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## Reflecting on Jack C. Richards' 60 Years in TESOL: A Systematic Review

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### Abstract

The study examines Jack C. Richards' six-decade contribution, philosophy, works, and research starting from 1967 and continuing to the present (January 1, 2023). It was conducted in two phases. In phase one, we systematically reviewed Jack C. Richards' articles, books, and book chapters, briefed on pedagogical implications and annotations for every single resource, derived from his journal articles, approximately 800 ELT terminology grouped into a set of 182 entries, and extracted 17 research types, statistics and instruments, 18 disciplines, and subdisciplines and 24 journals in which he has published. The topics in his research were vast in scope; more centrally focused issues were on second language teacher education, teacher training, professional development, reflective thinking, method issues, communicative methodology, syllabus design, curriculum development, textbook writing, needs analysis, tasks and activities, input, output, interaction, feedback, teaching language skills and subskills and English medium instruction. Our analysis provides an overall perception into the key language teaching terminology and concepts and major implications of Jack C. Richards' works. In the second stage of the study, Jack C. Richards presents his personal reflection and discussion of this systematic review.

**Keywords:** *Jack C. Richards, Systematic Review, English Language Teaching (ELT), Language Education, TESOL*

### Introduction

Since time memorial, English language teaching (ELT) has been in existence. However, ELT in the shape that we realize it today dates back to the 1960s (Richards, 2002). The contributors in the field ring familiar to all professionals and scholars, so ELT did not emerge out of the blue.

Accordingly, applied linguists, ELT and TESOL leaders, post-method pedagogists, communicative tasks designers, needs analysts, syllabus designers, language assessors, teacher educators, and professionals have made life-long efforts to spawn the ELT profession and industry, bringing various fields and sciences to the classroom. As Richards (2002) puts it, ELT is a field that continuously changes, so that what has already been done can potentially inform what at present is being done. Thus, a look back obligates all to credit and assign significance to the contributing figures.

Yet, in terms of crediting the contributing scholars, assessors or professionals with use of systematic review (e.g., Fulcher et al., 2022) and finding out the overall pedagogical implications and theoretical considerations of the whole works of a single strongly contributing author over the course of decades, ELT context has received relatively scant attention. Apparently, all pedagogical stakeholders have been well served by the legacy of previous scholars and practitioners' expertise. This in mind, one of the strongly influential contributors to the field is Jack C. Richards who was honored in the 50<sup>th</sup> anniversary of International TESOL organization in 2016 as one of the 50 TESOL specialists worldwide (Richards, 2017a, 2022b) exerting a huge influence on ELT. Therefore, acknowledging the reality that ELT and teacher education have derived remarkable impetus from Jack. C. Richard's six-decade outstanding attempt and contribution, we (Ali Panahi (Masjedlou) and Hassan Mohebbi) systematically reviewed all of his works, i.e., articles, book chapters, and books (See his official website: <https://www.professorjackrichards.com>).

As a multicompetent and professional scholar, ELT leader and teacher educator, over the course of six decades, Jack. C. Richards has used multi-disciplinary sciences, such as linguistics, sociolinguistics, psycholinguistics, teacher education, applied linguistics, conversational analysis, pragmatics, discourse analysis, communication, and ethnomethodology (Richards, 1980a; Richards & Schmidt, 1983). As such, drawing on insights and influences from mentioned disciplines, he could orientate his research and practice in the direction of shaping learner-centered curriculum and pedagogy and managed to influence teacher education agenda globally. These all attribute his enterprise to a more enlightened school of thought, clarifying that the nature of knowledge and skill and the existence of experience are central to ELT and teacher education (Richards, 1987, 1989). That is why he views ELT as a profession which demands specialized knowledge and competence (Richards, 2017a) as those outside the field lack this exclusive expertise.

Prior to providing an account of his contribution and before letting the systematic review proceed through his whole work in the emerging tables, it would seem to be of no exaggeration to state that his beginning-career articles, books and book chapters, in terms of the amount of information they contain, and the way theory is linked to practice, are equally as convincing, and evidential as those he has recently published. For instance, some of his more recent books and articles, to name just a few here, are: *Teaching and Learning English in English Medium Instruction: An Introduction* (Richards & Pun, 2022); *Teacher strategies in implementing English medium instruction* (Richards & Pun, 2021b); *Initiating professional development in language teaching* (Richards, 2022b) ; *Reflections on teaching and publishing in the field of TESOL during COVID-19* (Richards, 2020b); *Teacher, learner and student-teacher identity in TESOL* (Richards,

2021a); *Exploring emotions in language teaching* (Richards, 2020a); *Transmissive and transformative approaches to language teacher education* (Richards, 2017a); *Teaching English through English: proficiency, pedagogy and performance* (Richards, 2017b) and *Jack C Richards' 50 Tips for Teacher Development* (Richards, 2017c). On the other hand, his previously published works, such as *A non-contrastive approach to error analysis* (Richards, 1971), his persuasive reply to Larry Smith in his article *Reply to Larry Smith, English as an International Auxiliary Language* (Richards, 1976a) and his joint book with Oller titled *Focus on the learner: Pragmatic perspectives for the language teacher* (Oller & Richards, 1973), incredibly amaze the professionals and scholars to believe that his past and present works originate from a perceptibly professional mind. In other words, should one reflect over Jack. C. Richards' much earlier works published sixty years ago and compare them with his more recent books or articles, a constant trend of professionalism will be visible to the naked-eyes. Thus, evidently, his worldwide contributions have shed valuable light on ELT, teacher education, communicative methodology, syllabus design and curriculum development.

More notably, the spread of discussion on issues, such as communicative language teaching, process writing, and post-method dates back to the 1960s (Richards, 2002, 2006b, 2008a), corresponding to a time when Richards commenced his ELT career. Reviewing changes in TESOL or ELT in the last 60 years reflects the status of varying numbers of paradigm shifts associated with the word method (Richards, 1984b; Kumaravadivelu, 1994), error analysis (Richards, 1971, 1974b, 1980b), and second language teacher education (Richards, 1987, 1989). As a matter of fact, the 1970s was a turning point in ELT, as it heralded big changes and challenges, all of which contributed to the improvement of TESOL (Richards, 2008b, 2015b).

There was a time when those involved in the applications of the findings of linguistics to ELT expressed a concern with learners' communicative competence as a key concept in their new thinking (Richards & Schmidt, 1983). It was in this enthusiastic but inchoate era that, inspired by communicative methodology, observed a move away from method to post-method, and from grammar-based syllabus to other kinds of syllabus, such as communicative, notional, functional, task-based and content-based syllabus (Richards, 1984a, 2013a, 2017d). The main paradigm shift, therefore, happened with the appearance of communicative methodology, the result of which led to a reanalysis and reconsideration of the word method. More principally, with the decline of method, the communicative language teaching in the 1970s replaced Audiolingualism and Structural-Situational Approach. In this regard, two of his main works are deeply informative: *Communicative Language Teaching Today* (Richards, 2006b) and *Communicative needs in second and foreign language learning* (Richards, 1983a).

When perspectives toward *method* were hotly debated (Richards & Rogers, 1982), he failed to keep silent. Following and extending Anthony's (1963) model on methods, at first, he expanded the discussion on methods forward (Richards & Rogers, 2014). Then, when the heyday of methods came to decline until the late 1980s due to their prescriptive and top-down nature (Richards, 2017a), he necessarily broke his silence and joined the forum of post-method pedagogy and recommended a reanalysis and reconsideration rather than rejection of methods. Some of his more commonly used works on the issue of method are: *Method: Approach, Design, and Procedure*

(Richards & Rogers, 1982); *The secret life of methods* (Richards, 1984b); *Methodology in TESOL: An Anthology of Current Practice* (Richards, & Renandya, 2002); *Approaches and Methods in Language Teaching* (Richards & Rogers, 2014).

Moreover, throughout the 1990s, SLA theory reflected a grammar-based view of language (Richards, 2008b). In one of his articles titled *Addressing the Grammar Gap in Task Work* (Richards, 1999), he skillfully depicts the process of shifting from form-focused instruction to communicative language teaching. The advent of connectionism has brought into question learning in terms of abstract rule and supported learning in light of associative models of acquisition. By the same token, a move away from accuracy to an integration of both accuracy and fluency (Richards, 2006b), a transition from contrastive analysis to error analysis (Richards, 1971, 1974b, 1980b), assigning a communicative meaning to errors beside describing the cognitive nature of errors and a move from training model to education model (Richards, 1998b, 1989) were among some of the distinguishing features of the decade, i.e., the 1990s, lasting up until today, to all of which Jack C. Richards has contributed a great deal. Concerning grammar issues, two of his more effective works are worthy reflecting over: *Introducing the Perfect: An Exercise in Pedagogic Grammar* (Richards, 1979a) and *Towards a Pedagogy of Grammar Instruction* (Richards & Reppen, 2014).

Motivated by communicative methodology, post-method pedagogy mainly originates from teacher's knowledge of learners' needs, interests and learning styles, teacher's perception of the teaching context, needs analysis, processes of teaching and learning, and local and situated requirements for second language learning and teacher education (Richards, 2002). Needs Analysis Approach which emerged in the 1960s is fully reflected in all his research and practice, as he advises a systematic review and analysis of learners' communicative interests, preferences and needs, as part of curriculum development (Richards, 1983a; 2013b). Furthermore, after 30 years, exactly in the middle of his professional and scholastic career, he pointed out that since the 1970s, learning can now take place at home or in other places, using technological tools. In his article titled "*30 Years of TEFL/TESL: A Personal Reflection*" (Richards, 2002) and also in his work titled *Looking Back: Reflections on a Career in Applied Linguistics* (Richards, 2010b), more insightful and informative account of the issues is provided chronologically.

Concerning second language teacher education (SLTE), Burns and Richards (2009) discussed and advocated the existence of a solid basis for SLTE within applied linguistics and TESOL. On this account, Richards (1987, 1989) reanalyzed the issues and envisaged a transition from training model to development model and focused on ecological approach to SLTE (Richards, 2017a), reflecting a paradigm shift of its own which attracted the attention of the educators and scholars to the field. In action, Richards (1987) refreshed the discussion on the dilemma of teacher education and examined and operationalized two approaches for teacher preparation programs, i.e., a micro-approach and a macro-approach, indicating that both approaches can be applied to develop effective teaching theories and extract key issues and principles for SLTE. In striving to account for and prioritize education model compared to training model, he recognizes the significance of reflection, experience, beliefs, cognition, observation, and teaching practice. Additionally, in the 1990s, the theoretical and practical distinction was well-realized in light of discussions on the

distinction on teacher training and teacher development (Richards, 1989, 2008a). The issue is similarly reflected in an individual-oriented and situation-driven approach, respectively (Larsen-Freeman, 1983). In a word, at the beginning, teacher training was more prevalent, but starting in the 1990s, teacher development functioned a leading role (Richards, 1998a, 1998b). As a consequence, when he detailed the inappropriacy of *training model* for education compared to *development model* to education (Richards, 1989, 2008a), he took content, approach, process, roles of teachers, and teacher educators into account, the legacy of all of which has been progressively investigated in the field of SLTE up until today. As an integral part of SLTE, he published on identity-related issues (Richards, 2021a), such as trans-linguaging and trans-identifying (Richards & Wilson, 2019) which have more recently exerted a huge impact on language teaching, learning and teacher education. Taken together, he has widely presented and published on SLTE. Concerning SLTE, some of his more highlighted works are: *The dilemma of teacher education in TESOL* (Richards, 1987); *Beyond training: approaches to teacher education and language teaching* (Richards, 1989); *Second Language Teacher Education* (Richards, & Nunan, 1990); *Professional Development for Language Teachers* (Richards & Farrel, 2005). *Second language teacher education today* (Richards, 2008a); *Introduction: Online Teacher Education and Professional Development in TESOL* (Richards, 2021b); *Teaching and Learning in the Language Teacher Education Course Room* (Singh & Richards, 2006). *Teacher Identity in Language Teaching: Integrating Personal, Contextual, and Professional Factors* (Pennington & Richards, 2016); *Professional development among English Language Teachers: Challenges and recommendations for practice* (Sadeghi & Richards, 2021).

