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Su held research editor positions at Universal Journal of Educational Research; Associate editor for the University of the Visayas-Journal of Research, and editor for Asian EFL Journal. She is a Professor at Department of English where she has taught Applied English courses since 2008.

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Su held research editor positions at Universal Journal of Educational Research; Associate editor for the University of the Visayas-Journal of Research, and editor for Asian EFL Journal. She is a Professor at Department of English where she has taught Applied English courses since 2008.

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Su held research editor positions at Universal Journal of Educational Research; Associate editor for the University of the Visayas-Journal of Research, and editor for Asian EFL Journal. She is a Professor at Department of English where she has taught Applied English courses since 2008.

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Department of English where she has taught Applied English courses since 2008.

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The purpose of this study is to explore and describe the learners' perception in Asian countries concerning the effectiveness of smartphone on EFL reading. This research is a systematic analysis of a qualitative nature. Altogether, 39 studies were selected on the learning perception of the smartphone for EFL reading.

~~EFFECTIVENESS OF SMARTPHONE ON EFL READING:~~

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~~LEARNERS ...~~

ASIAN TEFL: Journal of Language Teaching and Applied Linguistics; e-ISSN: 2503-2569, p-ISSN: 2527-5038; a peer-reviewed journal, is an interdisciplinary publication of original research on ELT and Linguistics published by Lecturer Association of Linguistics, Language Teaching, and Literature Studies in Indonesia. The journal aims to provide a forum for scholarly understanding and promote the process of knowledge, values, and skills.

~~ASIAN TEFL Journal of Language Teaching and Applied~~

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Su held research editor positions at Universal Journal

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Submission Guidelines. The Asian EFL Journal provides monthly, bi monthly and Quarterly Issues. All editions are fully peer-reviewed by a team of experts in EFL from all over the world. The Asian EFL Journal welcomes submissions written in different varieties of world Englishes. The reviewers and Associate Editors

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come from a wide variety of cultural and academic backgrounds and no distinction is made between native and non-native authors.

~~Submission Guidelines Asian EFL Journal : Asian EFL Journal~~

The Journal studies the structure and development of English across the globe, and in particular, its relationship to the special and specific purposes of English. The Asian ESP Journal is peer reviewed with multiple layers of editorial reviews. The Asian ESP Journal is the leading ESP journal across Asia, Africa and the Middle East.

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~~Journals—English Language Education Publishing : English ...~~

The Iranian EFL Journal is a unique and major forum devoted to discussions on English as an International Language, literature and translation studies. The journal also welcomes researches related to these areas in Iran and The Middle East.

~~Iranian EFL Journal—English Language Education ...~~

Asian EFL Journal. Asian ESP Journal. TESOL International Journal. Linguistics Journal. English as an International Language Journal. Chief Editor. Prof. John Adamson. Alternative article reviews. University of Niigata Prefecture, Japan.

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~~The Journal of AsiaTEFL~~

This study aims to describe the factors which contribute in the choice of writing strategies among Indonesian EFL graduate students. This study was conducted in Muhammadiyah University of Surakarta especially in the graduate program of English language studies. The subjects of this research are six students who enroll in the program.

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~~FACTORS CONTRIBUTING IN THE CHOICE ...~~

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2005, 2011-2019. Scope. The Asian EFL Journal is published monthly and presents information, theories, research, methods and materials related to language acquisition and language learning. An academic Second Language Acquisition Research Journal.

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The Asian EFL Journal (AEJ) examines issues within the Asian EFL linguistic scene, and considers how traditional educational approaches are integrated with or contrasted against what is arguably a very specialized and relatively new field of study.

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~~The Asian EFL Journal – Teaching English as a Foreign~~

~~...~~

The Journal studies the structure and development of English across the globe, and in particular, its relationship to and effect on cultures and other languages. The Journal of English as an International Language is the sister journal to the long established Asian EFL Journal. This journal is indexed in Scopus.

~~The Journal of English as an International Language~~  
Established in 2007 and indexed in SCOPUS, TESOL International Journal is a unique journal for language educators in that it is devoted to discussions on



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English as an International Language and its growth and development especially as it relates to the global spread of English language teaching and learning.

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

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'perform' a foreign tongue □ the professional: how textbooks are used, and what is distinctive about the EFL domain.

English in academic and professional settings has received great attention over the last 50 years, as its use has become a key asset for anyone interested in improving his/her chances of communicating internationally. However, it still offers rich opportunities for teachers and researchers working on English in specific settings. The aim of English for Professional and Academic Purposes is to offer an overview of several topics within the field of discourse analysis applied to English in academic and

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professional domains. The book compiles contributions from different origins, ranging from Japan to the USA and several European countries, and covers English as a native, second, foreign and international language. It also deals with various specialities, including academic writing, business discourse or English for medicine, nursing, maritime industry and science and engineering. This volume is divided into three sections: Discourse Analysis of English for Academic Purposes, Professional English and EPAP Pedagogy, since it was conceived as a contribution to the research on how English is analysed as both the discourse of and for effective communication in academic and professional settings,

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and how it can be applied to teaching. This manuscript offers some fresh insights for those involved or interested in this field of expertise, in an attempt to shed some light on its latest innovations.

