

One of some matters that should be considered in language teaching is that whether teachers should teach implicitly or explicitly related to certain language events in social context and the purpose of the events. In line with the importance of whether language teaching should be undertaken implicitly or explicitly, there is an approach that represents these needs. Genre-based approach is an approach that employs explicit instruction in teaching. Genre-based approach is possibly applied in teaching language skills in general or teaching speaking in particular besides writing, as current trends usually focus on. Regarding this, then this study is aimed at investigating how genre-based approach can be applied in teaching speaking especially in recount texts and what the students' responses towards the implementation of the genre-based approach (GBA) in speaking class.

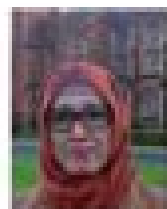
Genre-Based Approach in Speaking



Rully Novianti

Developing Students' Speaking Ability through Genre-Based Teaching

Action Research with the First Year Students in a Senior High School



Rully R. Novianti has obtained her master degree (M.Pd) in English Education in Indonesia University of Education (UPI) in 2011. She is pursuing her doctoral degree majoring in TESOL Education in Queen's University Belfast, United Kingdom. She has taught English as Foreign Language in secondary and higher education since 2005.



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Developing Students Speaking Genre Based Teaching

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Developing Students' Speaking Ability Through Genre-Based Teaching Novianti Rully, 2015-12-23 One of some matters that should be considered in language teaching is that whether teachers should teach implicitly or explicitly related to certain language events in social context and the purpose of the events In line with the importance of whether language teaching should be undertaken implicitly or explicitly there is an approach that represents these needs Genre based approach is an approach that employs explicit instruction in teaching Genre based approach is possibly applied in teaching language skills in general or teaching speaking in particular besides writing as current trends usually focus on Regarding this then this study is aimed at investigating how genre based approach can be applied in teaching speaking especially in recount texts and what the students responses towards the implementation of the genre based approach GBA in speaking class

The Routledge Handbook of English Language Teaching Graham Hall, 2016-05-12 The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics ELT TESOL and Language Teacher Education and for ELT professionals engaged in in service teacher development and or undertaking academic study Progressing from broader contextual issues to a narrower focus on classrooms and classroom discourse the volume s inter related themes focus on ELT in the world contexts and goals planning and organising ELT curriculum resources and settings methods and methodology perspectives and practices second language learning and learners teaching language knowledge skills and pedagogy understanding the language classroom The Handbook s 39 chapters are written by leading figures in ELT from around the world Mindful of the diverse pedagogical institutional and social contexts for ELT they convincingly present the key issues areas of debate and dispute and likely future developments in ELT from an applied linguistics perspective Throughout the volume readers are encouraged to develop their own thinking and practice in contextually appropriate ways assisted by discussion questions and suggestions for further reading that accompany every chapter Advisory board Guy Cook Diane Larsen Freeman Amy Tsui and Steve Walsh

Developing Materials for Innovative Teaching and Sustainable Learning Andrzej Cirocki, Raichle Farrelly, Taylor Sapp, 2024-10-30 This volume features current innovative and effective ways of developing instructional materials for diverse English Language Teaching ELT contexts It is divided into four sections each featuring pedagogical materials designed for specific groups of learners The sections focus on materials for general English ESP and EAP CLIL and ELT teacher education courses The chapters written by experienced educators from around the world are highly practical and detail the process of designing materials for innovative and sustainable language education The contributors reflect on their own practice describe the materials design process explain the guiding principles and connect the design process with the local context and educational policies They also offer practical tips to inspire classroom practitioners to create their own materials promoting innovative teaching and sustainable learning Ultimately their chapters aim to encourage a world where

teaching involves creativity and adaptability leading to transformative learning for both teachers and learners

Speaking and Instructed Foreign Language Acquisition Mirosław Pawlak, Ewa Waniek-Klimczak, Jan Majer, 2011-07-04 Developing the ability to speak in a foreign language is an arduous task. This is because it involves the mastery of different language subsystems, simultaneous focus on comprehension and production, and the impact of a range of social factors. This challenge is further compounded in situations in which learners have limited access to the target language. Thus, there is a need to explore issues related to teaching, learning, and testing speaking with a view to translating the guidelines based on theoretical positions and research findings into feasible and context-specific pedagogical recommendations. This is the rationale behind this book, which considers speaking from leading theoretical perspectives, investigates individual variables which affect its development, and reports the results of studies focusing on different aspects of its instructed acquisition.

