Introduction

English language teaching in the contemporary world

Graham Hall

This *Handbook* surveys key topics in English Language Teaching (ELT), providing a clear and comprehensive overview of the field. The book is intended for a varied ELT audience: you, the reader, may be an ELT professional studying at graduate level after some time in the classroom; a language teacher engaged in in-service teacher development, either formally via a teacher training/education programme or informally as part of your own developing interest in the field; a student wishing to enter the ELT profession via an undergraduate or graduate qualification; or a teacher educator, academic or researcher seeking familiarity with elements of ELT that you know less well.

Mindful of the diverse pedagogical, institutional and social contexts for ELT, the *Handbook* aims to provide an understanding of both the principles and practice of ELT through insights gained from relevant academic disciplines such as applied linguistics, education, psychology and sociology. It is underpinned by the belief that professional practice can both inform and draw upon academic understanding. Consequently, the *Handbook* is not intended to be a guide to ELT practice in which ‘experts’ inform practitioners about ‘best practice’ (although chapter authors are indeed leaders in the field). Rather, it aims to stimulate professional and academic reflection on the key issues facing ELT practitioners working in a diverse range of contexts around the world. Chapters provide authoritative understandings and insights which enable readers to develop their own thinking and practice in contextually appropriate ways.

English language teaching (ELT)

Naming the field

English language teaching (ELT) is, of course, ‘what English language teachers do’. Yet this statement of the obvious obscures the complexity of a field which incorporates teaching and learning English as second, additional or foreign language or as an international lingua franca; for specific, academic or more general purposes; in different countries and contexts; and at different levels (primary, secondary, tertiary or adult). Indeed, ‘ELT’ is not the only name given to the field as
Graham Hall

a whole – we might also encounter ‘EFL’ (also incorporated into the International Association of Teachers of English as a Foreign Language, that is, IATEFL); ‘ESL’ (English as a Second Language); and ‘TESOL’ (both an umbrella term for Teaching English to Speakers of Other Languages and the name of the TESOL International Association for teachers).

As Howatt and Widdowson (2004: xv) note, establishing the origins of terminology and expressions is “a needle-in-a-haystack task with few clear-cut answers”, yet the use of one term rather than another can reflect a particular perspective on the field and its development. Thus, as English in the twenty-first century is no longer a single entity and has multiple forms (i.e. we can talk of ‘Englishes’; see Sargeant, this volume) and is increasingly a lingua franca in conversations between those who do not share a first language, ‘English as a Foreign language’ no longer seems to capture the scope of English and English language teaching in the contemporary world. Similarly, the now widespread recognition of the importance of bilingualism and multilingualism for individual and societal language use (see, for example, Martin-Jones et al., 2012) suggests that English will not be the second language of a substantial number of learners around the world.

Meanwhile, whilst ‘ELT’ was adopted in the UK in 1946 as the name of the British Council’s new journal ‘English Language Teaching’ (now known as ELT Journal), the term ‘TESOL’ first clearly emerged with the foundation in 1966 of the professional association of that name in the US, as an inclusive take on the previously more widespread ‘ESL’ in that inward-migration context (Howatt with Widdowson, 2004). Thus, we might see a slight and perhaps somewhat stereotypical association between the term TESOL and the US, and ELT and the UK, although it is evident that the terms are interchangeable for most ELT practitioners and researchers (e.g. Pennington and Hoekje, 2014: 163). Yet, as a Handbook needs a title, this volume follows Howatt with Widdowson (2004), Smith (2005) and many others in adopting the journal’s terminology, ‘ELT’, as the name for the field as a whole and as the focus of study and reflection in the chapters that follow.

**Framing the field**

The teaching of English has a long history that interconnects with the teaching of other languages (Kelly, 1969; Howatt with Widdowson, 2004; Pennington and Hoekje, 2014). Yet in the twentieth century, ELT emerged as a recognisable and distinctive entity, prompted in the first instance by increased migration, the internationalisation of education and the growth of multinational capitalism, particularly in the decades following World War II, and more recently by globalisation, the development of the Internet and online communication and the related continued spread of English around the world.

