaching of English IFTE The collected chapters here represent the very best of international writing on the teaching of English in the past decade The key issues and debates surrounding English teaching across the globe are discussed and analysed accessibly and incorporate wide ranging topics including The impact of high stakes testing on teaching and learning Addressing the needs of minority groups The digitization of literature and new conceptions of text Rewriting the canon Dealing with curriculum change Best practices in the teaching of English The tension between literacy and English English and bilingual education The impact of digital technologies on teaching and learning Conceptions of English as a subject secondary and tertiary Bringing the critical into the English Literacy classroom The future of subject English Empowering voices on the margins Pre service teacher education The social networking English classroom This text looks at the changing face of subject English from the differing perspectives of policy makers teacher educators teachers and their students It tackles some of the hard questions posed by technological advances in a global society challenges conventional approaches to teaching and points to the emerging possibilities for a traditional school subject such as English in the face of rapid change and increasing societal expectations Despite all of the converging political and technological threats the authors of this engaging and insightful text portray an immense confidence in the ultimate worth of teaching and learning subject English [English Language Teaching](#) Anand Mahanand, 2013 *International Perspectives on Teaching English to Young Learners* S. Rich, 2014-11-20 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 important insights into effective TEYL pedagogy for the 21st century *International Perspectives on Teachers Living with Curriculum Change* Martin Wedell, Laura Grassick, 2017-11-10 This book gives a voice to English language teachers faced with the challenges posed by English language curriculum change As a core component of national state system curricula in virtually every country in the world there has nevertheless been little research exploring how the millions of English teachers worldwide navigate the challenges posed by such curriculum changes This volume includes eleven stories from teachers based across every continent providing a global glimpse of how national English curriculum change projects have been experienced by classroom teachers who are commonly if erroneously viewed as mostly responsible for its implementation success or failure The final chapter synthesises these experiences and suggests wider implications for the development of curriculum change planning processes and how they might better support teachers attempts to achieve curriculum goals Edited and authored by leading experts in the field this ground breaking collection will be of interest to students and scholars of English language

teaching teacher education curriculum change and education policy      **Teaching English** Astrida Skrinda, 2019 Original peer reviewed contributions from recognized and established scholars and practitioners offer a variety of perspectives on teaching English as a second or foreign language and an expanded focus on teaching in international contexts The authors challenge several current practices from multiple viewpoints and offer innovations that are thoughtful and engaging Definitely we must build on our past and present knowledge of what works to refine and improve existing language teaching practices and it is hoped develop other practices that will be even better and more encompassing Thus Chapter 1 reports the launch of a newly designed problem based learning program in which metacognitive strategy instruction is integrated into an English listening curriculum It combines the Problem Based Learning approach from education and the Metacognitive approach from second language listening research The author does a good job at the end to try to disentangle the effects of the two treatments This is an exciting time to be teaching English as a second or foreign language In many countries children are starting to learn English at an ever younger age Chapter 2 provides a meta analysis of the situation currently observed in many English as a foreign language classes given to Polish and Slovak preschool learners among others It covers not only an analysis of a number of currently observed approaches but also presents research based propositions Also it suggests a handful of problem grounded outcomes We cannot be satisfied with the in progress state of affairs but must seek out new ways to provide learners with the most effective and efficient language learning experiences possible taking into account the learners goals interests and learning contexts Chapter 3 concerns the attitudes of Polish English language majors to their target language cultural learning Though Chapter 3 leaves us with many questions unanswered it sheds the light on the teaching of cultural elements particularly in a European context Finally Chapter 4 offers a unique perspective on language instruction particularly for audiences unfamiliar with Buddhist philosophy Basically it describes a teaching approach based on Buddhist philosophy which would probably be very effective for someone familiar and or interested in that particular school of thought Alternatively it would open readers mind to a completely different approach to language instruction which may or may not work outside of its current context but at least it has a very clear philosophical foundation and very clear set of procedures that are worth examining further The intended audience are all those who are interested in teaching English as second or foreign language including researchers methodologists curriculum and materials designers teachers and undergraduate and graduate students      **Task-Based Language Teaching from the Teacher's Perspective** Martin East, 2012-01-01 Task based language teaching TBLT is being encouraged as part of a major overhaul of the entire school languages curriculum in New Zealand However teachers often struggle with understanding what TBLT is and how to make TBLT work in classrooms Using the stories that emerged from a series of interviews with teachers the curriculum implementers and with advisors the curriculum leaders this book highlights the possibilities for TBLT innovation in schools It also identifies the constraints and proposes how these might be addressed The result is a book that whilst rooted in a

particular local context provides a valuable sourcebook of teacher stories that have relevance for a wide range of people working in a diverse range of contexts This book will be of genuine interest to all those who wish to understand more about TBLT innovation and the opportunities and challenges it brings