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

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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

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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.

In *Language and Learning in the Digital Age*, linguist James Paul Gee and educator Elisabeth Hayes deal

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with the forces unleashed by today's digital media, forces that are transforming language and learning for good and ill. They argue that the role of oral language is almost always entirely misunderstood in debates about digital media. Like the earlier inventions of writing and print, digital media actually power up or enhance the powers of oral language. Gee and Hayes deal, as well, with current digital transformations of language and literacy in the context of a growing crisis in traditional schooling in developed countries. With the advent of new forms of digital media, children are increasingly drawn towards video games, social media, and alternative ways of learning. Gee and Hayes explore the way in which these alternative

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methods of learning can be a force for a paradigm change in schooling. This is an engaging, accessible read both for undergraduate and graduate students and for scholars in language, linguistics, education, media and communication studies.

This book reveals the underlying connections among global issues, national policy-making, and local practices related to partnership, or team-teaching, in English language lessons in the Japanese Junior High School context. It investigates the complex relationship among team-teachers, students, and wider stakeholders, such as the local Board of Education, Ministry of Education and other non-



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educational influences at the political, social and economic levels. The book offers essential knowledge for scholars, students and policy makers who are interested in, or have experienced, team-teaching in the Japanese school context. Additionally, team-teaching in English classrooms is widely implemented not only in Japan, but also other Asian countries. Similar types of joint instruction are also seen in collaborative teaching in British schools and in European schools in which Content and Language Integrated Learning (CLIL) has been carried out. In this sense, this study into the particular Japanese context provides both valuable insights into the multi-layered influences on Japanese secondary school

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English education, and also a model of research methodology into team-teaching contexts in wider contexts.

This volume examines the agency of second/foreign language teachers in diverse geographical contexts and in both K-12 and adult education. It offers new understandings and conceptualizations of second/foreign language teacher agency through a variety of types of empirical data. It also demonstrates the use of different methodologies or analytic tools to study the multidimensional, dynamic and complex nature of second/foreign language teacher agency. The chapters draw on a range of

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theories and approaches to language teacher agency (including ecological theory, positioning theory, complexity theory and actor-network theory) that expand our understanding of the concept, while at the same time presenting various analytic approaches such as discourse studies and narrative inquiry. The chapters also analyze the connection of agency to other relevant topics, such as teacher identity, emotions, positioning and autonomy.

Silence is a key pedagogical issue in language education. Seen by some as a space for thinking and reflection during the learning process, for others silence represents a threat, inhibiting target language

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interaction which is so vital during second language acquisition. This book eschews stereotypes and generalisations about why so many learners from East Asia seem either reluctant or unable to speak in English by providing a state-of-the art account of current research into the complex and ambiguous issue of silence in language education. The innovative research included in this volume focuses on silence both as a barrier to successful learning and as a resource that may in some cases facilitate language acquisition. The book offers a fresh perspective on ways to facilitate classroom interaction while also embracing silence and it touches on key pedagogical concepts such as teacher cognition, the role of task

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features, classroom interactional approaches, pedagogical intervention and socialisation, willingness to communicate, as well as psychological and sociocultural factors. Each of the book's chapters include self-reflection and discussion tasks, as well as annotated bibliographies for further reading.

This book presents empirical studies on the various factors that influence English language learning and teaching in India. In particular, the author examines whether and to what extent the variables which have been shown to influence second language learning in monolingual countries also apply to the Indian situation which is characterized by multilingualism

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and multiculturalism. Among the various aspects discussed in this book are Indian students` (and their teachers`) 'theories' about learning English; their preferences or styles for language learning; the learning and reading strategies they use to enhance their competence in English; the degree of language learning anxiety they experience; and their attitudes toward, and motivation for, learning English. Ravi Sheorey also explores Indian teachers` judgments of the errors they come across in the writings of their students. The results are compared to studies with subjects from other countries and the implications for the learning and teaching of English are discussed in each chapter.

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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

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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.

Novice teachers can apply best practices for a successful ELL classroom experience! New teachers face a special challenge when their first assignment is teaching English language learners. This resource combines teacher induction and mentoring principles with basic ESL and EFL techniques to enhance



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reading, writing, speaking, listening, and grammar instruction. More than 100 exploratory breaks provide topics for reflective discussion with mentors and supervisors. Each chapter offers novice teachers supportive strategies for: Using different models of lesson planning Monitoring behavior and classroom interaction Assessing students for placement in ESL or general education classes Reflecting and exploring the development of their own teaching practice

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