

Learning English With Songs Bloomsbury International

"Bloomsbury on the Mediterranean," is how Vanessa Bell described France in a letter to her sister, Virginia Woolf. Remarking on the vivifying effect of Cassis, Woolf herself said, "I will take my mind out of its iron cage and let it swim.... Complete heaven, I think it." Yet until now there has never been a book that focused on the profound influence of France on the Bloomsbury group. In *Bloomsbury and France: Art and Friends*, Mary Ann Caws and Sarah Bird Wright reveal the crucial importance of the Bloomsbury group's frequent sojourns to France, the artists and writers they met there, and the liberating effect of the country itself. Drawing upon many previously unpublished letters, memoirs, and photographs, the book illuminates the artistic development of Virginia and Leonard Woolf, Clive Bell, David Garnett, E. M. Forster, Lytton Strachey, Dora Carrington, and others. The authors cover all aspects of the Bloomsbury experience in France, from the specific influence of French painting on the work of Roger Fry, Duncan Grant, and Vanessa Bell, to the heady atmosphere of the medieval Cistercian Abbaye de Pontigny, the celebrated meeting place of French intellectuals where Lytton Strachey, Julian Bell, and Charles Mauron mingled with writers and critics, to the relationships between the Bloomsbury group and Henri Matisse, Pablo Picasso, Gertrude Stein, Andre Gide, Jean Marchand, and many others. Caws and Wright argue that Bloomsbury would have been very different without France, that France was their anti-England, a culture in which their eccentricities and aesthetic experiments could flower. This remarkable study offers a rich new perspective on perhaps the most creative group of artists and friends in the 20th century.

Hannah Matis examines how a biblical text was read by the most important figures within the ninth-century Carolingian Reform to think about the nature of Christ and the church.

Mute Records is one of the most influential, commercially successful, and long-lasting of the British independent record labels formed in the wake of the late-1970's punk explosion. Yet, in comparison with contemporaries such as Rough Trade or Stiff, its legacy remains under-explored. This edited collection addresses Mute's wide-ranging impact. Drawing from disciplines such as popular music studies, musicology, and fan studies, it takes a distinctive, artist-led approach, outlining the history of the label by focusing each chapter on one of its acts. The book covers key moments in the company's evolution, from the first releases by The Normal and Fad Gadget to recent work by Arca and Dirty Electronics. It shines new light on the most successful Mute artists, including Depeche Mode, Nick Cave, Erasure, Moby, and Goldfrapp, while also exploring the label's avant-garde innovators, such as Throbbing Gristle, Mark Stewart, Labaich, Ut, and Swans. Mute Records examines the business and aesthetics of independence through the lens of the label's artists. This Companion explores the historical and theoretical contexts of the singer-songwriter tradition, and includes case

studies of singer-songwriters from Thomas d'Urfey through to Kanye West.

A Practical Guide to Teaching English in the Secondary School offers straightforward advice, inspiration and a wide range of tried and tested approaches to help you find success in the secondary English classroom. Covering all aspects of English teaching, it is designed for you to dip in and out of, and enable you to focus on specific areas of teaching, your programme or pupils' learning. Fully updated to reflect what student and early career teachers see and experience when they enter the classroom, the second edition supports trainee and practicing teachers to teach in imaginative and creative ways to promote learning in English. Packed with ideas, resources, practical teaching activities and underpinned by the latest research into how children learn, the book examines the core areas of reading, writing and spoken English including: • Plays, poetry, non-fiction, myths and legends, drama and Shakespeare • Developing writing • Creative grammar • Talk and classroom dialogue • Media and digital writing • English across the curriculum • Well-being through writing • Literature and language post-16. Including tools to support critical reflection, A Practical Guide to Teaching English in the Secondary School is an essential companion for all training and newly qualified English teachers.

Shunning polemicism and fashioning a new agenda for a critically informed yet practically orientated approach, this book explores aspects of multilingual education in the People's Republic of China (PRC). Amongst other issues, it also looks at the challenges associated with bilingual and trilingual education in Xinjiang and Tibet as well as the mediation between religion and culture in multi-ethnic schools, covering these issues from a range of perspectives - Korean, Uyghur, Tibetan, Mongolian and Yi. The PRC promotes itself as a harmonious, stable multicultural mosaic, with over 50 distinct ethnic groups striving for common prosperity. Beneath this rhetoric, there is also inter-ethnic discord, with scenes of ethnic violence in Lhasa and Urumqi over the last few years. China has a complex system of multilingual education - with dual-pathway curricula, bilingual and trilingual instruction, specialised ethnic schools. This education system is a lynchpin in the Communist party state's efforts to keep a lid on simmering tensions and transform a rhetoric of harmony into a critical pluralistic harmonious multiculturalism. This book examines this supposed lynchpin.