More remarkably, in the 1970s, the native speaker's culture, speech, and variety were significantly prioritized in ELT (Richards, 2008b). However, as Jack C. Richards cogently advocates, local varieties of English are justified, recommended and firmly established as a product of indigenization. The move from native-like variety to considering the situational and local needs, interests, purposes, and preferences of those engaged in language education can be linked to a kind of paradigm shift. In this regard, one of his effective books titled *The Context of Language Teaching* (Richards, 1985b) can be worthy of further considerations. Moreover, in the 1970s, when Chomsky's distinction between competence and performance exercised a dramatic effect on language teaching (Richards, 2010a), other crucial issues such as creativity in language teaching (Jones & Richards, 2015) and learners' communicative needs were proposed (Richards, 1983a, 2006b, 2015b). Along the same line, pendulum started to swing towards focusing on affective variables, beside cognitive and social ones, which could effectively function in classroom context (Richards, 2020a).

The other notable line of research and practice to which Jack. C. Richards made a huge contribution concerns ELT textbooks, material development, syllabus design and curriculum development (Richards, 1984a, 1993). A look back at ELT history reveals that the priority of syllabus over methodology in CLT is displayed in Munby's (1978) book titled *Communicative Syllabus Design*. Due to the significance of materials development, in his book titled *Curriculum Approaches in Language Teaching: Forward, Central, and Backward Design* (Richards, 2013a), Jack C. Richards elaborates on three ostensibly informative approaches for language teaching

curriculum including forward design, central design, and backward design which are detailed in terms of input, process, and outcome. Accordingly, in light of the ‘innovative methods’ of the 1980s and 1990s, he assumes varying ranges of guidelines, assumptions, principles and practices for curriculum development, syllabus design, methodology and assessment. More amazingly, in his more informative book titled *Publish or Perish: The Secret Life of a Textbook Writer* (Richards, 1988), he expressed his worries and fear of the present time and the future; he indicated that a majority of people are beginning to emerge from the closets, graduate assistants with word processors and assistant professors or full professors might potentially be scared to accept invitations in case there might be someone there who has never heard of them already; as he notes, we live in dangerous times. Some of his other contributing works in this connection are: *Language Curriculum Development* (Richards, 1984a); *Beyond the Textbook: The Role of Commercial Materials in Language Teaching* (Richards, 1993); *Easier Said than Done: an Insider’s Account of a Textbook Project* (Richards, 1995); *Teachers and Textbooks: a Survey of Beliefs and Practices* (Richards. & Mahoney, 1996); *Materials Development and Research-Making the Connection* (Richards, 2006a); *The ELT Textbook* (Richards, 2014a); *Curriculum Development in language teaching* (Richards, 2017d).

Overall, what we reviewed above illustrates that during his 60-year professional career, he has been obsessed with doing a fair share to the development of the field, hence he did huge research and practice and attempted to change the area of TESOL or ELT for better. Accordingly, before reviewing his works, we present the framework for the systematic review below.

### **Main ELT Terminology**

1. Word/grammar familiarity
2. Word/ grammar frequency
3. Words Availability
4. Phonology: Pronunciation features, phonetics, phonemes, rhythm, stress, intonation, connected speech
5. Interference and influence: L1 and L2
6. Psychological and Psycholinguistic factors and Features, parapsychology
7. Contrastive analysis hypothesis, critical period hypothesis
8. Error analysis: Interlanguage, intra-lingual, interlingual and developmental sources and errors, transitional development, approximative system, communication-based errors, avoidance errors, overproduction errors, induced errors, specificity hypothesis, cognitive strategy hypothesis, structured interference hypothesis, non-transfer hypothesis, proficiency hypothesis, context hypothesis, recreation hypothesis, regression hypothesis, complexification hypothesis, recapitulation hypothesis, decomposition hypothesis, pidginization hypothesis, error gravity, global and local error
9. (Over)generalization
10. Analogy
11. EFL or ESL / EFL, or ESL dictionary / monolingual and bilingual dictionary /General purpose and specific purpose monolingual dictionary or setting

12. Immigrant English
13. Pidginization, fossilization, creolization
14. (Local) varieties of (non-native) English
15. Accents
16. dialects
17. Communicative competence, strategies, needs (subjective/ objective), participative competence, interactional competence, academic competence, goals and objectives (behavioral, process-related, content-related, proficiency-related objectives, graded objectives), beliefs, ideology, identity, translanguaging, negotiation, processes, functions, variables, communicative survival and survival English, communicative classroom, non-communicative classroom, academic achievement, success or failure, linguistic competence, connectionism, intercultural competence, teaching competence, unitary language competence, emotional competence, willingness to communicate, basic interpersonal communicative skills (BICS), cognitive academic language proficiency (CALP)
18. Transfer
19. Socio-political factors
20. Linguistic typology, varieties, competence, sciences and factors
21. Standard and non-standard English, accountability, native speaker standard, general English standard
22. Lexicometrics, lexicography, lexicon: Word list / general word list
23. Vocabulary selection and sequencing
24. Word utility
25. Simplification: strategy (or hypothesis) / simplicity, modification
26. Cognitive factors, theories, models and development
27. Affective factors, psycho-linguistic factors, humanistic approach, humanism, Affective filters, caring and sharing,
28. Semantic factors, rules and systems
29. Cognitive schema, schemata, script, and schema theory
30. Syntax, syntactic rules, factors or systems, rule based model
31. Input (structural, functional, interactional), Output (pushed, stretched), production and reception, receptive and productive vocabulary, comprehensible input, intake, self-access centers, input enhancement, Interaction hypothesis, zone of proximal development, scaffolding, mediation, learning outcome, online resources
32. Babies talk
33. Foreigner talk, mother talk
34. Complexification (hypothesis) / complexity
35. Universal learning strategy
36. Register and style (e.g., formal, informal, dominance solidarity and affiliation)
37. Competence and performance
38. Hypercorrection

39. ELT, SLA, TEFL, TESL, TESOL, ESOL, L1, DELTA, CELTA, Cert- ESOL, TKT
40. Individual (learners and teachers') factors including age, rank, gender, social status, job, motivation (extrinsic/ intrinsic), enthusiasm, adaptability, self-control, self-efficacy, self-esteem, attitudes, interests, personality...), Learner-centered, teacher-centered, aptitude
41. Socio-Economic factors
42. Language functions
43. Lexical competence, lexicalized
44. Grammatical competence/ features /factors/ theory, system/ rules
45. Syllabus design, and materials and curriculum development, preplanned curriculum
46. Pragmatic factors
47. Extralinguistic factors: Phatic communion, verbal and visual gestures.
48. Word association
49. Collocation, idiom, phrasal verbs, ...
50. Case relations
51. Indirect (incidental) teaching
52. Direct teaching
53. Recognition vocabulary
54. Method (Methodology), approach, design, procedure and technique, practice, theory and pedagogy, pedagogical knowledge or pedagogical reasoning skill, craft knowledge, methods syndrome, designer methods, innovative methods, reformist approach, language-based approach, professional knowledge, PPP (presentation-practice-production approach) multiple intelligences, cooperative learning, task-based instruction, scientific method, neurolinguistic programming, content knowledge (knowledge about), declarative/ procedural knowledge, blended learning, technical pedagogical knowledge
55. Selective listening, discriminative listening, listening as comprehension, listening as acquisition, intensive listening, extensive listening, extensive viewing
56. Types of communicative activities: Drill, task, role play (demonstration, simulation), group work, pair work, problem solving, drama, socio-drama, simulation, pattern practice, and exercise, kinds of exercise such as mechanical, meaningful, communicative, matching, answering, predicting, true/false, transcription/dictation, information-gap activities, journal writing
57. Instructional goals, theory, processes, factors/ instructional materials / individualized instruction/ individualized approaches / individualized course
58. Transformational generative theory
59. Function words and content words
60. Variant and invariant order hypothesis
61. Krashen's acquisition/ learning (L1 and L2), instructed second language acquisition
62. Developmental sequences
63. Piaget's theory of equilibration
64. Conscious and explicit
65. Unconscious and implicit

66. Creative-constructive hypothesis: Rule repetition, constructivist
67. Marked/unmarked theory
68. Processing strategies / process analysis, top down, bottom up, process writing
69. Production strategies and hypothesis
70. Learning or teaching strategies (i.e., attention-getting strategy), cognitive and metacognitive strategies, styles, theories, process, super-learning principles, learning parameters, Learning and teaching technology, learning management systems (LMSs), digital games, computer-assisted language learning (CALL), maxim, flipped learning, Discovery-based learning, web-enhanced, Zoom
71. Memorization: unanalyzed units
72. Perceptual saliency
73. Comprehension (hypothesis)
74. Paraphrase/ circumlocution
75. (topic) Avoidance
76. Request for qualification
77. Written or spoken text / linguistic corpus
78. Coursebooks/ textbooks
79. Conversational exchanges, analysis, strategies, routines and competence, competencies, as well as social interactions and encounter, social-survival transaction, interviews,
80. Pedagogical grammar, accuracy, fluency, mastery-oriented approach, activity-oriented approach, inductive approach, deductive approach, metalanguage
81. English language levels, threshold level, mixed-level, false beginner
82. Use and usage: learn to use, use to learn
83. Notional/functional approach
84. Syllabus types (notional, functional, communicative, linguistic, lexical, analytical, synthetic, task-based, process-based, procedural, structural, grammatical, threshold syllabus, examination-syllabus), topical syllabus, text-based syllabus, skills syllabus, Multi-skilled syllabus
85. Tense and aspect
86. Resultative perfect
87. Context (context-embedded setting, context-reduced setting), contextual factors and contextualization, localize, locality, pedagogical context, real life context, micro-context, Contextual knowledge, context-reduced
88. Nativization and indigenization
89. Social and socialization
90. Culture, Cultural and culturalization
91. Locutionary, illocutionary and perlocutionary force
92. Socio-cultural theory, environment and factors
93. Assimilation and interaction
94. Descriptive / prescriptive linguistics, structural linguistics
95. Code-switching, mixed-code