As a result of this range of forces, ELT can be characterised in a number of ways. As a profession, ELT is constituted by teachers, teacher trainers and educators, curriculum designers and materials writers, administrators and planners and so forth. Yet the profession is made up of many communities of practice (Lave and Wenger, 1991) within different countries or contexts and educational sectors (e.g. private or state) and levels (e.g. primary, secondary or tertiary), each with its own values, practices and understandings (Pennington and Hoekje, 2014). And these may conceive of their activity in differing ways, such as ELT as ‘a business’ or ‘industry’, as ‘education’ or as ‘a service’.

However, ELT is also a focus of study, whether as an emerging discipline in its own right, or as a sub-field of, for example, applied linguistics or education. Here we might find research, debate and discussion which aims to inform the development of the field, focusing, for instance, on classroom methodology; curriculum and assessment design; how new technologies might be most effectively used for language teaching and learning; whether and how new knowledge
Introduction

about language, uncovered through corpus studies, might be introduced to learners; and whether and how the spread of English and subsequent changes in its uses and forms might be recognised in ELT classrooms and materials.

Of central concern, though, is the relationship between ‘research/theory’ on the one hand and ‘practice’ on the other, and it seems clear that, in a world of multiple perspectives and in which ELT professionals are subject to a range of competing demands and forces, academic perspectives offer prompts and possibilities for practice rather than neat, ‘one-size-fits-all’ solutions to the challenges and dilemmas of English language teaching today. Indeed, investigative approaches such as action research (e.g. Burns, 2009) and exploratory practice (e.g. Allwright and Hanks, 2009) offer teachers routes into researching matters of immediate interest, thus creating knowledge themselves.

‘Navigating’ the field

While offering a more realistic and potentially democratic and transformative view of the relationship between theory and practice, the suggestion that English language teachers need to find their own way through debates, options and possibilities in light of their own local professional experiences is challenging. As Canagarajah puts it, what do such debates and opportunities “suggest for teaching on a Monday morning” (2006: 29)? One response is for ELT professionals to develop personal strategies in line with their underlying assumptions about teaching and learning, as exemplified by Ellis (2006). A related approach is to recognise local contexts, needs and aims as the central lens through which all possibilities should be viewed, developing locally specific approaches which shape existing knowledge and practices in contextually appropriate ways.

Clearly, teachers’ abilities to navigate and mediate professional and academic themes in ELT need to develop and, often, to be supported. This is a primary goal of language teacher education (Johnson, 2013) and of this Handbook, which aims to outline and explore key issues within ELT, providing space for readers to reflect upon the principles which inform their practice, to connect pedagogical theory and practice to wider social issues, and, where possible, to work together to share ideas (Giroux and McLaren, 1989: xxiii).

There is thus a clear challenge for this volume – to be informative but not directive, and to be authoritative whilst providing opportunities for readers to reflect on and react to the ideas discussed. I summarise below how the Handbook seeks to achieve this, outlining its subsections and chapters.