**Teaching English** Astrida Skrinda,2019 Original peer reviewed contributions from recognized and established scholars and practitioners offer a variety of perspectives on teaching English as a second or foreign language and an expanded focus on teaching in international contexts The authors challenge several current practices from multiple viewpoints and offer innovations that are thoughtful and engaging Definitely we must build on our past and present knowledge of what works to refine and improve existing language teaching practices and it is hoped develop other practices that will be even better and more encompassing Thus Chapter 1 reports the launch of a newly designed problem based learning program in which metacognitive strategy instruction is integrated into an English listening curriculum It combines the Problem Based Learning approach from education and the Metacognitive approach from second language listening research The author does a good job at the end to try to disentangle the effects of the two treatments This is an exciting time to be teaching English as a second or foreign language In many countries children are starting to learn English at an ever younger age Chapter 2 provides a meta analysis of the situation currently observed in many English as a foreign language classes given to Polish and Slovak preschool learners among others It covers not only an analysis of a number of currently observed approaches but also presents research based propositions Also it suggests a handful of problem grounded outcomes We cannot be satisfied with the in progress state of affairs but must seek out new ways to provide learners with the most effective and efficient language learning experiences possible taking into account the learners goals interests and learning contexts Chapter 3 concerns the attitudes of Polish English language majors to their target language cultural learning Though Chapter 3 leaves us with many questions unanswered it sheds the light on the teaching of cultural elements particularly in a European context Finally Chapter 4 offers a unique perspective on language instruction particularly for audiences unfamiliar with Buddhist philosophy Basically it describes a teaching approach based on Buddhist philosophy which would probably be very effective for someone familiar and or interested in that particular school of thought Alternatively it would open readers mind to a completely different approach to language instruction which may or may not work outside of its current context but at least it has a very clear philosophical foundation and very clear set of procedures that are worth examining further The intended audience are all those who are interested in teaching English as second or foreign language including researchers methodologists curriculum and materials designers teachers and undergraduate and graduate students

*International Perspectives on Teaching English in Difficult Circumstances* Kuchah Kuchah,Fauzia Shamim,2018-11-17 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 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 *International Perspectives on English Language Teacher Education* T. Farrell,2015-06-22 The chapters in this volume outline and discuss examples of teacher educators in diverse global contexts who have provided successful self initiated innovations for their teacher learners The collection suggests that a way forward for second language teacher preparation programs is through reflective practice as innovation *Global Education* Christiane Lütge,2015 Global education has become a focus of many teachers and teacher educators Its impact on foreign language teaching is constantly growing e g via current discourses in literary and cultural studies as well as through environmental education or Content and Language Integrated Learning Global issues such as peace human rights globalization sustainability and the environment have entered the school curricula worldwide This book discusses the challenges of global education through English Language Teaching Series Foreign Language Teaching in a Global Perspective Fremdsprachendidaktik in Globaler Perspektive Vol 4 Subject Education Language **English Teaching Perspectives** Donn Byrne,1980 **The Pedagogy of English as an International Language** Roby Marlina,Ram Ashish Giri,2014-06-23 This volume offers insights in current theoretical discussions observations and reflections from internationally and regionally celebrated scholars on the theory and practice of teaching English informed by a new school of thought English as an International Language EIL This volume provides readers scholars teachers teacher educators researchers in the relevant fields with Knowledge of the changing paradigm and attitudes towards English language teaching from teaching a single variety of English to teaching intercultural communication and English language variation Current thoughts on the theory of teaching English as an international language by internationally celebrated established scholars and emergent scholars Scholarly descriptions and discussions of how English language educators and teacher educators translate the paradigm of English as an International Language into their existing teaching Delineation of how this newly emerged paradigm is received or responded to by English language educators and students when it is implemented Readers have a unique opportunity to observe and read the tensions and dilemmas that educators and students are likely to experience in teaching and learning EIL *Proceedings of the 2nd International Conference on Internet, Education and Information Technology (IEIT 2022)* Ahmed El-Hashash,Fonny Dameaty Hutagalung,Ahmed Said Ghonim,Kun Zhang,2023-02-10 This is an open access book As a leading role in the global megatrend of scientific innovation China has been creating a more and more open environment for scientific innovation increasing the depth and breadth of academic cooperation and building a community of innovation that benefits all These