The internationally bestselling author of *The Jane Austen Society* returns with a compelling and heartwarming story of post-war London, a century-old bookstore, and three women determined to find their way in a fast-changing world. Bloomsbury Books is an old-fashioned new and rare book store that has persisted and resisted change for a hundred years, run by men and guided by the general manager's unbreakable fifty-one rules. But in 1950, the world is changing, especially the world of books and publishing, and at Bloomsbury Books, the girls in the shop have plans: Vivien Lowry: Single since her aristocratic fiance was killed in action during World War II, the brilliant and stylish Vivien has a long list of grievances - most of them well justified and the biggest of which is Alec McDonough, the Head of Fiction. Grace Perkins:

Married with two sons, she's been working to support the family following her husband's breakdown in the aftermath of the war. Torn between duty to her family and dreams of her own. Evie Stone: In the first class of female students from Cambridge permitted to earn a degree, Evie was denied an academic position in favor of her less accomplished male rival. Now she's working at Bloomsbury Books while she plans to remake her own future. As they interact with various literary figures of the time - Daphne Du Maurier, Ellen Doubleday, Sonia Blair (widow of George Orwell), Samuel Beckett, Peggy Guggenheim, and others - these three women with their complex web of relationships, goals and dreams are all working to plot out a future that is richer and more rewarding than anything society will allow.

The undergraduate years are a special time of life for many students. They are a time for study, yes, but also a time for making independent decisions over what to do beyond formal education. This book is based on a nine-year study of collegiate a cappella - a socio-musical practice that has exploded on college campuses since the 1990s. A defining feature of collegiate a cappella is that it is a student-run leisure activity undertaken by undergraduate students at institutions both large and small, prestigious and lower-status. With rare exceptions, participants are not music majors yet many participants interviewed had previous musical experience both in and out of school settings. Motivations for staying musically involved varied considerably - from those who felt they could not imagine life without a musical outlet to those who joined on a whim. Collegiate a cappella is about much more than singing cover songs. It sustains multiple forms of inequality through its audition practices and its performative enactment of gender and heteronormativity. This book sheds light on how undergraduates conceptualize vocation and avocation within the context of formal education, holding implications for educators at all levels.

Bea's of Bloomsbury has been offering mouth-watering teatime treats in the heart of London since 2008. Every day the layer cakes, meringues and tiers of cupcakes in the shop window entice passers-by. Now you can enjoy Tea with Bea in your own home with these easy-to-follow recipes. Cookies & bars are made to enjoy with a cup of tea. Be it lavender shortbread or double chocolate chip cookies, there's something here to fill the tins. Imagine afternoon tea and what spring to mind are Scones & Small Cakes. Bea provides the ultimate scone recipe and other sweet fingerfood, such as French macarons. When teatime calls for something special, turn to the Tarts chapter. With recipes for two types of dough, and golden whisky pecan custard pie and key lime pie, you won't be stuck for ideas. Bea's key to cake success is a handful of failsafe recipes that she can always rely on. The Cake chapter is devoted to staple recipes which can be embellished or layered to create the dazzling ideas in the Special Cakes chapter. And when only a Cheesecake will do, you'll find plenty of choice here - from the simple to the sublime. Bea Vo is a chef and the owner of Bea's of Bloomsbury. Born in the Washington D.C. area, she first discovered her love of pastry at the age of seven when she managed to get flour on the ceiling. Upon graduating in Science and Technology at Cornell University, she immediately threw herself into cuisine. She trained at Le Cordon Bleu and opened Bea's of Bloomsbury in 2008, with branches in London's literary Bloomsbury, the City of London and Chelsea.

We communicate multimodally. Everyday communication involves not only words, but gestures, images, videos, sounds and of course,

music. Music has traditionally been viewed as a separate object that we can isolate, discuss, perform and listen to. However, much of music's power lies in its use as multimodal communication. It is not just lyrics which lend songs their meaning, but images and musical sounds as well. The music industry, governments and artists have always relied on posters, films and album covers to enhance music's semiotic meaning. *Music as Multimodal Discourse: Semiotics, Power and Protest* considers musical sound as multimodal communication, examining the interacting meaning potential of sonic aspects such as rhythm, instrumentation, pitch, tonality, melody and their interrelationships with text, image and other modes, drawing upon, and extending the conceptual territory of social semiotics. In so doing, this book brings together research from scholars to explore questions around how we communicate through musical discourse, and in the discourses of music. Methods in this collection are drawn from Critical Discourse Analysis, Social Semiotics and Music Studies to expose both the function and semiotic potential of the various modes used in songs and other musical texts. These analyses reveal how each mode works in various contexts from around the world often articulating counter-hegemonic and subversive discourses of identity and belonging.