The scope of this volume

Each chapter in the Handbook focuses on a specific issue within ELT, and each follows broadly the same format. This comprises an introduction to the area (including the history of the topic as appropriate), a critical review of main current issues, discussion of key areas of debate and dispute, and an outline of possible future developments or contingencies. Chapters conclude with a number of subsections. First, authors provide a series of Discussion questions that prompt reader reflection on chapter content and seek to connect the issues discussed to readers’ own ELT contexts and experiences. Second, in a field where issues, debates and themes intersect in complementary ways, chapters list Related topics in the volume. Each chapter then focuses on Further readings, providing a short annotated list of key works which readers might consult for a more detailed discussion of the area. Bibliographical References are listed at the end of each chapter, making each contribution to the volume self-contained.
In a volume of this size, surveying a field of such diversity, it is perhaps inevitable that chapters will at times examine topics, interpret debates and present dilemmas in ways that may not satisfy all readers on all occasions. Indeed, given the range of professional lives, narratives and experiences within the Handbook’s readership as a whole, it would be a surprise if this was not occasionally the case. Other readers may differ over the way the Handbook is organised or with the gaps in coverage which are inevitable in any volume of this breadth. Clearly, despite the intention to cover as much ground as possible, some areas have, for reasons of space, had to be omitted or dealt with only briefly. Nevertheless, the thirty-nine Handbook chapters are grouped into six main sections, progressing from ‘broader’ contextual issues which surround English language teaching in the world to a ‘narrower’ focus on the language classroom itself. I shall now outline each section in turn.

Part I
ELT in the world: contexts and goals

Pennycook describes English as a “worldly language” (1994: 36), a term which reflects “its spread around the world and its worldly character as a result of being used so widely in the world” – English, and the ways in which the language is used, both reflects and also shapes the world we live in. Equally, ELT is itself a “worldly” enterprise in which social, cultural and political developments and debates surrounding English underpin how, and indeed why, the language is taught in the early decades of the twenty-first century. Thus, this first section of the Handbook focuses on contexts for ELT as a contemporary global enterprise and activity.

In the volume’s opening chapter, *World Englishes and English as a Lingua Franca: a changing context for ELT*, Philip Seargeant traces the way in which English today is a language which has an unprecedented global spread and is marked by diversity and variety. Drawing on two notable paradigms, ‘World Englishes’ and ‘English as a Lingua Franca’ of the chapter title, Seargeant explores the ways in which understanding the diversity and variety of English can inform ELT practices.

The two subsequent chapters take a more overtly critical position on English and ELT in the world. In Chapter 2, Alastair Pennycook makes explicit links between Politics, power relationships and ELT. Here, in an example of the debates surrounding ELT which the Handbook seeks to capture, Pennycook outlines what he sees as the shortcomings of the World Englishes, English as a Lingua Franca and Linguistic Imperialism paradigms, before suggesting that English language educators should question the wider implications of classroom language policies, textbook choices, language norms, work choices, knowledge of learners’ own languages and, indeed, everything that is done in the classroom. Next, Claire Kramsch and Zhu Hua trace changes in the relationship between Language and culture in ELT. Questioning whether English has really become a ‘culture-free skill’, they observe that English carries discourses, identities, memories and social meanings that constitute global and local cultures. Consequently, they note that English language teaching requires a knowledge of history, awareness of discourse processes and enhanced reflexivity.

Drawing on these debates, Enric Llurda’s chapter, focusing on ‘Native speakers’, *English and ELT*, examines changing perspectives of the ‘traditional’ distinction between ‘native’ and ‘non-native’ speakers and the values that were once attached to each type of speaker. The chapter outlines how the classification of language users in these two apparently mutually exclusive groups makes no sense when actual speakers communicating in English in the ‘real world’ are considered and explores the implications for teachers and for teaching.
Finally in this section, Graham Crookes discusses *Educational perspectives on ELT*, considering the aims of English language teaching as they have manifested over time, as well as within indigenous, progressive and critical or transformative perspectives on education. Crookes draws on concepts drawn from the philosophy of education to explore the values teachers may have and the ways in which they are consistent (or not) with language teaching and educational traditions within which teachers might be working.

**Part II**  
**Planning and organising ELT: curriculum, resources and settings**  

Having examined the broad global trends and debates which frame ELT in Part I, the chapters in Part II examine the planning, preparation and resourcing of ELT in the more immediate context of the school, institution or educational system. As Richards (2001: 112) notes, “in deciding on [language teaching] goals, planners choose from among alternatives based on assumptions about the role of teaching and of a curriculum. Formulating goals is not, therefore, an objective scientific enterprise, but a judgement call”. Thus, alongside conceptions of how languages are best learned, decisions concerning the planning and resourcing of ELT reflect wider value-based judgements about the purpose of and priorities for ELT in any given context, as the chapters in this section illustrate.

