Global Perspectives, Local Initiatives
Reflections and Practices in ELT

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At CELC’s third international symposium, a total of 93 papers were delivered along the theme of *Global Perspectives, Local Initiatives: Reflections and Practices in ELT*. The selection of papers in this publication represents just 17% of the range of ideas disseminated in all papers presented during the two and a half-day event which brought participants from 22 countries together.

An aerial perspective on directions in paradigms, policies and positioning is absolutely necessary as local initiatives in classroom approaches and practices must be strongly rooted in and rationalized by a clear understanding of these directions. The careful balance between the global and the local is well-reflected in the range of topics represented in the selected list of papers. These papers present insights gained from second language learning research, changing emphases in governmental policies, progressive trends in popular culture and changing patterns in English language varieties—some examples of global trends that are crucial to English language teaching. These trends cannot be separated from local issues such as how ELT practitioners can harness technology, how learners’ strategies can be optimized or what the best practices are in assessing learner skills accurately.

The complexities in the teaching and learning of English are multifaceted, thus requiring investigations that are sensitive to multidimensional ways of understanding issues. Among the many challenges, one of the most pertinent issues lies in contextual factors that make each teaching and learning situation unique. Yet, there is also a level of same-difference that contributes to meaningful characterization of how similar groups learn best. As such, there is always a need for a platform to discuss issues that are pertinent to individual contexts of learning as well as factors that seem to transcend such an individualistic stance towards learning. It is precisely the aim of this collection of articles to provide that platform for discussing contextual differences and synergizing on the underlying sameness to enhance ELT. A selective list of such issues represented in this volume includes the following:

- Learning trends amongst non-native English speakers
- Social and psychological factors in learners’ use of learning strategies
- Factors that enhance the use of technology for learning
- Effective training programmes for the English language teacher
- Factors in facilitating effective collaborative writing
- English language development at the tertiary level

It is not possible to represent the many interesting ideas discussed during the symposium in a volume such as this. However, it is hoped that the selection may present a useful resource and reference that captures pertinent issues that will facilitate the management of the impact of global factors on local initiatives in ELT classrooms.

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