The theory of multiple intelligences (MI) shows that there is much more to intelligence than high IQ, good spelling or quick mental maths - in fact there's a whole variety of ways to be clever, including musically, verbally, interpersonally, kinaesthetically and naturalistically. Multiple Intelligences is a powerful tool that helps you to appreciate and enrich the talents of all your learners, whatever their age. Creating an understanding of MI in schools has been shown to improve pupils' self-esteem, self-motivation and independence, and to help underachievers realize their potential. The book includes: - explanations of the different intelligences - activities to explore MI with your learners - practical ways to build MI into everyday teaching - how to use MI to personalize learning - creating an MI-friendly learning environment - case studies showing successful MI practice. This accessible guide gives a clear introduction to MI and provides concrete examples of how you can use it in your teaching.

Translating for Singing discusses the art and craft of translating singable lyrics, a topic of interest in a wide range of fields, including translation, music, creative writing, cultural studies, performance studies, and semiotics. Previously, such translation has most often been discussed by music critics, many of whom had neither training nor experience in this area. Written by two internationally-known translators, the book focusses mainly on practical techniques for creating translations meant to be sung to pre-existing music, with suggested solutions to such linguistic problems as those associated with rhythm, syllable count, vocal burden, rhyme, repetition and sound. Translation theory and translations of lyrics for other purposes, such as surtitles, are also covered. The book can serve as a primary text in courses on translating lyrics and as a reference and supplementary text for other courses and for professionals in the fields mentioned. Beyond academia, the book is of interest to professional translators and to librettists, singers, conductors, stage directors, and audience members.

San Francisco and the Long 60s tells the fascinating story of the legacy of popular music in San Francisco between the years 1965-69. It is also a chronicle of the impact this brief cultural flowering has continued to have in the city – and more widely in American culture – right up to the present day. The aim of *San Francisco and the Long 60s* is to question the standard historical narrative of the time, situating the local popular music of the 1960s in the city's contemporary artistic and literary cultures: at once visionary and hallucinatory, experimental and traditional, singular and universal. These qualities defined the aesthetic experience of the local culture in the 1960s, and continue to inform the cultural and social life of the Bay Area even fifty years later. The brief period 1965-69 marks the emergence of the psychedelic counterculture in the Haight-Ashbury neighbourhood, the development of a local musical 'sound' into a mainstream international 'style', the mythologizing of the Haight-Ashbury as the destination for 'seekers' in the Summer of Love, and the ultimate dispersal of the original hippie

community to outlying counties in the greater Bay Area and beyond. San Francisco and the Long 60s charts this period with the references to received historical accounts of the time, the musical, visual and literary communications from the counterculture, and retrospective glances from members of the 1960s Haight community via extensive first-hand interviews. For more information, read Sarah Hill's blog posts here: <http://blogs.cardiff.ac.uk/musicresearch/2014/05/15/san-francisco-and-the-long-60s> <http://blogs.cardiff.ac.uk/musicresearch/2014/08/22/city-scale/> <http://blogs.cardiff.ac.uk/musicresearch/2015/07/21/fare-thee-well/>

This book looks beyond the classroom, and focuses on out-of-class autonomous use of technology for language learning, discussing the theoretical frameworks, key findings and critical issues. The proliferation of digital language learning resources and tools is forcing language education into an era of unprecedented change. The book will stimulate discussions on how to support language learners to construct quality autonomous technology-mediated out-of-class learning experience outside the classroom and raise greater awareness of and research interest in this field. Out-of-class learning constitutes an important context for human development, and active engagement in out-of-class activities is associated with successful language development. With convenient access to expanded resources, venues and learning spaces, today's learners are not as dependent on in-class learning as they used to be. Thus, a deeper understanding of the terrain of out-of-class learning is of increasing significance in the current educational era. Technology is part and parcel of out-of-class language learning, and has been a primary source that learners actively use to construct language learning experience beyond the classroom. Language learners of all ages around the world have been found to actively utilize technological resources to support their language learning beyond formal language learning contexts. Insights into learners' out-of-class autonomous use of technology for language learning are essential to our understanding of out-of-class learning and inform educators on how language learners could be better supported to maximize the educational potentials of technology to construct quality out-of-class learning experience.