96. (Lexical or otherwise from L1/L2) Borrowing
97. Hybridization, hybrid learning,
98. Speech communities, community of practice, IATEFL
99. Variable features and categorical features
100. Lect switching
101. Rhetorical and communicative style
102. Diachronic/ synchronic change
103. Situation and situational variables, situation analysis, situated social practice Situated communities, inside-the-class situation, outside-the-class situation
104. Sociolect and sociolectical switching
105. Stylistic, expressive and emphatic
106. Technological, vocational and occupational courses
107. Socio-linguistic competence, factors, forms, variations...
108. Basilect, mesolect, and acrolect
109. Conversational co-operation, analysis, rules, strategies, solutions, and Discourse, critical discourse analysis, strategic reading, specialized discourse
110. Speech events and speech acts (Representative, commissive, directives, expressive, imperative and declarations, such as asking, ordering, commanding, requiring, confirmation, comprehension check, etc.)
111. Adjacency pairs
112. openings and closings
113. Topic choice, topic development, topic selection, topic change, topic initiation
114. Turn taking
115. Repair tactics (gambits / self-repair/ other-repair)
116. Verbal and written communication
117. Morphology
118. Grice's Maxims (Cooperative principles: Quantity, quality, relation, and manner)
119. Conversational implicature
120. Propositional meaning
121. Politeness and face
122. Attention-getting openers
123. Approximation (e.g., a synonym)
124. Dynamic and stative verbs
125. Bilingualism (individual, societal.), multilingualism, unilingualism
126. Auxiliary language
127. communication (meaning based, appropriate, conventional and structured)
128. Restructuring (information), accommodation, dictogloss
129. Conventional patterns and rules: kinds of formulae
130. Pre-programmed
131. Form focused and meaning focused: Focus on form(s), focus on function, value
132. awareness hypothesis, consciousness hypothesis, language awareness, content Awareness,

- self-awareness, noticing, critical awareness, critical self-reflection,
133. Micro/ macro: organization of communication, rhetorical features...
  134. Genres (or functions) of discourse: conversation, discussions, debates, descriptions, narratives, and instructions.
  135. Variation theory
  136. Universal grammar: UG/ linguistic universals
  137. Sentence and utterance
  138. language Skills (pre-while-post stages), speaking reading, writing, listening, subskills, de-skilling, language subskills (e.g., pronunciation, grammar, vocabulary, spelling)
  139. Chunks, memorized chunks and constituents
  140. Medium factors
  141. Needs analysis (approach)/ needs assessment / language analysis
  142. Assessment/ testing / Diagnostic testing/ proficiency testing / evaluation/ field testing/ Observation (based report)/ checklists / test taking skills, stimulated recall, Alternative assessment, norm referenced, criterion referenced, self-assessment, peer Assessment, portfolio, CEFR (Common European framework of reference), American Counselling on the teaching of foreign languages (ACTFL) proficiency scale, discrete point test, assessment for learning, assessment of learning, assessment literacy, evaluation
  143. Listening purposes (for pleasure, for information, social interaction, conversational listening, academic listening, listening attentively)
  144. Given/ new information
  145. Content validity, authenticity, reliability, practicality
  146. Global comprehension and partial comprehension
  147. Types of methods: Audiolingualism, silent way, total physical response, communicative language teaching (CLT), counseling learning, community language learning, suggestopedia, natural approach, structural- situational, Aural- oral, whole person model, cognitive-code approach, text-based method, competency-based teaching, situated-oriented approach, grammar-based, whole language approach, principled approach, skill-based, automatic, rule-based, information processing model, tandem learning, waterfall model
  148. Textual cohesion – coherence, textual organization, subtitle, glossaries, captions, transcripts,
  149. Ethnomethodology
  150. Presupposition
  151. Structuralism and language
  152. Functionalism and language
  153. Interactionalism and language
  154. Compulsion to converse / redemptive convalidation
  155. Immersion program, education (ideological, practical, etc.), submersion
  156. Learnability / teachability/ difficulty/ frequency of exposure
  157. content-form selection, gradation and sequencing

158. Developmental process
159. Subject-matter focused (content-focused, content-based instruction (CBI)) / linguistically-focused (language focused): Content-based instruction/ ESP, EAP, LSP, medium of instruction or English Medium Instruction (EMI), integrative approach (content-language integration, English as a lingual franca, curriculum model of EMI,
160. Prepackaged language, training packages / one-size-fits-all model / prescriptive/ top-down, bottom-up, strategy training, waterfall model
161. Word definition: synonym, polysemy, etymology, sambiguity
162. TOEFL / IELTS
163. Summative / formative evaluation
164. Language Teaching Analysis, product-process research, micro-analysis of teaching Research (action research)
165. Criterion / norm referenced testing
166. Language proficiency, limited English proficiency, proficiency movement
167. Foreign service oral proficiency scale, oral proficiency
168. Macro/micro purposes and skills
169. Rationalist/ empiricist approach, language-skill approach
170. Pretest / posttest / true-experimental / psychometrics and analyzing test data
171. Language-centered, learning centered, teacher dominated
172. English for specific purposes, English for general purposes, English for general purposes (language ability)
173. Implementational factors
174. Feedback (written/oral), peer feedback, self-feedback, time-on-task (or engaged time), classroom management, participation, engagement, washback, feedforward
175. Teacher training, teacher education, training procedures, minicourse, micro-teaching, practice teaching, active (or direct) teaching/ instruction, profession, professionalization, knowledge base, micro (analytic approach) approach for teacher education, macro (holistic) approach for teacher education, competency- based teacher education, performance-based teacher education, low-inference category, high-inference category, behavioral characteristics of teachers, vocational training, grouping and structuring, interaction mode demands, response mode demands, task complexity mode demands, order of tasks, pacing of tasks, task product, task resources, bilingual education, teaching assistantships, simulations, micro-perspective approach for training, macro-perspective approach for education, (reflective) observation (peer/self/ pre-while-post), effective teaching, concrete experience, abstract conceptualization, teaching practicum, adult education, theory and practice, lesson plan. supervision, training approach, clinical approach, training and education, master teacher, coordinating teacher, teacher candidate, student teacher, teacher trainee, program supervisor, logistics, teacher development, teaching as atomistic and teaching as holistic, model teacher, expert, trainer, collaborator, apprentice, critical thinking, in-service training, pre-service training, reflective thinking, critical reflectivity, reflective teaching, critical theory, personal theory, autonomy,

teaching criteria, task outcome (or product), teacher change, critical reflective practitioner, dialogic instruction, collaborative learning, critical pedagogy, managerial professionalism, independent professionalism, Transmission model and ecological approach, process-product model, practitioner knowledge, teacher learning cognitive knowledge, craft model, applied science model, reflective model, qualification, certification, disciplinary knowledge, improvisational teaching, self-access, ecological classroom, classroom-based learning, professional development, continuing professional development, ethical knowledge, experiential knowledge, personal knowledge, outcome-based approach, emergent practice, transmissive approach, transformative approach, principled improvisation, Dogme, minimum professional competence, limited professional competence, advanced professional competence, self-determination theory, self-directed professional development, inquiry-based, egg-box profession

176. Wait-time, question patterns, referential questions, display questions, teacher-centered Questioning, inferential questions
177. Publish, product-driven approach for publishing, market-driven approach for publishing,
178. Thinking process (calling up, connecting, predicting, organizing, imaging, monitoring, reviewing, evaluating, applying), higher order thinking, creative thinking, creativity and conformity, risk-taking
179. modernism and post modernism
180. politics, empowerment, linguistic imperialism
181. Short term memory, long term memory, controlled and automatic processing
182. forward design, central design, backward design, progressivism, ends-means approach

### **Research Types, Statistics and Instruments**

1. Experimental Design, qualitative, quantitative
2. Correlational Method
3. Observation-Based Study
4. Review Paper
5. Text-based analysis
6. Evidence-based analysis
7. Speech and discourse samples and analysis
8. Interview (structured or semi)
9. Natural L1/L2 speech
10. Elicited Imitation and translation
11. Analysis of written compositions
12. Descriptive research
13. Survey type-research
14. Report, think-aloud protocol
15. Audio-video records
16. Questionnaire
17. Triangulation

### **Disciplines, Subdisciplines, and related language skill-subskill**

1. ELT
2. Psycholinguistics
3. Sociolinguistics
4. Discourse analysis
5. (Theoretical) Linguistics
6. Applied linguistics
7. Socio-politics
8. Sociology
9. Pragmatics
10. Cognitive sciences

- |  |   |
|--|---|
| 11. Semantics                                    | syllabus design   |
| 12. Language Testing and Assessment              | 16. Teacher education and teacher training                                |
| 13. Psychology                                   | 17. Listening, reading, writing, speaking, vocabulary, grammar, phonology |
| 14. ESP – EAP – English-Medium Instruction (EMI) |   |
| 15. Curriculum development and                   | 18. Computer-assisted language learning and technology                    |

### Journals

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|--|---|
| 1. Journal of the Linguistics Association of New Zealand | 15. Prospect  |
| 2. International Review of Applied Linguistics           | 16. The PAC Journal                                       |
| 3. ELT Journal   | 17. English Teaching Forum                                |
| 4. Language Learning                                     | 18. Indonesian Journal of English Language Teaching       |
| 5. RELC Journal  | 19. English Teaching: Practice & Critique                 |
| 6. TESOL Quarterly                                       | 20. Journal of Multilingual and Multicultural Development |
| 7. English World Wide                                    | 21. Heliyon   |
| 8. Applied linguistics                                   | 22. Iranian Journal of Language Teaching Research         |
| 9. Eric  | 23. Annual Review of Applied Linguistics                  |
| 10. University of Hawai'i Working Papers in ESL          | 24. University of Sydney Journal of TESOL                 |
| 11. PASAA  |   |
| 12. TESOL Journal  |   |
| 13. Perspectives   |   |
| 14. MEXTESOL   |   |

### The Analysis

The brief introduction above boiled our systematic review down to seven columns (Table 1: Analysis of Articles) featuring the analyzed themes ranging from right to left in chronological order: annotations, pedagogical implications, the main ELT terminology (MET), RSI (research types, statistics and instruments), disciplines and subdisciplines (D/S) and journal (J).

Annotations and pedagogical implications regarding his articles, book chapters and books are first presented and provided. The next entry on the table is the analysis and extraction of MET as enumerated and listed. Based on the framework, from his articles, we derived approximately 800 ELT terminology categorized into a set of 182 entries, extracted 17 research types, statistics and instruments, 18 disciplines and subdisciplines and 24 journals in which he has published. There exist no precise criteria for the section of ELT terminology or other criteria for any systematic review. Therefore, considering it optional, we opted those which would contribute a great deal to realizing the role his works have played in ELT and shaped SLTE over the course of six decades. Once emerged in his articles, ELT terms were listed selectively and included in the list. A word of

attention is that due to the vastness of MET and lack of sufficient space for them, we sub-listed some of the main items, for example the terminology sub-listed in No. 175 contains more than one hundred sub entries. On top of this, as a result of our review, we included, analyzed and enumerated MET appearing in his articles, but excluded this from his book chapters, and books. Should MET be extracted from his books and book chapters, the number of MET will admittedly exceed 800 concepts and ELT terminology. On the other hand, from our systematic review, we excluded his interviews, book reviews, conference presentations, and educational videos.