Opening this section, Kathleen Graves outlines key issues in *Language curriculum design*, which she addresses by describing three historical waves of curriculum content – each with different understandings of both language and how and why people learn a language. Graves highlights the important role of integrating planning processes to align the curriculum with its context. Published materials play a central role in the delivery of most language curricula and are the focus of John Gray’s chapter, *ELT materials: claims, controversies and critiques*. Gray highlights the ways in which published materials represent both language for pedagogical purposes (and the simplifications and distortions this can entail) and the world and its inhabitants (and the denial of recognition to stigmatised social groups). Assessment is also a central consideration in language curriculum planning, and in *Dealing with the demands of language testing and assessment*, Glenn Fulcher and Nathaniel Owen outline ways in which teachers might understand and engage with the role of standardised language testing and of assessment in the language classroom.

Clearly, the enactment of any language curriculum depends on teachers’ pedagogical knowledge and abilities. Thus, moving beyond components of the language curriculum *per se* to examine *Language teacher education*, Karen E. Johnson discusses the ways in which the development of knowledge for language teaching might take place through ‘located teacher education’, which links disciplinary knowledge to experiential knowledge.

Although many chapters in this *Handbook* identify new technologies as a key influence on current developments in ELT, Paul Gruba, Don Hinkelman and Mónica Stella Cárdenas-Claros’ overview of *New technologies, blended learning, and the ‘flipped classroom’ in ELT* is the first of two in the volume in which technology is the central theme (for details of the other, by Kern, Ware and Warschauer, see Part VI). Examining two approaches to the language curriculum (i.e. ‘blended’ and ‘flipped’), the chapter discusses how new technologies might spur curriculum innovation but may also disrupt established teacher and student routines, realigning our conceptions of language teaching and learning.

Subsequently, chapters outline key issues across a range of ELT fields and settings. Sue Starfield’s overview of *English for specific purposes* (ESP) tracks the development of the field over time, noting the importance of students’ needs and contexts and the development of genre-based
instruction. She also points out the challenges raised by the global dominance of English; likewise, Helen Basturkmen and Rosemary Wette’s chapter on *English for academic purposes* (EAP). Their discussion also examines the extent to which EAP students should balance the pragmatic accommodation of academic norms with the possibility of critically challenging them. The chapter on *English for speakers of other languages* (ESOL), by James Simpson, focuses in particular on language education and migration. Simpson presents an overview of the teaching and learning of English for adults who are migrants to English-dominant countries, focusing on how social, political and individual factors impinge on ESOL practice.

The final chapter in this section explores the phenomenon of *Bilingual education in a multilingual world*, focusing on language contexts where English is one of the bilingual target languages. Chapter authors Kevin S. Carroll and Mary Carol Combs outline the ways in which language ideologies underlie the design and implementation of differing forms of bilingual education, providing an overview of some of the current tensions in the field.

**Part III
Methods and methodology: perspectives and practices**

Historically, language teaching methods have been a key focus of ELT, with a search for the ‘best method’ through much of the twentieth century being an often cited characteristic of the field (e.g. Stern, 1983; Allwright and Hanks, 2009). However, from the 1990s onwards, new perspectives on and questions about Method (as an overarching concept), methods (as specific and pre-specified approaches to teaching) and methodology (what teachers actually do in class) have emerged. For many, the current plurality of methods in ELT is an accepted and welcome feature of the field. Others, however, view the concept of Method with suspicion: does Method create patterns of power and control within ELT? Are we entering a postmethod era? Is Method itself even a ‘myth’ – a preoccupation of methodologists and researchers rather than a concern of teachers?