Developing Reflective TESOL Practitioners Through Teacher Education Andrzej Cirocki, Mark Wyatt, Xuesong (Andy) Gao, 2024-06-26 This textbook provides insights from Asian contexts into how reflective practice is nurtured on Teaching English to Speakers of Other Languages (TESOL) and English Language Teaching (ELT) teacher education programmes. There is increasing recognition worldwide that given the centrality of reflective practice to teachers' ongoing professional development, supporting teachers to become reflective practitioners should be integral to teacher education programmes. Consequently, tertiary-level courses in areas such as TESOL and ELT tend to promote reflective practice supported by theoretical input from the burgeoning literature on reflection, much of which is produced in the West. Relatively under-represented in the literature are global perspectives on reflective practice; there are consequently relatively few accounts as to how reflective practice is embedded in teacher education programmes in different parts of the world, including Asia. Hence, this book addresses a gap. Contributing authors from fourteen countries provide insights into the ways in which teachers are helped to grow as reflective practitioners on their teacher education programmes in their unique contexts. This textbook showcases how reflective teaching practices are developed, supported by frameworks for critical reflection and in interaction with local educational policies. These distinctive accounts aid readers in reflecting on the ways in which reflective practice is supported in their own teacher education contexts and in considering ways of enhancing the reflective dimension of their programmes. This textbook showcases innovative reflective activities and can be used as a principal text or as supplemental reading on a range of TESOL and ELT teacher education courses.

ICIESC 2021 Baharuddin Baharuddin, Hesti Fibriasari, Juniastel Rajagukguk, 2021-11-18 We are delighted to deliver the Proceedings of the 3rd International Conference on Innovation in Education Science and Culture (ICIESC). This conference was organized by Research and Community Service Centre of Universitas Negeri Medan (LPPM UNIMED) held virtually on 31 August 2021. By raising up the main theme of Leading Recovery: The New Innovation in Education Science and Culture After a Global Pandemic, the 3rd ICIESC conference shows up several interesting topics as a Science Education, Vocational Education, Social Science, and Humanities Management.

Innovation and Heritage Culture Some of the topics been interested topic and important to be discussed With the number participant is 180 participants who came from Universitas Negeri Medan Universitas Negeri Makasar Widayagama University of Malang Rizal Technological University Philippine Sholom Aleichem Priamursky State University Rusia Thu Dau Mot University Vietnam ICIESC consists of 79 papers The double blinds review process was employed by committee to evaluate all papers whose members are highly qualified independent researchers in the ICIESC topic area It has been our privilege to convene this conference Our sincere thanks to the conference organizing committee to the Program Chairs for their wise advice and brilliant suggestion on organizing the technical program and to the Program Committee for their through and timely reviewing of the papers Recognition should go to the Local Organizing Committee members who have all worked extremely hard for the details of important aspects of the conference programs and social activities Finally we hope that this proceedings can bring contribution and inspire you and result in new knowledge collaborations and friendships Thank you and we hope to meet you again for the next conference of ICIESC

Professional Development of CLIL Teachers Yuen Yi Lo, 2020-02-03 This book investigates how teacher educators can facilitate the professional development of Content and Language Integrated Learning teachers and discusses the effectiveness of such efforts and factors affecting it It proposes theoretical models of professional development for Content and Language Integrated Learning teachers documents empirical evidence showing the effectiveness of the models and sheds lights on the various methodological approaches for research in the field

Content-Based Foreign Language Teaching Laurent Cammarata, 2016-02-26 Pushing the field forward in critically important ways this book offers clear curricular directions and pedagogical guidelines to transform foreign language classrooms into environments where stimulating intellectual curiosity and tapping critical thinking abilities are as important as developing students linguistic repertoires The case is made for content based instruction an approach to making FL classrooms sites where intellectually stimulating explorations are the norm rather than the exception The book explicitly describes in detail how teachers could and should use content based instruction explains how integration of content and language aims can be accomplished within a program identifies essential strategies to support this curricular and pedagogical approach discusses issues of assessment within this context and more Content Based Foreign Language Teaching provides theoretical perspectives and empirical evidence for reforming curricula and instruction describes models and curriculum planning strategies that support implementation of well balanced FL programs explores the transformative potential of critical pedagogy in the FL classroom and offers illustrations of secondary and post secondary language programs that have experimented with alternative approaches Advancing alternatives to conventional curriculum design this volume posits meaning oriented approaches as necessary to create language programs that make a great difference in the overall educational lives of learners

A Functional Linguistic Perspective on Developing Language Anne McCabe, 2021-06-23 This volume offers a comprehensive account of language development from a Systemic Functional

Linguistic SFL perspective integrating theory and data from a wide range of research studies The book begins by taking an in depth look at SFL theory and its focus on texts highlighting the metafunctional nature of language and the ways in which individuals repertoires of meaning making resources develop as they interact with the world and with others Grounded in an SFL approach the successive chapters consider in turn the key stages of language development from infancy to school settings to additional second and foreign language learning contexts Each chapter incorporates a range of SFL studies to demonstrate shifts in language development across these stages but also the discussion of other functional perspectives to examine the ways in which these different approaches inform one another A concluding chapter considers the implications of these studies for future research as well as for pedagogical practices in literacy teaching In its consideration of the relationship between SFL theory and its application to language development this book will be key reading for students and scholars in Systemic Functional Linguistics language and education and literacy studies