endeavors have made new contribution to globalization and creating a community of shared future To adapt to this changing world and China s fast development in this new area the 2nd International Conference on Internet Education and Information Technology IEIT 2022 is to be held in April 15 17 2022 This conference takes bringing together global wisdom in scientific innovation to promote high quality development as the theme and focuses on research fields including information technology education big data and Internet This conference aims to expand channels of international academic exchange in science and technology build a sharing platform of academic resources promote scientific innovation on the global scale improve academic cooperation between China and the outside world It also aims to encourage exchange of information on research frontiers in different fields connect the most advanced academic resources in China and abroad turn research results into industrial solutions bring together talents technologies and capital to boost development aaaa *Proceedings of the 3rd International Conference on Education (ICE-3 2025)* Misbah Misbah,Nurgan Tadeko,Arwansyah Arwansyah,Syech Zainal,Delthawati Isti Ratnaningtyas,Manap Trianto,Akram Akram,Syamsuriwal Syamsuriwal,2026-03-22 This is an open access book The Communication Forum of Teacher Training and Education Faculty Leaders CFTTEFL was established on January 29 2005 in Solo Central Java Until now the forum has 29 members of Teacher Training and Education Faculty from state universities in Indonesia The vision of the Teacher Training and Education Faculty as institutions to equip candidate teachers to be qualified and have high competences in developing knowledge for education of the nation Missions firstly together with all the academicians to develop thinking and innovation in producing candidate teachers who are reliable and have sufficient competence in the teaching profession secondly to develop science and technology in the field of education through research and development R lastly contribute ideas to the government and the community through service programs

English as an International Language Farzad Sharifian,2009 Collectively the chapters in this volume make a significant contribution to the emerging paradigm of English as an International Language EIL by exploring various aspects of the English language and its pedagogy in the context of the globalization of this language The volume shows great deal of promise in terms of expanding the paradigm and also establishing new grounds for thinking research and practice

*Glocalising Teaching English as an International Language* Marcus Callies,Stefanie Hehner,Philipp Meer,Michael Westphal,2021-12-19 The worldwide spread diversification and globalization of the English language in the course of the twentieth and early twenty first centuries has significant implications for English Language Teaching and teacher education We are currently witnessing a paradigm shift towards Teaching English as an International Language TEIL that aims to promote multilingualism and awareness of the diversity of Englishes increase exposure to this diversity embrace multiculturalism and foster cross cultural awareness Numerous initiatives that embrace TEIL can be observed around the world but ELT and teacher education in Germany and other European countries appear to be largely unaffected by this development with standard British and American English and the monolingual native speaker including the corresponding

cultural norms still being very much at the center of attention The present volume addresses this gap and is the first of its kind to showcase recent initiatives that aim at introducing TEIL into ELT and teacher education in Germany but which have applicability and impact for other countries with comparable education systems and traditional ELT practices in the Expanding Circle The chapters in this book provide a balanced mix of conceptual empirical and practical studies and offer the perspectives of the many stakeholders involved in various settings of English language education whose voices have not often been heard i e students university lecturers trainee teachers teacher educators and in service teachers It therefore adds significantly to the limited amount of previous work on TEIL in Germany and bridges the gap between theory and practice that will not only be relevant for researchers educators and practitioners in English language education in Germany but other educational settings that are still unaffected by the shift towards TEIL

*Perspectives on Teaching Adults English in the Digital World* Glenda Rose,2015 *Perspectives on Teaching Adults English in the Digital World* presents an overview of adult ESL online in the USA illustrating a number of important points and focuses on teaching and learning English online specifically at the tertiary level in the US The book also presents a clear and concise summary this time of adult education and workplace English language learning and teaching online in the US

**The Perspective of Biography** Sir Sidney Lee,1918

**Educational Perspectives** ,2007

**English as a foreign language teacher education** Juan de Dios Martínez Agudo,2014-02-01 The field of Second Language Teacher Education SLTE is mainly concerned with the professional preparation of L2 teachers In order to improve teaching in the multilingual and multicultural classroom of the 21st century both pre and in service L2 teachers as well as L2 teacher educators must be prepared to meet the new challenges of education under the current circumstances expanding their roles and responsibilities so as to face the new complex realities of language instruction This volume explores a number of key dimensions of EFL teacher education The sixteen chapters discuss a wide variety of issues related to second language pedagogy and SLTE Topics discussed include the importance of SLA research competency based teacher education approach classroom based action research SLTE models the value and role of practicum experience abroad the models of pronunciation teaching multicultural awareness and competence the influence of teachers cognitions emotions and attitudes on their emerging and changing professional identities the potential of classroom materials and technology and CLIL and ESP teacher education English as a foreign language teacher education Current perspectives and challenges will be of interest to teachers in training teachers teacher educators and to those educational researchers interested in how L2 teaching is actually learned in professional preparation programmes Juan de Dios Mart nez Agudo is Associate Professor of EFL Teacher Education at the University of Extremadura Spain His current research interests include Second Language Acquisition and English Teaching Methodology His most recent books are Oral Communication in the EFL Classroom 2008 Errors in the Second Language Classroom Corrective Feedback 2010 and Teaching and Learning English through Bilingual Education 2012

## The Enigmatic Realm of **English Teaching Perspectives**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing in short supply of extraordinary. Within the captivating pages of **English Teaching Perspectives** a literary masterpiece penned by way of a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting affect the hearts and minds of those who partake in its reading experience.

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