An engaging but sophisticated look at the debates and ideas involved in the aesthetics of music - part of a major new series from Continuum. Within foreign language education contexts across the globe, inadequate attention has been paid to documenting the dynamics of identity development, negotiation and management. This book looks at these dynamics in specific relation to otherness, in addition to attitudinal and behavioural overtones created through use of the term 'foreign' (despite its position as an integral marker in language acquisition discourse). This book argues that individual identities are multidimensional constructs that gravitate around a hub of intricate social networks of multimodal intergroup interaction. The chapters pursue a collective desire to move the notion of identity away from theoretical abstraction and toward the lived experiences of foreign language teachers and students. While the identities entangled with these interactions owe a significant measure of their existence to the immediate social context, they can also be actively developed by their holders. The collection of chapters within this book demonstrate how foreign language education environments (traditional and non-traditional) are ideal locations for the development of a sophisticated repertoire of discursive strategies used in the formulation, navigation, expression and management of social identities and multiple selves.

The evidence of death and dying has been removed from the everyday lives of most Westerners. Yet we constantly live with the awareness of our vulnerability as mortals. Drawing on a range of genres, bands and artists, *Mortality and Music* examines the ways in which popular music has responded to our awareness of the inevitability of death and the anxiety it can evoke. Exploring bereavement, depression, suicide, violence, gore, and fans' responses to the deaths of musicians, it argues for the social and

cultural significance of popular music's treatment of mortality and the apparent absurdity of existence.

Translating For Singing
The Theory, Art and Craft of Translating Lyrics
Bloomsbury Publishing

A Critique of Pure Teaching Methods and the Case of Synthetic Phonics examines how research into the effectiveness of teaching methods can and should relate to what takes place in the classroom. The discussion brings to light some important features of the way we classify teaching activities. The classifications are unlike those we use in natural science – for instance, how we classify drug dosages. This point has very important implications for what should be considered the appropriate relationships between educational research and classroom practice. Andrew Davis applies the results of this discussion to the teaching of early reading, focussing in particular on the approach known as synthetic phonics. He provides a philosophical investigation into the nature of reading, and into the concepts that feature in approaches to teaching it, such as the idea of building words from letter sounds, the nature of words themselves and reading for meaning. He concludes with a discussion of why this matters so much, reflecting on how stories and books can be part of a child's emerging identity within the family. He explores how values of family life should be weighed against the importance of achievements in school, and argues for the claim that school reading policies of certain kinds may have a destructive impact if they are felt to trump the private interests of children and their families.

In revising this book for a second edition, Harry Blamires has updated his final chapters to give a coverage to the work of dramatists, novelists and poets who have achieved prominence in the 1980s, either as new writers or rediscovered authors who have recently been brought back into print or revived by radio and television.

This is the first extensive scholarly study of drone metal music and its religious associations, drawing on five years of ethnographic participant observation from more than 300 performances and 74 interviews, plus surveys, analyses of sound recordings, artwork, and extensive online discourse about music. Owen Coggins shows that while many drone metal listeners identify as non-religious, their ways of engaging with and talking about drone metal are richly informed by mysticism, ritual and religion. He explores why language relating to mysticism and spiritual experience is so prevalent in drone metal culture and in discussion of musical experiences and practices of the genre. The author develops the work of Michel de Certeau to provide an empirically grounded theory of mysticism in popular culture. He argues that the marginality of the genre culture, together with the extremely abstract sound produces a focus on the listeners' engagement with sound, and that this in turn creates a space for the open-ended exploration of religiosity in extreme states of bodily consciousness.

This book examines current research in materials development and discussing their implications for the learning and teaching of languages.

Improving teaching is the key to genuine and sustainable school improvement. Improvement involves persuading teachers to change and develop their practice but, as anyone who has ever tried will testify, this is far from easy. The focus of Tweak to Transform is what head teachers and school leaders can do to manage the change process and improve the quality of teaching in a school. Essentially, Tweak to Transform is a practical handbook that seeks to address three questions. What do we know about

change? What do we know about learning? What do we know about leading and managing the improvement process? While there is no single successful recipe for improving teaching in a school, this book attempts to establish some key principles. The result is a collection of thoughts, activities strategies and models that have been developed and successfully implemented in a wide range of schools. >

- How effective school partnerships can enhance the quality of teaching and learning, and the creation of more vibrant, cost-effective provision. - How business and industry can take on a more strategic and structured role in the construction of meaningful learning experiences. - How high-quality local authorities can foster personalized provision in their own area. The success of personalizing learning in schools depends on the effective working together of all parties that form the education system. This book examines the roles and responsibilities of the key stakeholders: national government, local authorities, partnerships of schools and the world of business and industry. The authors expose how the current system fails a significant number of young people and the economic well-being of the nation, and present a realistic alternative perspective based upon examples of current practice at local and national level. This growing base of evidence signposts how the learning experiences of students can be truly transformed through innovative and effective teaching and learning.