With regard to MET, the characteristic reference point refers back to his joint dictionary named *Longman Dictionary of Language teaching and Applied Linguistics* (Richards & Schmidt, 2010). As Richards (2002) indicates, the dictionary is the result of reviewing an abundant number of books and journal articles in the field since its edition in 1994. Therefore, as he mentions, it is “*the most comprehensive edition*” including 5300 entries all defined simply and precisely. It seems that the existence of the field could hardly be sustained and vividly imagined without his dictionary currently available. It demands also to be cited that the most frequently used items were those listed and sub-listed under the numbers 11, 17, 31, 39, 40, 54, 56, 57, 70, 82, 84, 87, 89, 103, 107, 127, 131, 132, 141, 142, 147, 159, 174, and 175. Since his dictionary contains 5300 entries, it is too demanding to learn all. Therefore, English teachers or scholars interested in reading and writing ELT articles can learn the tentatively-extracted terminological ELT jargons, as they are most commonly and frequently used in his articles. Also, in teacher training or teacher education courses, the educators can teach and raise the teacher candidates’ awareness of the extracted dominant ELT terminology which will facilitate their understanding and reading of ELT articles and textbooks.

On fourth column in Table 1, the research types, instruments, and statistical tools were identified which included 17 sub-entries serving as a reference point for viewing and analyzing the related component. Concerning the fifth column, we discovered 18 disciplines and sub-disciplines and related language skill and subskills; the domain of his articles, book chapters and books appear to be more inclusive, entailing a much wider range of disciplinary and interdisciplinary sciences. The last column indicates 24 journals in which he has got his works published. However, we excluded mentioning wide-ranging citations attributed to the individual articles. A word of note follows that in book chapters and books, i.e., columns 1 and 2, annotations and pedagogical implications relevant to every single work were examined. It is also necessitated to be cited that some of his works were excluded from the review (e.g., Richards, 1968, 1986, 1982; Richards & Hall, 1987; Richards & Long 1977; Richards & Tay, 1977; Richards, & Taylor, 1992), as the exclusion made no reductive contribution to the review result. The systematic review is presented below.

**Table 1***Analysis of the Articles*

<b>Articles</b>	<b>Annotations</b>	<b>Pedagogical Implications</b>	<b>Main ELT Terminology</b>	<b>RSI</b>	<b>D/S</b>	<b>J</b>
Richards (1967)	This study explores the pronunciation features of Thai speakers of English in New Zealand through observing the students during their language laboratory sessions. The results revealed that pronunciation difficulty results from the interference of phonetic representations.	The article has implications for teacher education course and workshops. The article can raise the in-service teachers or pre-service teacher candidates' awareness of the key pronunciation features and the difficulties in teaching pronunciation and the way interference-causing variable must be treated.	4, 5, 7, 15, 39, 138	3, 6, 7	1, 2, 10, 13, 17	1
Richards (1970)	The study examines the basic problems with vocabulary selection for teaching English with use of word frequency, word familiarity and word availability. The results revealed that word familiarity can serve as an evaluation scale for nouns. Moreover, word familiarity is measurable; both word familiarity and word availability provide similar information about concrete nouns.	Word familiarity differs with a view to speakers' intellectual, cultural, and social factors. Therefore, in language teaching, once words are selected, they can be arranged and re-arranged for teaching purposes and be triggered to the needs of the individual learners. So, Word familiarity is suggested as a valid psycholinguistic measure for the selection of a noun.	1, 2, 3, 6, 23, 39, 138	1, 2	1, 2, 17	2
Richards (1971)	The paper focuses on intralingual and developmental errors in learning English which are not predicted from contrastive analysis. To further explore developmental errors, interlanguage, and intralingual errors, the speakers of varied languages were examined. The results indicate that error analysis can contribute to an examination of language learning assumptions and teaching materials.	Making mistakes is a natural process and can be made in both L1 and L2; mistakes are more significant for both teachers and learners, as they contribute to L2 education both cognitively and pedagogically. Therefore, they can be used as a source of knowledge for learning and teaching process rather than as a habit to be avoided or eradicated.	5, 7, 8, 9, 10, 39, 138	3, 4, 5, 6	1, 2	3

Richards (1972)	The present article explores a wide range of SLL contexts and varieties where nonstandard dialects appear due to socio-linguistic factors. The varieties include EFL, English for immigration, pidginization, creolization, and local varieties. Learning processes and dialects are discussed in terms of interlanguage providing a basis for language variety description, as it considers rules which are originally linguistic and originate from communication and learning strategies.	When the learners would like to become a member of the community, they aim at achieving standard English. However, there exist many hindering factors which lead the learners to non-standard English; the educational planning agencies can take this into account and clarify the factors leading to standard and non-stands English.	5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 39, 138	4, 5, 6, 7	1, 2, 3, 4, 17	4
Richards (1974a)	The present article studies constructing a basic word list and vocabulary selection. The results of the study show that in developing word lists, word distribution, pragmatic measures of word definition power and coverage, psychological issues related to word familiarity and association, teachers' experience and opinions towards specialists should be taken into consideration.	The implications of the study are that educational agencies and ministries of education should not use word lists developed for quite different purposes, needs and situations. Therefore, in constructing a local word list, syllabus designers must consider word frequency, familiarity, range, and availability.	1, 2, 3, 22, 23, 24, 39, 138	4, 6, 7	1, 2, 4, 17	5
Richards (1975)	The present study examines simplification strategy which affects language education. With use and analysis of the examples extracted from the national language of Indonesia, the study reveals that simplifications can be theoretically and practically more efficient to the teachers and language planners.	In terms of pedagogical implications, through analyzing the significance and nature of learners' interlanguage or developing linguistic systems, applied linguistics contributes to practical questions regarding language standardization.	2, 4, 8, 9, 13, 20, 21, 26, 25, 27, 28, 29, 30, 39, 31, 32, 33, 34, 35, 36, 37, 38, 138	4, 5, 6, 7, 8	1, 2, 3, 4	4

Richards (1976a)	The article argues over Larry Smith's point; it indicates that an international auxiliary variety of English needs to be developed in order to meet the need for a world-wide variety of English. As a result, we should not develop an artificial variety of English, as it is a simplification of the complicated roles of English.	The pedagogical implication is that Larry's issues could have been a fascinating topic in the 19th century, but the internationalization of the 20th century has settled it down. In brief, educators can solve the real rather than imaginary problems and people learn the variety of English they prefer.	4, 11, 14, 16, 21, 25, 26, 27, 29, 30, 34, 39, 40, 41, 42, 138	4, 6	1, 3	5
Richards (1976b)	The present article examines the function of vocabulary in the syllabus in light of the findings of applied and theoretical linguistics. It therefore reviews the knowledge of lexical competence as a frame of reference for the assessment of vocabulary teaching. As a result, various aspects of word knowledge, such as sociolinguistic, psycholinguistic, and linguistic aspects including frequency, semantic structure, register, word association, vocabulary development, and collocation are examined.	Teachers need to consider that vocabulary teaching is more than simply covering a set of word lists. Moreover, the teachers are not slave to a dictated technique, as most teachers will have their own favored techniques for teaching various aspects of vocabulary. In addition, to acquire words needs to be acquired or learned in context, in relation to other words in the text and overall passage meaning; this will help the association of word meaning and word mastery.	2, 7, 20, 24, 28, 30, 36, 39, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 82, 54, 55, 56, 81, 82, 87, 138	3, 4, 6, 7	1, 2, 3, 4, 5, 6, 17	6
Richards & Kennedy(1977)	The study examines research on interlanguage issues with use of a functional dynamic and formal approach. The data included natural L2 speech, elicited imitation and translation and analysis of written compositions. The result is that various, individual, cognitive, affective, semantic, lexical and syntactic factors contribute to interlanguage and all these factors should be considered and researched.	The pedagogical implication is that in interlanguage research, relationships between communicative functions, mode of language, and semantics must be considered. This will help us to expand our perception of L2 learning.	4, 5, 7, 8, 9, 16, 17, 18, 22, 25, 26, 27, 28, 30, 31, 35, 37, 39, 40, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 138	3, 4, 5, 6, 7, 9, 10, 11	1, 2, 3, 4, 6	5

Richards (1977)	The present article reports on the use of questions as techniques for language teaching. The questions can serve as models for repetition, testing comprehension, and student-teacher participation. The marked difference between the structures of answers in coursebooks and in normal English should be noticed.	In normal spoken English, the use of auxiliary verb in answering a yes/no question is not recommended. However simple yes/no answers are effective at the elementary level, at next levels, coursebooks should not focus more on yes/no plus verb repetition.	17, 30, 36, 39, 45, 46, 54, 56, 66, 73, 76, 77, 78, 79, 81, 82, 87, 138	4, 5, 6, 7, 9, 12, 13	1, 2, 3, 4, 5, 6, 17	3
Richards (1979a)	The present article investigates the perfect as an alternative to the simple past tense; it can lead to frequent tense usage errors. Also, it points out how the learners get confused if the past meaning is instructed too early.	The perfect should be presented and introduced in contexts and compared to the simple past. In addition, teachers can teach new functions for new forms, rather than new forms for old function.	28, 30, 39, 42, 45, 56, 80, 81, 82, 83, 84, 85, 86, 87, 138	4, 5, 6, 7, 9, 12, 13	1, 3, 4, 5, 6, 17	6
(Richard) (1979b)	The study examines the new varieties of English in various parts of the globe where English functions as EFL or ESL. Therefore, distinct varieties of English are described and functional and linguistic features of language, rhetorical and communicative norms and concepts, and nativization and indigenization are elaborated.	In teaching and learning, language description must be conducted with reference to its actual matrix position. On the other hand, in the consideration of nativized varieties of English, linguistic and social meanings and rules of English varieties and their rhetorical and communicative styles must be focused.	4, 5, 11, 14, 18, 20, 22, 25, 27, 28, 39, 49, 31, 39, 42, 44, 61, 87, 91, 95, 97, 99, 108, 138	4, 5, 6, 7, 8	1, 5, 6	4