The current “profusion of methods” (Allwright and Hanks, 2009: 38) in contemporary ELT makes it impossible to deal with every current approach to language teaching within the Handbook; this section of the volume therefore balances accounts of debates about methods generally alongside overviews of specific approaches which are particularly influential within the field today. Additionally, many other chapters throughout the Handbook identify methodological trends and developments that are relevant to particular contexts and settings (e.g. *English for specific purposes*, *English for academic purposes* and *Teaching language skills*).

In the opening chapter of this section, therefore, Graham Hall provides an overview of the historical trends and current debates surrounding Method, methods and methodology. The chapter outlines a range of perspectives on the development of methods in ELT, narratives which, at times, diverge and offer conflicting accounts of the past and present, each having implications for the way we might make sense of contemporary debates and practice. Hall’s chapter touches on a range of methods which are not examined in subsequent separate chapters and discusses the possibility of a postmethod era in ELT.

Following this, Scott Thornbury examines *Communicative language teaching in theory and practice*, exploring and disentangling the links between original conceptions of communicative language teaching (CLT) and learning and current practice around the world. Thornbury discusses whether CLT’s influence as ‘a brand’ in ELT is matched by its impact on current classroom teaching. The next chapter, by Kris Van den Branden on *Task-based language teaching*, likewise reviews a communicative and interactive approach to teaching which has gained momentum in ELT but which can also be challenging to implement. Tom Morton then provides an overview
Introduction

of Content and Language Integrated Learning (CLIL) and assesses its relevance to ELT, focusing on the ‘what’, ‘why’, ‘who’ and ‘how’ of CLIL. Here, CLIL is identified as an umbrella term identifying a range of approaches to integrating content and language rather than as a label to identify specific programmes or a single pedagogical approach.

All chapters in this section note the challenges to teachers posed by methodological developments and the potential disparity between methods ‘in theory’ and ‘in practice’; it is also clear that ELT practices are linked to wider social and intellectual trends. Adrian Holliday’s chapter, focusing on Appropriate methodology, therefore closes this section by discussing how teaching methods need to be made meaningful to the existing, lived cultural and linguistic experiences of language learners and their teachers everywhere. Arguing for a critical cosmopolitan approach, Holliday suggests that teachers need to consider the cultural and linguistic value of what their students bring to their learning and to the classroom.

Part IV

Second language learning and learners

There are obvious reasons why an overview of ELT should focus on language learners and learning. “Only the learners can do their own learning”, note Allwright and Hanks (2009: 2), and it is learners “that either will or will not effectively complement the efforts of teachers and other, more ‘background’ language professionals (like textbook writers and curriculum developers) to make language classrooms productive” (ibid.). Understanding what learners themselves bring to language learning can help guide ELT practice. In this regard, Second Language Acquisition (SLA) research provides insights into language learning processes. Although this research has, over time, been dominated by cognitivist perspectives which see learning as a mental process, alternative conceptions have recently emerged offering more socially-oriented explanations that situate learning in its social context. A focus on learners also leads us to consider students as individuals, with differing attributes and attitudes (for example, age, aptitude, motivation and anxiety).

The first two chapters of this section draw on contrasting accounts of how languages are learned. Laura Collins and Emma Marsden discuss Cognitive perspectives on classroom language learning, focusing on a range of complex mental processes that learners engage in to develop language knowledge. Meanwhile, Eduardo Negueruela-Azarola and Próspero N. García’s account of Sociocultural theory and the language classroom reviews theoretical and pedagogical insights for ELT inspired by Vygotsky’s research on the relationship between thinking and speaking. From this perspective, social context and cultural tools (such as language) mediate thinking and learning, and it is misleading to separate ‘the cognitive’ from ‘the social’. Of course, ELT practitioners do not have to commit solely to one view of learning or the other and will find plausible insights in both accounts of language learning and their implications for classroom practice.