Using Digital Portfolios to Develop Students' Writing Ricky Lam, Benjamin Luke Moorhouse, 2022-11-07 This book equips pre service teachers research postgraduate students teacher educators and language specialists with specific knowledge and skills about the principles research and applications of digital portfolios within the EFL writing contexts While most digital portfolio scholarship focuses on higher education this book targets primary level and secondary level school audiences namely pre service teachers teacher educators and Ministry of Education staff members with a focus on EFL writing The rationale behind this design is that the published literature on digital portfolios tends to be generic and one size fits all there has been scant published scholarship about the development of digital portfolio literacy among teachers and pupils which could enable them to upgrade the teaching and learning of writing in a larger EFL environment This volume fills this gap by illustrating the why what and how aspects of digital portfolios in ten reader friendly chapters Guiding educators to enrich their pedagogical repertoire via the portfolio approach this book emphasises a healthy balance between principles research and practice It is an easy to follow guide to setting up digital portfolio systems and coaching pupils to improve writing ensuring the dissemination of digital portfolios with high fidelity

Proceedings of the 4th International Conference on Education and Technology (ICETECH 2023) Jeffry Handhika, Marheny Lukitasari, Sigit Ricahyono, Dewanta Arya Nugraha, 2024-11-28 This is an open access book There has been an extraordinary acceleration in the use of digital technology in the world of education during the Covid 19 pandemic So it is necessary to have discussions and solutions on how digital technology can be the answer to problems of access to quality and social justice in the education sector Researchers and experts are encouraged to innovate across fields to support the four global issues of G20 presidential education Universal Quality Education Digital Technologies in Education Solidarity and Partnership The Future of Work Post Covid 19 The 4th International Conference on Education and Technology ICETECH 2023 organized by Universitas PGRI Madiun UNIPMA Indonesia is a forum for researchers experts academics educators stakeholders and students to exchange experiences through research results in

STEAM Based Education Digital humanities Artificial Intelligence Applied Science Curriculum and Instruction Digital Entrepreneurs Digital Education Financial Technology and Education Applied Linguistics for Teachers of Culturally and Linguistically Diverse Learners Erdogan, Nabat,Wei, Michael,2019-06-30 Irrespective of the language taught whether first second or foreign knowledge of linguistics and its application is a must for language teachers However most TESOL programs use general linguistics textbooks that deal with the science of linguistics as theory disregarding its implications practice for teaching English language learners Applied Linguistics for Teachers of Culturally and Linguistically Diverse Learners is an essential scholarly publication that seeks to contribute to TESOL and language teacher education programs in order to assist educators to apply their knowledge to help linguistically and culturally diverse learners succeed in school and life Highlighting an array of topics such as morphology syntax semantics and sociolinguistics this book is ideal for educators educational programs professionals academicians professors linguists and students **Development of Innovative Pedagogical Practices for a Modern Learning Experience** Dr. Dennis Koyama,2021-12-20 In the current volume the selected studies have been grouped into three thematic sections presenting readers with a set of distinct but related research on meaningful issues for a modern learning experience The first three chapters present professional and teacher development perspectives and collectively shed light on how to develop maintain and improve pre and in service teacher training and professional development The second set of four chapters provide research findings that describe the results of direct applications of modern learning elements through course assignments and teaching approaches The final five chapters focus on critical thinking and range in their focus from classroom based studies to full scale curriculum reform The collection of chapters presented in this volume represents the eclectic nature of modern learning experiences and demonstrate its applicability across educational contexts and disciplines The chapters resonate with other educational researchers in search of novel ways of creating facilitating and investigating modern learning experiences **A Design Orientation to Second Language Writing Instruction** Heather Willis Allen,2025-08-29 A Design Orientation to Second Language Writing Instruction presents the principles of a Design orientation to second language writing and argues for new directions in second language writing instruction This book elaborates an approach to L2 writing instruction relevant for the diverse multilingual educational contexts and ever changing literacies of the 21st century A comprehensive introductory chapter which synthesizes recent history and current challenges in writing instruction for languages other than English is followed by chapters that link theory and practice articulate principles of Design writing and provide practical guidance for how instructors can implement Design writing instruction in ways that increase the relevance and value of writing for today s diverse learners As well as being a valuable resource for researchers of second language acquisition and second language instructors at all levels of instruction A Design Orientation to Second Language Writing Instruction will also appeal to teacher educators and graduate students *Curriculum Development, Materials Design and Methodologies: Trends and*