Richards (1980a)	<p>The study reviews approaches to conversation analysis and elaborates on speech acts, cooperative principles, topic choice, turn taking, openings and closings, and repair tactics. The main purpose is to explain the role of conversational discourse and the impact of transferring L1 conversational norms into second language norms.</p>	<p>In the teaching of conversation, the teachers should help the learners to use speech acts, conversational maxims, adjacency pairs, openings and closings, turn taking and repair strategies which are needed for a successful conversation and communication.</p>	<p>4, 11, 17, 20, 22, 28, 30, 39, 44, 47, 54, 56, 74, 75, 79, 87, 89, 96, 103, 109-123, 138</p>	<p>4, 5, 6, 7, 9</p>	<p>1, 2, 3, 4, 5, 6, 17</p>	<p>6</p>
Richards (1980b)	<p>Errors have played a leading role since the 1950s; in applied linguistics, error analysis, as a helpful tool, by 1980 was viewed as a transitional development. Therefore, being analyzed and classified, error is viewed from three perspectives: linguistic competence, learning processes and strategies, and input to language pedagogy.</p>	<p>Believing that syllabus design should develop the communicative abilities of the learners through notional-functional and communicative syllabuses, error analysis must be considered from communicative and facilitative perspectives. On the other hand, since making mistake is a natural process, it must be considered facilitative rather than a bad habit to be avoided.</p>	<p>4, 7, 8, 9, 17, 25, 27, 30, 31, 37, 45, 68, 103,</p>	<p>4</p>	<p>1, 2, 5, 6, 8, 10, 13,16</p>	<p>23</p>
Richards (1981a)	<p>This article reviews one small portion of the system of mental organization, i.e., the progressive aspectual system of English related to sentence production. Therefore, it represents the semantic system which the progressive aspect illustrates in English. The review concludes that the progressive is an aspect used for events and actions.</p>	<p>The implication of the study is that in designing the syllabus for teaching tense and aspect, understanding the functions of grammatical systems in English must be considered. Therefore, teachers should connect progressive-relevant activities to situations where actions and events occur.</p>	<p>6, 9, 11, 17, 28, 30, 39, 45, 82, 85, 87, 137, 138</p>	<p>4, 5, 6, 7, 9</p>	<p>1, 2, 4, 5, 6, 17</p>	<p>6</p>

Luke & Richards (1982)	The study reviews the functions of English in Hong Kong and explains the language situation with respect to both individual and societal bilingualism. The study indicates that English in Hong Kong is considered as an auxiliary language and linguistic, social, cultural, educational, political and communicative variables play a key role in Hong Kong.	The implication is that issues on language usage and language learning in Hong Kong have been little studied and there is hence an urgent need for ethnographic research. If so, the problems regarding governmental policy and educational practice will be more thoroughly explored	4, 11, 19, 20, 30, 39, 40, 69, 70, 82, 89, 90, 92, 125, 126, 137, 138	4, 12, 13	1, 3, 6, 7	7
Richards & Rogers (1982)	This paper presents a framework for a systematic description of methods and analyzes the methods in terms of approach, design and procedure. The results indicate the localization of points of similarity and understanding the difference between methods.	The study introduces a model according to which theory and practice are connected to each other. Moreover, the reasonably fine-grained analysis provides insights into the effectiveness and internal adequacy of the methods.	4, 6, 17, 20, 25, 27, 28, 29, 31, 34, 39, 40, 42, 44, 45, 54, 56, 57, 68, 71, 78, 79, 83, 84, 89, 107, 110, 113, 120, 125, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160	4, 6, 13	1, 2, 4, 6, 10, 11, 12, 14	6
Richards (1983a)	This study examines the components of communicative competence. It indicates that communication is appropriate, interactional, meaning-based, and structured. Therefore, the study reveals that the learners use strategies to shape their discourse structure and decipher and code meanings.	We should be tolerant of grammatical 'errors' from learners, as they are natural processes and learners learn from their mistakes. Also, before learners are ready to speak, they should have a vocabulary of at least two hundred words.	11, 17, 21, 25, 30, 33, 37, 39, 40, 43, 44, 45, 47, 49, 51, 52, 54, 70, 71, 78, 79, 82, 84, 91, 93, 101, 109, 110, 113, 115, 120, 127, 128,	4, 7, 9	1, 3, 4, 5, 6	3

			129, 130, 132, 133, 134, 137, 138		
Richards (1983b)	The study examines three dimensions of approach, design and procedure associated with teaching listening comprehension. To this end, it leads the discussion on the nature of spoken discourse relevant to the processes the listeners employ, the listening comprehension theory and activities, tasks and exercises the learners and teachers need. The results move along the line of the language learners' needs, as a taxonomy of micro-skills is presented.	In teaching listening comprehension, the teachers should spend some needed portion of time on listening-comprehension-related micro-skills, methods, approaches, principles, techniques, procedures, objectives and process because they help the teachers to justify their teaching activities.	4, 6, 9, 11, 17, 20, 25, 26, 28, 29, 30, 31, 39, 44, 45, 49, 56, 57, 68, 46, 54, 56, 61, 73, 79, 87, 91, 103, 109, 110, 113, 114, 118, 120, 127, 128, 129, 131, 134, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146	3, 4, 5, 7, 8, 13,	1, 2, 4, 6, 9, 10, 11, 12 6
Richards & Sukwivat (1983)	The study investigates the influence of the transfer and examines some aspects of conversational competence and the way they are influenced by the transfer of native language norms. One of the results indicates the support of communicative and pedagogical grammar in pedagogical context.	Information about transfer can be used in training the teachers. Also, the concept of English as an international language should not necessarily be used as the only acceptable norm in other contexts.	11, 17, 18, 19, 20, 26, 28, 30, 36, 39, 42, 44, 67, 79, 82, 92, 101, 107, 110, 117, 121, 129, 134, 135, 137, 138, 172	4, 6, 7	1, 4, 7, 8, 9, 17 8

MacFarquhar & Richards (1983)	The present study examines the uses and users (from Asian and the Pacific at Hawaii) of dictionaries, and the lexicographic conventions. Therefore, it compared Longman Dictionary of Contemporary English, Oxford Advanced Learner's Dictionary and the compact edition of Webster's New World Dictionary. The results revealed that the definitions in Longman Dictionary of Contemporary English were much easier to comprehend.	One of the pedagogical implications is that at the beginning, EFL/ ESL learners can use a bilingual dictionary, and then, as they get more proficient, they can use a monolingual dictionary. Also, long-time dependency on bilingual dictionaries can retard proficiency development. Dictionary publishers should consider the clearer preference for vocabulary definitions.	4, 11, 22, 28, 39, 44, 74, 87, 161, 162, 172	1, 6, 12, 13, 14	1, 5, 6, 11, 17	5
Richards (1984a)	The study reviews language curriculum development and the related issues such as syllabus design, methodology, needs analysis, goal setting, and assessment. The results indicate that language curriculum development should be viewed a set of interrelated procedures and processes which lead to productive educational processes and practices.	Teacher training courses should consider curriculum development as a process containing data collection, planning, experimentation, and assessment. Thus, an integrated and systematic attempt should be made to incorporate curriculum development theory into language teaching and teacher training.	4, 6, 7, 11, 15, 16, 17, 20, 31, 36, 39, 40, 43, 44, 45, 54, 57, 70, 77, 79, 80, 82, 84, 87, 103, 109, 113, 141, 142, 147, 151, 152, 153, 157, 159, 163, 164, 165, 166, 167, 168, 169, 170, 172	4, 12, 13,	1, 3, 4, 6, 12, 14, 15	5
Richards (1984b)	This article examines the philosophy and status of and reasons for methods in language teaching. Therefore, it discusses the method issues in light of a theory of language and learning, curriculum development, focusing on language-centered and learning-centered methods.	Teachers, and syllabus designers need to consider method issues and move it being the dogma and speculation parameters, as this will improve language teaching and learning process through careful attention to syllabus development and instructional principles and practices and	6, 9, 11, 13, 17, 20, 28, 30, 37, 39, 43, 44, 45, 54, 56, 57, 70, 78, 84, 87, 98, 103, 107, 134, 142, 147,	4, 6	1, 2, 3, 4, 5, 6, 7, 12, 13	6

	The results indicate that a more informed approach to methods discussion is required, as most of the methods are not based on sufficient amount of data and have not been properly evaluated.	implementational factors, techniques, and procedures in the language classroom.	151, 154, 160, 170, 171, 172, 173			
Richards (1985a)	The study reports on a review of a problem in many ESL/EFL conversation courses associated with creating opportunities for engaging the learners in meaningful conversation practice. Therefore, the study aims at examining role plays as central to communication activities and needed for ESL learners' interaction and production.	The key implication of the study is that role play is effective for creating learner-to-learner conversational interaction in ESL or EFL context. At various levels of language proficiency, these activities are potentially arrangeable and applicable. Therefore, the teachers and teacher trainers can bear this in mind.	11, 31, 36, 39, 49, 79, 87, 107, 109, 110, 113, 115, 121, 131, 134, 142, 145, 171,	4	1, 3, 4, 6, 8, 17	5
Richards (1987)	This study discusses a dilemma in teacher education and examines micro-approach (an analytic approach), i.e., involving what the teacher performs in the classroom and macro-approach (holistic) which considers what goes beyond classroom. The conclusion is that both approaches are useful for teacher education.	Through considering the two approaches, i.e., the micro/ macro-ones, the significance and meaning of teaching practice, observation and practical experience get pedagogically highlighted. Therefore, in light of these approaches, teacher educators must provide opportunities for the novice to acquire the competencies needed for teaching.	4, 8, 17, 20, 39, 40, 44, 45, 54, 57, 68, 69, 70, 80, 134, 142, 143, 147, 159, 164, 167, 174, 175, 176,	3, 4, 6	1, 6, 12, 13, 15, 16	6
Richards & Rogers (1987)	The present study examines a variety of current trends and directions which have formed the whole body of second and foreign language teaching. Therefore, input, output, learner and instructional considerations, needs analysis, goal setting, syllabus design, teacher preparation, and assessment are all examined.	The implication is that there is no one-size-fits-all model or theory for language teaching, rather multidimensional factors must be considered and examined for classroom teaching context.	11, 17, 20, 23, 27, 29, 31, 39, 40, 45, 54, 57, 70, 82, 84, 92, 109, 131, 141, 147, 155, 157, 159, 160, 164, 166, 169, 174, 175	3, 4, 6, 14	1, 2, 6, 14, 15, 16	5

Richards (1988)	The present study deals with the secret intention and life of textbook writers and materials developers. Therefore, the study recommends a market-driven approach to publishing. In other words, the textbook writers can identify the pedagogical needs of market and produce the kinds of books the market and the learners need.	The educational materials should be on the basis of research findings and meet the communicative needs of the learners. Therefore, the market-driven materials must be started with reference to the preferences, needs and interests of the readers.	11, 17, 39, 45, 56, 78, 87, 159, 162, 177	4, 6, 14	1, 6, 15	9
Richards & Crookes (1988)	Practicum is an integral part of the ESL teacher's professional preparation in TESOL programs. The present study, therefore, evaluates the purposes relevant to the courses and deals with central issues associated with the curriculum, and supervision, logistics, settings, and the relevant objectives for the practicum course.	The practicum curriculum should contain both indirect and direct teaching experiences and activities and must concentrate on the pedagogical benefits of both kinds of experience and the way they contribute to the whole curriculum.	4, 9, 11, 17, 36, 39, 45, 54, 94, 116, 138, 142, 147, 174, 175	4, 13, 14,	1, 6, 16	6
Richards & Hurley (1988)	The present study views the issue of limited English proficiency (LEP students) from the perspectives of interactional, instructional and cognitive factors. It deals with the nature of general and specific issues associated with designing such ESL programs for the LEP student. Therefore, it explores the related problems, brainstorming minds to come up with solutions.	The study implicates that curriculum and materials developers and program planners must design and develop a wide variety of needed activities, tasks, contents and materials for ESL teachers instructing the LEP students.	11, 17, 20, 23, 26, 27, 29, 31, 39, 40, 44, 45, 54, 56, 57, 70, 73, 79, 87, 90, 92, 109, 114, 117, 133, 138, 142, 157, 159, 166, 174, 176, 178	4, 5, 6, 7, 12, 13, 14	1, 2, 3, 6, 10, 15	10
Richards (1989)	The study reports on two approaches: training model for education and development model for education. The study therefore compares the two with	There exist explicit implications for the teachers and teacher educators: the teachers will create a collaborative relation with teacher educators, so they will be	17, 20, 39, 45, 54, 70, 87, 90, 138, 159, 160, 164, 175	4, 12, 13	1, 6, 16	11