Subsequently, chapters in this section review a range of learner characteristics and their implications for language learning and teaching. In their overview of Individual differences (IDs), Peter D. MacIntyre, Tammy Gregersen and Richard Clément highlight a number of key ID factors such as anxiety, aptitude, language learning styles and strategies and willingness to communicate. The chapter then discusses how such factors may interact, grow together and operate in context. Also an ID, Motivation is explored in a separate chapter by Martin Lamb, reflecting its central role in language learning and the range of different approaches that theorists have taken to describe and research this phenomenon.

Although maintaining the focus on learning and learners, the final three chapters in this section pursue a more contextually and institutionally oriented approach to the issues and trends
which they describe. Firstly, Phil Benson discusses how conceptions of Learner autonomy are changing in the context of the global spread of ELT, the emergence of research exploring relationships between learner autonomy and language learner identity and the roles that learner autonomy might play in postmethod ELT pedagogies. The subsequent two chapters then focus on the rapid recent growth of English language teaching to younger learners. Janet Enever traces the development of Primary ELT, highlighting the socio-political nature of decisions for, and reviewing pedagogic responses to, an early start to teaching and learning English. Subsequently, Annamaria Pinter’s Secondary ELT chapter reviews core characteristics of teenage learners, and considers the current pedagogic opportunities and challenges of working with secondary level learners.

Part V
Teaching language: knowledge, skills and pedagogy

Part V of the volume examines a range of perspectives on what is taught in class, i.e. the language itself, and considers how the teaching of language knowledge and skills might be realised in practice. It is not the Handbook’s aim to provide a detailed examination of each aspect of linguistic knowledge (e.g. vocabulary, grammar, listening, reading, etc.) and specific instructional practices surrounding them. Rather, the six chapters deal with key themes and questions surrounding the language, and knowledge about language, that learners might need, and explore differing conceptualisations of how this might be developed in the classroom.

The first two chapters in this section deal with ways in which learners might engage explicitly with knowledge about language. Ana Frankenberg-Garcia provides an overview of the possibilities offered by Corpora in ELT, discussing both how corpus analysis has provided new insights into language and language use but also how corpora might be used for pedagogical purposes. Frankenberg-Garcia also discusses questions surrounding the use of ‘authentic’ or ‘real’ language in the ELT classroom. Subsequently, Agneta M-L. Svalberg’s chapter discusses Language Awareness (LA), a term which incorporates knowledge about language, a movement with an ideological stance towards language-related issues and an approach to teaching and learning languages.

Whilst recognising that languages are not learned and not often taught in such a compartmentalised way, the next two chapters examine first the teaching of language as a ‘system’ and then the teaching of ‘language skills’. In Teaching language as a system, Dilin Liu and Robert Nelson draw on ‘systemic functional linguistics’ and ‘cognitive linguistics’ to present a ‘comprehensive systems view’ which might help ELT practitioners better understand language and language teaching, especially the teaching of grammar and vocabulary. Jonathan Newton’s chapter on Teaching language skills then provides an overview of the critical issues surrounding the teaching of the four skills of reading, writing, speaking and listening. Newton notes the complex interplay of these skills and discusses how integrating them within a ‘fours strands’ framework focused on learning opportunities may be a more effective pedagogical approach.

The final two chapters in this section explore aspects of English language teaching that are arguably somewhat overlooked in the mainstream literature of ELT. Amos Paran and Catherine Wallace’s chapter on Teaching literacy clarifies the distinction between ‘literacy’ and ‘reading and writing’, with particular reference to learning literacy in a second language, and presents a view of literacy as a social practice embedded in the social and cultural lives of learners. Whilst noting the existence of many types of literacy (e.g. digital literacy, visual literacy), the chapter focuses on the development of reading and writing, but as a sociocultural practice and process. Finally, Geoff Hall reviews arguments for Using Literature in ELT. For Hall, using literature in ELT is a useful way of expanding learners’ vocabulary, awareness of register, genre and general linguistic
knowledge. However, a stronger claim within the chapter is that the ways in which language is used in literary texts are centrally relevant to the needs of students in a wide range of situations in everyday life.