Issues (Penerbit USM) Ambigapathy Pandian, Thomas Chow Voon Foo, Shaik Abdul Malik Mohamed Ismail, This book reflects an exceptional collection of articles literature reviews and research finding primarily linked to curriculum and material development activities The book covers various aspects from the theoretical frameworks and research findings that govern curriculum and material development processes to actual classroom practices that incorporated learners needs and contexts Articles and research findings selected and presented in this book are primarily based on practicing school teachers interest In addition to its wide coverage in terms of topics and contents the book authors and contributors are from both local and abroad This is intended for university students curriculum planners teachers school administrators and teacher trainers that serve as guide for courses in language material design and curriculum and instruction *The Routledge Handbook of Materials Development for Language Teaching* Julie Norton, Heather Buchanan, 2022-03-16 The Routledge Handbook of Materials Development for Language Teaching is the definitive resource for all working in this area of language and English language teaching With 34 chapters authored by leading figures from around the world the Handbook provides an historical overview of the development of language teaching materials critical discussion of core issues and an assessment of future directions The contributions represent a range of different international contexts providing insightful state of the art coverage of the field Structured in nine sections the Handbook covers changes and developments in language teaching materials controversial issues in materials development research and materials development materials for language learning and skills development materials evaluation and adaptation materials for specific contexts materials development and technology developing materials for publication professional development and materials writing Demonstrating throughout the dynamic relationship between theory and practice this accessible Handbook is essential reading for researchers scholars and students on MA programmes in ELT TESOL and applied linguistics **Language in Epistemic Access** Caroline Kerfoot, Anne-Marie Simon-Vandenberg, 2018-07-26 This book focuses on how to address persistent linguistically structured inequalities in education primarily in relation to South African schools but also in conversation with Australian work and with resonances for other multilingual contexts around the world The book as a whole lays bare the tension between the commitment to multilingualism enshrined in the South African Constitution and language in education policy and the realities of the dominance of English and the virtual absence of indigenous African languages in current educational practices It suggests that dynamic plurilingual pedagogies can be allied with the explicit scaffolding of genre based pedagogies to help redress asymmetries in epistemic access and to re imagine policies pedagogies and practices more in tune with the realities of multilingual classrooms The contributions to this book offer complementary insights on routes to improving access to school knowledge especially for learners whose home language or language variety is different to that of teaching and learning at school All subscribe to similar ideologies which include the view that multilingualism should be seen as a resource rather than a problem in education Commentaries on these chapters highlight evidence based high impact

educational responses and suggest that translanguaging and genre may well offer opportunities for students to expand their linguistic repertoires and to bridge epistemological differences between community and school This book was originally published as a special issue of Language and Education

Key Issues in Language Teaching Jack C. Richards, 2015-09-17 TESOL ESL Teaching *Task-based Language Teaching and Beyond: L2 Pragmatics Instruction for Young Learners* Tomasz Róg, 2025-05-28 This book provides a groundbreaking exploration of how task based language teaching TBLT can effectively develop second language L2 pragmatic competence in young learners Bridging the gap between TBLT and L2 pragmatics this volume addresses critical issues in language education offering insights into teaching key speech acts Specifically it compares the outcomes of TBLT with the traditional PPP framework in teaching L2 speech acts to Polish learners of L2 English aged 8 to 9 Chapter 1 deals with pragmatics and pragmatic competence highlighting its importance in effective communication and language use in social contexts It addresses L2 pragmatics the development of L2 pragmatic competence and the challenges in teaching and assessing this competence Chapter 2 overviews TBLT its theoretical foundations practical implementation and related empirical research It discusses the cognitive interactionist and sociocultural perspectives on L2 acquisition and the effectiveness of tasks Chapter 3 reviews empirical research on using tasks in teaching L2 pragmatics especially to young learners Chapter 4 details the research methodology used in the study including the context participants target speech acts data elicitation instruments and analysis procedures Chapter 5 presents the results of the study Chapter 6 discusses the findings their pedagogical implications and the limitations of the study Chapter 7 offers conclusions Rich with pedagogical implications the volume is an essential resource for researchers and practitioners interested in task based and task supported teaching L2 pragmatics and innovative approaches to teaching young learners

English for Academic Purposes Douglas E. Bell, 2024-09-10 Since its inception in the 1960s the field of English for Academic Purposes EAP has enjoyed a period of almost continual expansion and growth and now represents a multi million dollar industry worldwide This book provides readers with a critical and comprehensive overview of EAP s birth its historical development and its ongoing trajectory incorporating along the way the views of individuals who have played key roles in the field It examines a wide range of crucial topics in EAP including pedagogy materials and assessment and the role of EAP and those who teach it within the academy The book concludes with a glimpse into the future as the author discusses the strengths weaknesses and opportunities currently facing EAP and also evaluates some of the threats posed by issues such as privatisation and generative AI

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