	<p>respect to five variables including content, approach, process, roles of teachers and teacher educators. Upon elaborating on the nature of the two within the framework of five variables, the study recommends the ways to implement teacher development approach.</p>	<p>considered as collaborators, consultants and facilitators, rather than experts, trainers or supervisors.</p>				
Richards, & Lockhart (1991)	<p>This current paper investigates a project associated with the role of peer observation in a language program. The participants included staff members in both in-service training for language teachers and teaching English for Academic Purposes. Describing the project development, reporting the participants' reaction and peer observation guidelines are more detailed.</p>	<p>Peer observation plays a pivotal role in a language program, as it practically benefits the individual teachers and the whole related program. Therefore, as an opportunity for teachers to assist each other in collecting potentially useful information, peer observation is suggested for staff development and teacher effectiveness.</p>	<p>39, 70, 79, 90, 127, 142, 159, 164, 174, 175,</p>	<p>3, 4, 6, 12, 13, 14</p>	<p>1, 6, 14, 16</p>	<p>12</p>
Richards et al. (1992)	<p>The present study reports on the culture of English teachers in Hong Kong. To identify their goals, beliefs, and judgements, their views of the ESL curriculum and profession, classroom practices, and their roles, a questionnaire was used. The study finally discussed the role of training and experience in specifying their attitudes, their feeling of professionalism and their favored teaching methods.</p>	<p>Since there exists a close relationship between teachers' values, goals and beliefs, and their teaching experience and language teaching method, in developing teacher education workshops, the related activities and tasks must be designed and developed.</p>	<p>9, 11, 17, 19, 39, 40, 45, 54, 56, 70, 78, 83, 84, 90, 109, 95, 102, 138, 140, 141, 142, 143, 147, 151, 174, 175, 178</p>	<p>8, 14, 15, 16</p>	<p>1, 6, 15, 16</p>	<p>5</p>

Richards (1993)	The current study reviews the leading part the commercial textbooks play in the professional development, and the reason why teachers have achieved their current status. To this end, the objectives, content and syllabus and assumptions of the ESL textbooks and their potential benefits and costs to teachers and to teaching are reviewed.	Teachers are recommended to be professionally trained in terms of required skills and knowledge germane to evaluating and adapting the textbooks to the needs of their learners.	11, 17, 23, 26, 31, 44, 45, 54, 56, 57, 70, 78, 79, 82, 83, 133, 134, 138, 141, 142, 143, 145, 147, 155, 159, 174, 175, 177	4, 5, 6, 12, 13	1, 12, 15,	5
Ho & Richards (1993)	The present study investigates Journal writing in in-service teacher education in Hong Kong. The paper hence examined the ways journal writing promotes reflective thinking and critical reflectivity. It recommends that some initial training in reflective writing can be a component of a preparation for journal writing.	The pedagogical implications of the study suggest that because journal writing develops the individual teacher's capacity for critical reflection, and links the informal classroom data to the campus programme, the instructors and teachers can factor it in their educational process.	11, 17, 31, 39, 45, 54, 56, 57, 70, 87, 132, 147, 149, 164, 174, 175, 176	1, 3, 4, 14, 12, 13	1, 6, 12, 15, 16, 17	15
Richards (1994)	The present study reviews the significance of cognitive processes. It examines the kinds of thinking and decision-making in teaching practice. It is concluded that teaching expertise is learnable and acquirable, so that the teachers can actively and potentially construct, theorize and professionalize their teaching practices.	The pedagogical implication of the present research is that effective teaching can be reflected in teachers, leaning process and learning outcome. Hence, the teacher educators in teacher education programs should provide more experiences for teachers in order for them to develop their cognitive skills.	11, 17, 29, 39, 45, 54, 56, 57, 61, 70, 78, 79, 103, 138, 147, 152, 163, 175	1, 6, 16	1, 15, 16	14
Richards et al. (1995)	This paper explores the nature of subject matter expertise and teachers' pedagogical reasoning skills. To this end,	In teacher education programs, the educators can crucially recommend lesson plan development to the teacher	4, 10, 11, 17, 27, 29, 30, 39, 40, 44, 45, 54,	4, 6, 8, 12, 13, 14	1, 6, 15, 16	5

	the way teachers planned a reading lesson, the learners' thinking of and perspectives towards subject matter and the way to present subject matter appropriately were explored.	candidates. In this case, the teachers-in-service will perceive the engaging value of lesson plan in the process of learning teaching; this can help them to adopt and adapt the materials to the needs of the learners.	56, 70, 87, 90, 109, 132, 138, 142, 145, 159, 161, 174, 175, 176			
Richards (1996)	The present paper investigates teachers' maxims and behaviors in language teaching and the related principles. The study therefore analyzes teachers' accounts of their teaching activities, lesson plan, belief systems, training, and experience. The study recommends that teachers potentially develop personal principles which inform their personalized and professionalized approach to teaching.	The educators can attract the attention of teachers to maxims and behaviors which can inform the teachers' knowledge base in terms of both curricular issues and the teachers' personal and subjective philosophy.	17, 26, 29, 39, 40, 45, 54, 56, 70, 79, 80, 89, 90, 116, 118, 133, 134, 138, 142, 145, 147, 148, 159, 174, 175,	4	1, 3, 4, 6, 15, 16	6
Richards & Mahoney (1996)	The present study examines the role of textbooks in Hong Kong. The findings confirmed that textbooks serve as syllabus and help the teachers to teach efficiently so that the teachers do not get de-skilled, as they use their cognitive skills and knowledge to adopt, adapt and omit some parts of books and trigger them to the needs of the learners.	Since textbooks have positive impacts on teachers and learners as well as on teaching and learning process, teachers and learners are recommended to hold their own teaching professionals; they can also consider textbooks as a syllabus which can be triggered to the needs of the learners.	11, 17, 26, 29, 31, 45, 49, 54, 56, 57, 70, 78, 90, 138, 145, 159, 168, 174, 175, 176	3, 4, 8, 16	1, 15	13
Richards (1999)	The present paper examines the grammar gap in task work and explores the related approaches during fluency work to address this problem within the framework of communicative language teaching. Richards concludes that	The pedagogical implication of the study is that meaningful communication must be placed at the heart of current language teaching programs. Consequently, the teachers can engage students in naturalistic	4, 8, 11, 17, 25, 30, 31, 36, 39, 43, 45, 54, 56, 61, 64, 65, 66, 70, 74, 78, 80, 82, 84, 87,	4, 6, 14	1, 2, 10, 11, 15, 17	15

	linguistic form in second language communication plays a significant role; therefore, it must be paid due attention within communicative methodology and applied linguistics theory.	and meaningful tasks which will facilitate the negotiation of meaning.	109, 110, 115, 117, 128, 131, 132, 136, 138, 139, 141, 145, 147, 156, 159, 174, 175, 178,			
Richards et al. (2001)	Nature of teacher change is a fundamental issue in teacher education programs and in professional lives of teachers. Therefore, the study examines teacher change from various perspectives including self-awareness, knowledge, behavior, attitudes, understanding and learning teaching.	Teacher educations programs can help teachers to reflect on their attitudes, and value systems and beliefs so that critical reflectivity will dramatically change and make a significant contribution to their professional development.	17, 39, 40, 45, 54, 56, 66, 70, 79, 84, 131, 132, 134, 174, 175, 176	4, 11, 16	1, 16	16
Richards (2002)	The article examines changes in second language education, teacher education, goals of English language, the heyday and decline of methods, communicative and linguistic approaches, information processing model, Vygotsky's theory, teaching language skills and language assessment, as reflected in and supported by Jack C. Richards' 30-year experience and personal reflection.	The study can make a huge contribution to bringing about change at both micro level and macro level. So, teachers, materials designers, teacher educators and language assessors can make use of paradigm shifts and communicative methodology in order to develop learner-centered curriculum.	4, 7, 8, 9, 13, 14, 17, 20, 21, 27, 29, 31, 36, 37, 39, 40, 42, 54, 56, 57, 62, 65, 66, 68, 70, 77, 80, 84, 109, 128, 131, 132, 134, 136, 138, 142, 145, 147, 148, 160, 164, 168, 174, 175, 179, 180	4, 6, 12, 13	1, 2, 3, 5, 6, 7, 10, 12, 13, 15, 16	5
Richards (2005)	The current article reports on two views of listening: listening as comprehension and listening as acquisition; in the former, subject matter is significant, but the latter	The implications suggest teachers and teacher educators to consider lesson plan in listening as comprehension and take into account consciousness raising activities in	30, 31, 39, 46, 54, 55, 61, 68, 70, 73, 128, 132, 138, 175,	4, 6	1, 2, 15, 17	5

	stresses the importance of noticing, restructuring and the language development function. The paper concludes that the difficulty of developing restructuring and noticing tasks will be appealing to the students rather than demotivating.	listening as acquisition. Therefore, exclusive reliance on a single exercise type would bore the students to death, as they will appear repetitive and tiresome.				
Richards (2006a, 2007)	The papers explore the interaction between theoretical issues, materials design, and research findings. The results indicate that the road of language learning research should be connected to syllabus design at application stage, as their close practical and theoretical connection informs the design of instructional materials.	Teachers can select a textbook which contains research-based teaching materials. Teacher educators can highlight the significance of research-driven textbook with pedagogically practical nature. Also, researchers and authors can design and develop the kinds of materials containing all language skills and subskills.	1, 2, 11, 17, 30, 31, 39, 40, 45, 54, 55, 56, 57, 61, 78, 79, 82, 84, 87, 90, 93, 103, 109, 110, 127, 128, 132, 137, 138, 145, 147, 148, 156, 175, 177, 178	4, 6,	1, 6, 15, 17	5
Singh & Richards (2006)	This paper reconsiders sociocultural perspectives of Lave and Wenger and Vygotsky and examines the micro-context of teaching and learning in the language teacher education. The study values community of practice, and learning environment where teachers learn through discourses and activities.	The teacher learners need to perceive the local sociopolitical and ideological issues, and reflect, analyze and critically review the way they learn teaching. Similarly, the teacher educators can mediate and scaffold the pre-service or in-service teachers to become critical language professionals.	17, 26, 31, 39, 40, 54, 68, 70, 79, 87, 90, 92, 98, 109, 132, 134, 147, 159, 164, 174, 175, 180	3, 4, 6	1, 6, 16, 17	5
Richards (2008a)	The current paper provides an account of second language teacher education (SLTE) and the way SLTE is understood today. Therefore, it deals with key issues in SLTE including the growth of SLTE, knowledge base and teacher identity,	There are pedagogical implications for teacher educators and teachers. They both are recommended to move beyond training to education and be critically aware of the sociopolitical events related to language education and critically self-reflect over	4, 17, 19, 21, 30, 39, 40, 41, 45, 54, 57, 64, 65, 70, 78, 90, 92, 103, 109, 118, 132, 134,	4, 6, 14	1, 6, 16	5