Learning outside the classroom has been high on the political agenda for several years now, but recent Ofsted reports indicate that this can be confined to termly or yearly trips, as an 'extra'. This book provides a convincing and readable promotion of regular outdoor learning. It draws on relevant research to reinforce that working in 'real' environments benefits children's all-round development – cognitively, emotionally, physically and spiritually. This is illustrated through a wide range of engaging activities, from how to make a scarecrow, to interpreting a painting in a gallery, from getting the best from a library visit, to how best to attack a medieval castle. This practical guide for busy teachers will help them to link what they do in and out of the class. It's a must for every staffroom bookshelf.

For ten months before the Second World War, there was an organised movement of mainly Jewish children out of Nazi Europe. The children were bundled onto trains, waved goodbye to their parents and set off across Germany and Holland to the ferries which took them to England. Only a few spoke English, most had no family or friends here. Almost none ever saw their families again. The first memory of the children arriving at dawn in Harwich after their long trek was 'the policeman smiled', a telling witness to the authoritarian regime they were escaping from. Based on previously unpublished records and extensive interviews, ...And the Policeman Smiled traces the poignant story of the Kindertransporte, those who helped organise the transports, the families who took them in, but above all the often painful adjustments of the young refugees to a strange country and often lonely life of billeting, fostering, evacuation and even deportation. By turns moving and amusing, the book captures the lives of both those who came to terms with their new existence and those who were unable to.

A range of practical suggestions designed to make learning more effective>

Aimed at student teachers, educators and practitioners, Teaching English Language to Young Learners outlines and explains the crucial issues, themes and scenarios relating to this area of teaching. Each chapter by a leading international scholar offers a thorough introduction to a central theme of English as a foreign language (EFL) with preteens, with clear presentation of the theoretical background and detailed references for further reading, providing access to the most recent scholarship. Exploring the essential issues critically and in-depth, including the disadvantages as well as advantages of Teaching English as a Foreign Language (TEFL) with young learners, topics include: - task-based learning in the primary school; - storytelling; - drama; - technology; - vocabulary development; - intercultural understanding; - Content and Language Integrated Learning (CLIL) scenarios; - assessment. Innovative and rapidly emerging topics are covered, such as immersion teaching, picturebooks in the EFL classroom and English with pre-primary children.

Our favourite albums are our most faithful companions: we listen to them hundreds of times over decades, we know them far better than any novel or film. These records don't just soundtrack our lives but work their way deep inside us, shaping our outlook and identity, forging our friendships and charting our love affairs. They become part of our story. In Long Players, fifty of our finest authors write about the albums that changed their lives, from Deborah Levy on Bowie to Daisy Johnson on Lizzo, Ben Okri on Miles Davis to David Mitchell on Joni Mitchell, Sarah Perry on Rachmaninov to Bernardine Evaristo on Sweet Honey in the Rock. Part meditation on the album form and part candid self-portrait, each of these miniature essays reveals music's power to transport the listener to a particular time and place. REM's Automatic for the People sends Olivia Laing back to first love and heartbreak, Bjork's Post resolves a crisis of faith and sexuality for a young Marlon James, while Fragile by Yes instils in George Saunders the confidence to take his own creative path. This collection is an intoxicating mix of memoir and music writing, spanning the golden age of vinyl and the streaming era, and showing how a single LP can shape a writer's mind. Featuring writing from Ali Smith, Marlon James, Deborah Levy, George Saunders, Bernardine Evaristo, Ian Rankin, Tracey Thorn, Ben Okri, Sarah Perry, Neil Tennant, Rachel Kushner, Clive James, Eimear McBride, Neil Gaiman, Daisy Johnson, David Mitchell, Esi Edugyan, Patricia Lockwood, among many others.

