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language teacher education is widely identified as one of the most important areas that needs addressing in order to improve early language instruction yet research into teacher education for early language teachers remains relatively sparse this volume responds to this gap by compiling studies with diverse methodological tenets from a wide range of geographical and educational contexts around the world the volume aims to enhance understanding of early language teacher education as well as to address the need to prepare early language teachers and assist them in their professional development the chapters focus on the complexity of teacher learning innovations in mentoring and teacher supervision strategies in programme development and perceptions and knowledge and assessment in early language learning teacher education the volume offers comprehensive coverage of the field by addressing various aspects of

teacher education in different languages the contributions highlight examples of research into current practice in the professional enhancement of early language learning teachers but with an emphasis on the implications for practitioners

this book is the first to examine implementation of tests for specific purposes

this timely volume opens a window on issues related to english language education in vietnam the authors consider that teacher quality is the key factor to be considered if the national english language curriculum outcomes are to be achievable aiming to shed light on key issues recently observed in the vietnamese landscape of english language education it examines the complexity of the institutionalization of the standardized english proficiency policy which has been in force since 2008 that policy uses the common european framework of references for languages cefr as the model to set the standards and levels of proficiency for teachers learners and state employees the book presents both the theoretical and practical aspects of the standardization movement in english language education the contents comprise a series of extended research based chapters written by experts of language in education policy and planning in and about vietnam from a range of perspectives including teachers english language curriculum developers teacher educators and researchers the rich coverage of the book includes current discussion on english language education in vietnam ranging from policy to practice making it highly relevant to english teachers teacher educators and scholars in vietnam and worldwide who aspire to broaden their horizons and professionalism

this book brings together chapters that describe investigate and analyze the place of english in education in multilingual philippines unlike most studies on languages in education which take a neutral de contextualized stance this volume take a pluricentric view of the english language by positioning it in relation to its varieties as well as to other languages in the country because of the changing realities of english in the philippines traditional assumptions about the language as monolithic and unchanging as well as about how it should be taught and learned need to be revisited and re conceptualized

this book provides the first comprehensive overview of young children s language learning in pre primary and primary education it collates research to date on language development and pedagogy among children learning a language in addition to their home language s in instructional settings providing readers with a thorough understanding of the topic and directions for further study the book promotes a learner centered approach to research and teaching and encourages critical reflection on how best to conduct research among children it recognizes the substantial diversity of young language learning experiences and pays attention to individual differences and variability in children s language development embracing an ecological perspective sensitive to contextual factors closing the gap between research and practice each chapter opens with pedagogical or policy related questions explores relevant theories and research findings from instructed second language acquisition and offers discussion questions and recommended reading for further reflection and study this will be invaluable reading for all those who are undertaking research and working with young language learners

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