**Part VI**

**Focus on the language classroom**

The final section of the *Handbook* brings us to the language classroom itself, described by Gaies (1980) as “the crucible” of language teaching and learning. Given the number of factors at play (from global trends in ELT to individual learner characteristics) and the varied contexts in which ELT takes place, what happens in a classroom is localised and situation-specific; experience tells us that no two classrooms are the same.

However, there are a number of key issues and questions that English language teachers and learners navigate in every classroom. These broadly relate to the ways in which teacher(s) and learners relate to each other and use language in class – whether that classroom is a physical or a virtual environment – and the opportunities this might create for learning. Yet while the questions teachers (and learners) face are similar – for example, how should errors be treated, what is the role of the learners’ own-language in class – the ways in which these issues are addressed and resolved will vary; as Freeman (2002) notes, context is everything.

Sarah Mercer’s chapter on *Complexity and language teaching* opens the section. Clarifying the difference between ‘complex’ and ‘complicated’, Mercer outlines how complexity theories, and seeing the classroom as a complex dynamic system, can help us understand ELT learning and teaching contexts and processes. The chapter also suggests that complexity theories can offer practitioners a framework for reflexive practice, systemic thinking or systemic action research.

Subsequently, Steve Walsh and Li Li look at the important relationship between *Classroom talk, interaction and collaboration*. Their chapter not only outlines how learners access and acquire new knowledge and skills through the talk, interaction and collaboration which take place but also suggests that teachers need to develop clear understandings of these processes in order to maximise opportunities for language learning in class. Alison Mackey, Hae In Park and Kaitlyn M. Tagarelli then examine a key aspect of classroom discourse, the ways in which teachers (and learners) might deal with *Errors, corrective feedback and repair*. Their discussion offers English language teachers an overview of the issues surrounding corrective feedback, informed by empirical findings from SLA research, and tackles decades-old questions about whether, when, how and by whom corrective feedback might or should be provided. Philip Kerr’s chapter, *Questioning ‘English-only’ classrooms*, then examines own-language use (i.e. use of the ‘mother tongue’ or ‘first language’) in ELT classrooms. Kerr explores the tension between the widely held belief in English-only approaches (in the methodological literature of ELT, at least) and actual classroom practices, and argues the case for the principled use of the learners’ own-language in class.

The final three chapters in this section examine issues which, whilst not about classroom discourse and language *per se*, examine contexts for interaction and language learning. Fauzia Shamim and Kuchah Kuchah discuss *Teaching large classes in difficult circumstances* and outline the need for practitioners to move away from a ‘problem-solution’ approach to pedagogy towards developing context-appropriate methodologies for large-class teaching. Richard Kern, Paige Ware and Mark Warschauer then describe a very different set of issues, examining the relationship between *Computer-mediated communication and language learning*. Their chapter focuses in particular on feedback on learners’ writing and speaking and telecollaboration in language and intercultural learning, and addresses the key question of determining the ‘effectiveness’ of computer-mediated communication for learning. Finally, Julia Menard-Warwick, Miki Mori, Anna Reznik
and Daniel Moglen explore *Values in the ELT classroom*, showing how the teaching of English always involves values, realised both in the decisions teachers make and how classes are organised, and in the values students and teachers express during lessons. Menard-Warwick et al.’s chapter thus reflects, at the level of the classroom, those broad issues of power, culture and educational philosophy raised in the opening section of the *Handbook*.

This Introduction has mapped out both the rationale for and the key areas discussed within the *Routledge Handbook of English Language Teaching*. Recognising the diverse nature of ELT, as a profession constituted by a range of communities of practice and professional interests but also as focus of study and professional reflection, the chapters that follow thus provide a comprehensive overview of the field whilst providing opportunities for you, the reader, to develop your own contextualised understandings of principles and practice in English language teaching.

**References**