In The Sound of Nonsense, Richard Elliott highlights the importance of sound in understanding the 'nonsense' of writers such as Lewis Carroll, Edward Lear, James Joyce and Mervyn Peake, before connecting this noisy writing to works which engage more directly with sound, including sound poetry, experimental music and pop. By emphasising sonic factors, Elliott makes new and fascinating connections between a wide range of artistic examples to ultimately build a

case for the importance of sound in creating, maintaining and disrupting meaning.

Now a global and transnational phenomenon, hip hop culture continues to affect and be affected by the institutional, cultural, religious, social, economic and political landscape of American society and beyond. Over the past two decades, numerous disciplines have taken up hip hop culture for its intellectual weight and contributions to the cultural life and self-understanding of the United States. More recently, the academic study of religion has given hip hop culture closer and more critical attention, yet this conversation is often limited to discussions of hip hop and traditional understandings of religion and a methodological hyper-focus on lyrical and textual analyses. *Religion in Hip Hop: Mapping the Terrain* provides an important step in advancing and mapping this new field of Religion and Hip Hop Studies. The volume features 14 original contributions representative of this new terrain within three sections representing major thematic issues over the past two decades. The Preface is written by one of the most prolific and founding scholars of this area of study, Michael Eric Dyson, and the inclusion of and collaboration with Bernard 'Bun B' Freeman fosters a perspective internal to Hip Hop and encourages conversation between artists and academics.

"Considers the often overlooked significance of early 1970s British pop-rock as a period during which the boundaries between pop and rock uniquely overlapped"--

This book guides language teachers in planning and teaching activities that promote the development of speaking and listening skills at all levels of target language proficiency, for teachers of any modern language. Kathleen M. Bailey draws on her extensive experience as a language teacher, teacher educator, and language learner to interweave practical activities with the research and theory that support their use. Activities include the use of pictures, songs, drama techniques, tasks, and projects to promote the development of speaking and listening skills. The author shares reflections of her own and encourages readers to reflect on their own experiences and become aware of their existing mental constructs through multiple reflection tasks and discussion questions. Each chapter provides focusing questions. The systematic chapter structure scaffolds the readers' understanding of the concepts explored, which include communication strategies, interactive and non-interactive listening, speaking anxiety, accentedness and intelligibility, and much more. Through its companion website this book provides access to resources that enable readers to continue their own professional development as teachers of listening and speaking in second and foreign language contexts.

The award-winning creator of the documentary *The Music Instinct* traces the efforts of visionary researchers and musicians to understand the biological foundations of music and its relationship to the brain and the physical world. 35,000 first printing.

This collection of essays examines English language learning in formal education contexts from pre-school to lower secondary level. Focused on an in-service teacher education project that aimed to enhance the teaching of English in a group of schools, it takes into account the perspectives of multiple stakeholders – heads of school, teachers, parents and children. Its novelty lies in the variety of themes it covers, such as the account of a vertical implementation of a Content and Language Integrated Learning (CLIL) project at three school levels, teachers' attitudes to using picturebooks in L2 settings, cultural differences in the presentation of content in textbooks, and the role of the native

language assistant. “English for Young Learners” makes a valid contribution to research on a matter of crucial importance in Italian education in the 21st century, the improvement of the teaching and learning of English. It will be of interest to student teachers, educators, practitioners and researchers.

Advancing English Language Education Edited by Wafa Zoghbor & Thomaï Alexiou This volume contains a selection of nineteen articles that focus on skills and strategies for advancing English language teacher education in several contexts where English is taught to speakers of other language. The volume focuses on the teachers and learners as the prime participants in the learning process. The papers selected for inclusion represent the diverse backgrounds, experiences, and research interests of EFL educators and showcase contribution that document theory, research and pedagogy. The volume comprises six sections: Teacher Education and Professional Development; Young Learners; Testing and Assessment; Teaching of Writing Skills; Context-Specific Issues in EFL; Teaching, Learning, and Pedagogy Contributors: Alessandro Ursic, Alison Larkin Koushki, Athanasios Karasimos, Daria Grits, David Rear, Irshat Madyarov, Ivan Ivanov, James Milton, Laila Khalil, Larysa Nikolayeva, Mariam Al Nasser, Marianthi Serafeim, Marielle Risse, Marta Tryzna, Mher Davtyan, Michael M. Parrish, Nikita Berezin, Nour Al Okla, Peter Davidson, Richard D. Miller, Syuzanna Torosyan, Talin Grigorian, Thomaï Alexiou, Wafa Zoghbor, Zainab Rashed Aldhanhani

The worldwide spread, diversification, and globalization of the English language in the course of the 20th and early 21st 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.

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