	professionalization, teacher cognition, models of teacher education and critical teacher education.	their identity, values, experiences as well as the pedagogical events in the teaching context.	142, 143, 164, 175		
Richards (2008b)	The present article investigates internal and external factors impacting on TESOL and the various paradigm shifts observed in the field. To this end, it examines specific and general issues, such as English as an international language, teacher education, professionalization, knowledge base, the decline of methods, communicative methodology, role of grammar, accuracy and fluency, linguistic and communicative competence, SLA, socio-cultural theory, and information processing model.	Language teachers, professionals, scholars and teacher educators are required to be informed of a brief pedagogical and theoretical accounts of the principles and practices dominating TESOL over the course of decades. Thus, the study will probably motivate readers to reflect the global methodological changes in the field and trigger them to the trends of their local needs.	4, 13,14, 17, 19, 21, 30, 31, 37, 39, 41, 45, 47, 54, 68, 70, 80, 90, 128, 132, 136, 138, 141, 142, 147, 175,	3, 4, 14	1, 2, 3, 5, 6, 7, 8, 10, 12, 13, 15, 16, 17
Richards (2010a)	The article describes nature of competence and performance and perceptions and practices of professional teachers. The study examines teachers' content knowledge, language proficiency, contextual knowledge, identity, learner-focused teaching, pedagogical reasoning skills, theorizing from practice, teaching philosophy, and community of membership.	The study can potentially help teachers and teacher educators to develop their language proficiency as a prerequisite factor for their continuous professional development. Teachers and teacher educators should understand the needs of their learners and design tasks, or adopt or adapt the materials to their needs and levels.	4, 7, 11, 17, 29, 30, 37, 40, 44, 45, 54, 56, 57, 70, 78, 79, 87, 90, 98, 103, 109, 138, 142, 145, 148, 152, 159, 166, 174, 175	4, 6, 14	1, 16

Richards (2013a)	The study describes three designs including forward, central, and backward in terms of input, process, and outcomes. One elaborates on syllabus, methodology and assessment; another starts with the processes of classroom teaching and methodology with no detailed syllabus issues. The other commences with a specification of learning outcomes, such as CEFR.	Depending on the needs-driven circumstances, either one of or a combination of the three designs with a view to their characteristics can be employed. Therefore, syllabus designers or curriculum developers can develop their materials through analyzing the local needs of educators and practitioners.	11, 17, 21, 22, 23, 25, 31, 45, 47, 49, 54, 56, 70, 77, 80, 81, 84, 103,141, 142, 145, 147, 156, 157, 158, 159, 160, 164, 172, 175, 182	4, 5, 6, 12	1, 15, 17	5
Richards (2013b)	The article examines the use of creativity by effective teachers in language teaching from three perspectives: qualities of creative teachers, the way teachers apply creativity, and the way creativity is supported. The three perspectives are detailed with clear and informative examples.	Teachers and teacher educators can use the examples included and explained in the article; the examples together with general and detailed principles and explanations can facilitate creative teaching and broaden their understanding of the notion of creativity in practice.	11, 17, 31, 39, 40, 45, 54, 56, 57, 70, 90, 103, 107, 142, 147, 162, 174, 175, 178	3, 4, 5, 6, 11	1, 2, 6, 13, 16, 17	22
Richards & Reppen (2014, 2016)	Grammar can be viewed as knowledge and ability. The former focuses on rules for sentence formation and the latter concentrates on the way grammar is used as a resource for developing spoken and written texts. Therefore, the present article examines twelve principles as a foundation for a pedagogy of grammar instruction. Illustrated with tangible examples and driven from classroom practices, these principles motivate learning through using grammar in texts.	Twelve principles mentioned can be effective for teachers, teacher educators, syllabus designers and materials developers. To this end, they need varying ranges of spoken and written text in order to successfully teach grammar. To obtain access to such kinds of spoken and written texts required for teaching grammar, they can use corpora, internet, and student-produced and authentic texts.	30, 31, 45, 54, 56, 62, 76, 70, 78, 80, 84, 87, 90, 109, 121, 128, 131,132, 134, 138, 141, 142, 147,148, 145, 159, 174, 175	3, 4, 5, 6, 7	12, 4, 5, 9, 11, 13, 15, 17	5

Richards (2015a)	The present study explores two significant issues for effective second language learning: inside-the-class and outside-the-class activities. Inside the class learning contains restricted opportunities. However, outside-the-class chances contain internet, technology and media. All in all, both must be regarded as complementary to each other.	The implications of the study recommend that teachers must scaffold their learners with numerous activities. Therefore, teachers can perform formative assessment triggered to checking and controlling outside-the-class activities and tasks and help the learners to report their activities to their partners.	9, 11, 17, 31, 39, 40, 54, 55, 56, 61, 70, 79, 82, 84, 90, 132, 141, 145, 146, 147, 148, 156, 159, 166, 174, 174, 175,	3, 4, 5, 6, 14	1, 4, 12, 15	5
Richards (2015b)	This article surveys the function of technology-mediated teaching and learning. The study examines the impact of technology on the design and delivery of English language programs. It reveals that technology offers new challenges and opportunities for stakeholders.	Today's language teachers, teacher educators, supervisors, and syllabus designers are recommended to integrate technology into their teaching context and to help their learners utilize media and the internet-based and media-driven resources to improve their all four skills.	4, 17, 21, 31, 39, 40, 45, 54, 57, 70, 78, 79, 80, 84, 127, 143, 145, 148, 155, 174, 175,	4, 6, 13	1, 17, 18	18
Sadeghi & Richards (2015a)	The present article investigates developing spoken proficiency in Iran private language schools and due to the limitations of speaking fluency at the public school system, the students register in "conversation" courses at private institutes. Therefore, this questionnaire-based study indicates that the institute courses do not address key aspects of conversational interaction.	Implications of the study suggest that enhancing out-of-the-class opportunities, workshops, discussion-based courses and courses addressing the development of students' spoken proficiency can make a significant contribution to teachers' language proficiency and their use of teaching resources and production strategies.	17, 39, 40, 45, 54, 56, 70, 78, 79, 80, 81, 84, 103, 109, 127, 132, 138, 142, 159, 162, 166, 175,	1, 4, 6, 16	1, 4, 6, 7, 15, 16, 17	19

Sadeghi & Richards (2015b)	This paper researches the social presence of English in Urmia through using a questionnaire associated with learners' attitudes towards learning English, and using instances of English use in varying contexts in Urmia, such as the use of English in people's ordinary life, in business, academia, media, and private and state education.	The implication is that language learners can use English for various purposes, as it also earns social prestige for educators. Thus, teachers can help the learners through developing motivating materials to fluently speak English and interact with much wider world.	4, 11, 40, 41, 45, 55, 56, 80, 81, 90, 127, 138, 147, 162, 175	4, 13, 16, 17	1, 15, 17	20
Pennington & Richards (2016)	This article describes the notion of teacher identity and its relationship with language teaching features. To this end, the way the concept of teacher identity is connected to the content and methods of teaching and the way required competences clarify conceptualization of teacher identity are more detailed.	There are implications for teacher education courses, pre-service and in-service courses; educators can raise student teachers or in-service teachers' consciousness of their own identity, values and maxims they have. This will help them to professionalize, personalize and localize the teaching theories and principles.	17, 36, 39, 40, 41, 45, 54, 56, 61, 70, 80, 81, 82, 87, 98, 103, 107, 109, 125, 132, 141, 142, 143, 147, 159, 160, 166, 175,	3, 4, 6	1, 2, 3, 4, 16	5
Richards (2017a)	The present paper compares two educational philosophies: top-down versus bottom-up or product versus process. Jack. C. Richards subsumes them under the general heading of a transmission-based approach and an ecological approach. Therefore, he compares and describes these two approaches and recommends complementary perspectives which are needed to be applied to teacher education programs.	The implications for teachers and teacher educators are that they can reflect their beliefs and experience and consider and analyze the contextual needs of the local context. Moreover, they are recommended to believe that plenty of unplanned things take place during lessons so that they need to move along the line of lived curriculum, which is also named ecological perspective.	17, 21, 31, 36, 39, 40, 45, 54, 57, 68, 78, 79, 87, 90, 109, 128, 142, 147, 159, 164, 165, 169, 172, 174, 175, 176	3, 4, 13	1, 15, 16	18
Richards (2017b)	The present article reviews issues regarding the kind and level of	Teachers and teacher educators are recommended to believe that general	4, 11, 17, 30, 31, 37, 39, 45,	3, 4, 6	1, 15, 16	5

	<p>proficiency in English required for being an effective English language teacher. Therefore, considering language knowledge and ability as central to the professional identity of language teachers, the article seeks to overview the role of language proficiency in the ELT literature.</p>	<p>English proficiency is not sufficient for effective teaching. Moreover, it is a false idea to consider native speakers as legitimate and qualified language teachers due to their language proficiency. Therefore, for teaching, both general English proficiency and specialized competence are needed, being native should not be a benchmark.</p>	<p>54, 56, 57, 74, 78, 80, 82, 84, 90, 92, 107, 109, 123, 132, 138, 140, 142, 145, 159, 162, 172, 174, 175, 176, 178,</p>			
Richards (2018a)	<p>The present editor introduction describes RELC Journal standing for Regional English Language Center. Marking the 48th year of the journal, the issue looks back at the historical and thematic development of the journal since its inception. Therefore, varying ranges of topics covered and some of the outstanding scholars contributing have been named in this brief introduction by Jack. C. Richards.</p>	<p>One of the pedagogical implications of the study is to highlight the increasing significance and strength of RELC Journal serving as a source of current theory, research and practice and to motivate the scholars, teachers and professionals to read RELC Journal and consider it as a valuable place to publish their work.</p>	<p>4, 39, 40, 45, 54, 70, 79, 80, 109, 136, 138, 142, 147, 159, 174,</p>	<p>4, 6</p>	<p>1, 4, 6, 7, 9, 12, 14, 15, 16, 17, 18</p>	<p>5</p>
Richards & Wilson (2019)	<p>The present study extends the discussion of identity and translanguaging through the notion of transidentifying. Describing the concepts with a view to the various dimensions as to how people make an interaction in monolingual and multilingual settings, the study examines different identity characteristics with a view to sociocultural factors.</p>	<p>The study has some implications for scholars, teachers and professionals, indicating that sociocultural factors and interpersonal negotiation and interaction can play a role in shaping and changing learners and teachers' identity. Therefore, transidentifying can be a positive feature of teacher behaviour.</p>	<p>17, 36, 39, 47, 56, 79, 92, 95, 116, 125, 145, 159,</p>	<p>4, 5</p>	<p>1, 2, 3, 5, 13, 14</p>	<p>5</p>
Sadeghi et al. (2019)	<p>The article investigates the impact of non-native speaker's (NNS) language proficiency on their personal teaching</p>	<p>However some of the low-proficiency language teachers may compensate for their limited proficiency through a high</p>	<p>17, 21, 31, 39, 40, 45, 54, 77, 80, 132, 138,</p>	<p>1, 2, 3, 6, 8, 12, 13</p>	<p>1, 15, 16, 17</p>	<p>5</p>

	effectiveness and performance, so it examines the relationship between teachers' language proficiency and their teaching effectiveness. Overall results displayed that language proficiency contributes to teaching effectiveness.	level of motivation and determination, teachers are recommended to develop their language proficiency in order to develop their teaching effectiveness.	142, 159, 166, 174,				
Richards (2020a)	The article reviews key issues in relation to kinds of emotions and the role of emotional factors. Therefore, the 'affective turn' in applied linguistics has examined the way teachers and learners' emotions impact on their teaching and learning management and the way teachers can develop their emotional competence.	The teachers need to realize that the management and perception of emotions are a key part of their skill, knowledge and ability. Therefore, they should obtain emotional awareness and competence through critical thinking, critical analysis, role plays, journal writing, and peer-observation.	11, 17, 26, 27, 31, 39, 40, 45, 57, 78, 80, 87, 90, 92, 98, 125, 132, 138, 163, 174, 175	1, 2, 4, 10, 16, 17	4		5
Richards (2020b)	The article describes the spread of the COVID-19 virus which has troubled many of the researchers, teachers, and language teaching professionals' activities and lives. Having gone through the process associated with Covid-19 and issues and improvements in RELC Journal, Richards introduces some informative articles on various issues.	The implications of the study are for researchers, scholars and teachers to read the articles published in RELC Journal during COVID-19 and gain a perception of the issues published in the RELC Journal: The articles published would be more insightful source for upcoming research and practice.	17, 39, 70, 80, 84, 103, 138, 147, 159, 164, 168, 175,	4		1	5
Richards (2021a)	The article examines the concept of identity in TESOL, indicating that it hugely contributes to our realization of the essence of ELT and teacher learning. Therefore, the study describes multifaceted ways in which identity issues shape teachers' experiences,	One of the implications of the study recommends the inclusion of focusing on identity in teacher education courses. Therefore, plenty of the professional activities associated with pre-service and in-service courses are appropriate for the application of identity issues.	11, 17, 39, 40, 41, 54, 80, 87, 92, 98, 104, 125, 134, 138, 147, 159, 166, 174, 175,	4		1, 2, 6	5

	motivation, attitude, values, beliefs and development.					
Richards (2021b)	The present review introduces seven articles providing a valuable account of wide-ranging dimensions of on-line professional development for language teachers. The articles published contain issues such as potential changes and challenges in professional knowledge, the role of teacher reflection, teachers' beliefs and experiences, course delivery, and interaction.	The articles published in the special issue can help teachers and teacher educators, and professionals to perceive and conceptualize the way on-line teaching and learning expands teachers and learners' the experiences. It can also facilitate the process through which the teachers socialize into on-line professionalism and community of practice.	17, 39, 40, 54, 57, 70, 79, 98, 127, 128, 141, 142, 174, 175,	4	1, 12, 16	22
Richards & Pun (2021a)	The study reviews English Medium Instruction (EMI) and details issues related to content-based learning, theme-based language teaching, content and language integration, bilingual and immersion programs. It describes 51 EMI features across 10 curriculum categories and details EMI dimensions containing describing, planning and evaluating.	The implication is that in EMI programs, both general English and academic skills are needed to be included in content-focused subjects. Therefore, with use of content and language integration, universities can offer the courses which can develop multi-skills and multi-competencies.	17, 45, 57, 125, 127, 142, 155, 159, 162, 166, 175,	4, 6	1, 14	5,
Richards & Pun (2021b)	The study examines implementing EMI and the English proficiency level of the EMI instructor. Three dimensions of EMI including the cognitive, the genre, and the academic task and the role of English in developing competence and disciplinary literacy are examined.	The study offers a key implication indicating that EMI-relevant professional development demands specialized knowledge and skills. Therefore, implementing EMI should not be exclusively limited to teachers' language proficiency.	17, 29, 31, 54, 56, 70, 87, 109, 123, 125, 138, 141, 142, 147, 159, 166, 174, 175, 178	12, 13	1, 14	3

Sadeghi & Richards (2021)	The study examines challenges and types of professional development in Iran. To this end, 24 English teachers were interviewed and results revealed that public school teachers were less involved in professional development activities than those at private English language institutes.	In order for teacher educators to professionalize their teaching and training, they can develop needs-based activities in pre-service and in-service courses.	11, 26, 37, 39, 40, 54, 68, 87, 98, 109, 138, 141, 142, 160, 175,	1, 8	1, 15, 16	21
Richards (2022b)	The study recommends a number of measures that teacher trainers and teachers can take in order to be responsible for their own professional development. Therefore, it investigates and suggests key issues in connection with developing and accessing professional development plan.	The article has implications for teachers, scholars and teacher trainers. It recommends the inclusion of professional development as an integral part of language education process through self-reflection on our beliefs and understandings of language teaching and of ourselves as teachers.	17, 39, 40, 45, 54, 70, 141, 142, 175,	3, 6, 8	1, 12, 16	24

**Table 2**

*Analysis of the Books & Monographs*

Books & Monographs	Annotations	Pedagogical Implications
Oller & Richards (1973)	Comprised of 6 chapters and containing 23 articles by authoritative figures in TESOL and linguistics, the book focuses on learners and assumes a pragmatic perspective for the language teacher. The main themes of the chapters include linguistics and psychology, second language learning, teaching and testing, sociocultural and motivational factors, and formal language instruction.	Applied linguistics and TESOL cannot independently solve the problems related to language learners and teachers. Therefore, teacher educators, scholars and professionals need to draw on language-education-related findings of other interdisciplinary and intradisciplinary sciences in order to bring order to the learning disorder.
Richards (1974b)	Comprising four thematic parts and eleven articles, the book covers varying topics such as learner English, the significance of learners' errors, interlanguage, non-contrastive approach	Language teachers and teacher educators can consider errors from communicative and sociocultural perspectives, and consider making mistakes as a natural process in learning.

	to error analysis, social factors, the development of wh-questions, idiosyncratic dialects, and finally, the causes, sources and significance of error analysis are detailed.	Therefore, making mistakes can help learners in learning process and assist pre-service teachers in teaching practice.
Richards (1978a)	The book comprises a comprehensive collection of state-of-the-art articles; it starts with an overview article, elaborating on salient points. Then, it presents key issues on interlanguage, and extralinguistic factors relevant to language learning and examines articles related to language teaching.	Teachers, scholars and teacher educators can use the chapters as an input resource for their activities justifying their teaching. Also, the chapters related to interlanguage can help them to understand the process the learners go through in order to arrive at a target language.
Richards & Schmidt (1983)	Comprising 8 chapters, the book presents major issues in the study of language and communication. The chapters are concerned with communicative competence, language pedagogy, pragmatics, rules of speaking, teachers' directives, conversational analysis, face in communication, monitoring and the second language learner.	This book has implications for language teachers, teachers in training, and students of applied linguistics, as it will enable students, teachers and applied linguists to obtain a much deeper perception of substantial issues engaged in communicative language teaching. Also, the book will potentially broaden their understanding of the social meaning of language.
Richards (1985b)	The book covers a wide range of issues such as functions of English, nature of language teaching, sociocultural variables, learner variables, using a true experimental design, writing specific objectives for language curriculum, error analysis, interlanguage, second language acquisition, and the status of grammar in language curriculum.	The book has pedagogical implications for teachers in training programs and ELT-majoring students. They can set realistic goals with reference to needs-analysis approach and sociocultural variables. Also, the book can help them to be well-aware of sociopolitical issues in developing their curriculum and educational activities.
Richards (1990a)	Comprised of eight chapters, the book covers main issues in ELT. The topics are wide-ranging and include curriculum development, beyond methods, materials for listening comprehension, teaching conversation, writing in second or foreign language, and self-monitoring language teacher development.	Since the book is more comprehensive as it contains issues on curriculum development, method, teaching skills and teacher development, it can have potential implications for teachers, teacher educators, curriculum developer, syllabus designers and scholars.

Richards & Nunan (1990)	The book contains a collection of articles and examines issues related to approaches to teacher education, teachers and learners in the classroom, trainer intervention in student teaching, i.e., the practicum, and observation and self-observation for professionalization. Finally, it reports on research concerning teacher education programs.	As the pedagogical implications indicate, the book can potentially serve as an invaluable resource for scholars, program and activities designers, professionals, workshop facilitators, and instructors in both ESL and EFL context. Moreover, the book can raise the readers' awareness and help them enjoy the theoretical and practical benefits of the book
Richards et al. (1992)	The book examines the key issues on training the novice teachers on pre-service courses. Indicating that learning teaching and teaching practice are key to initiating a training course, the book embarks on creating a theoretical and practical background to moving along the line of ELT career and professional development.	The book can potentially contribute to teacher trainers, teachers on pre-service and in-service courses. Therefore, as an integral part of course syllabus, it can provide those involved in teacher training courses with required tips, and techniques.
Li & Richards (1995)	The book reports original research concerning teaching and learning <i>Cantonese as a Second language</i> . It was conducted in three sections: In phase one, expatriate residents of Hong Kong were investigated and the learners' needs and attitudes towards Cantonese were analyzed; in phase two, a grammatical and lexical analysis of some of the Cantonese textbooks was performed and in phase three, Cantonese vocabulary and grammar syllabus were designed and suggested.	The book can serve Cantonese-relevant program managers, teachers, teacher educators, curriculum developers and syllabus designers. Also, the book can serve as a resource to develop quality instructional programs in Hong Kong and contribute to the Cantonese language teaching methodology.
Freeman & Richards (1996)	Containing mainly qualitative investigations into teacher education, it creates a research base for second language teacher education. The book examines how experienced and novice teachers think about their own language learning experiences with reference to videos of their teaching, issues changing and forming their thinking and the way teachers react when their reflection and ideals are not performed in their classrooms.	Since the focus of the book is on teacher learning, it can be effective for pre-service and in-service training courses. The teacher educators and teachers can use it as a main reference book for teaching practice and as an input source in TTC courses.

<p>Lockhart &amp; Richards (1996)</p>	<p>The book focuses on a reflective approach for teaching; it includes approaches to classroom investigation, such as observation and action research, exploring teachers' beliefs and reflection, teaching as a profession, focus on the learners' styles and strategies, decision making, teacher's role, lesson plan, classroom interaction, language use and language learning activities.</p>	<p>The book can provide pedagogical materials and activities for pre-service and in-service courses. Also, it can help the teachers and teacher candidates to collect data about teaching, investigate their own perceptions, critical reflection, assumptions, beliefs, and teaching practices.</p>
<p>Richards (1998a)</p>	<p>The book presents 76 case studies related to the way ESL teachers manage their teaching problems in their working context. The topics of the case studies are wide-ranging including teacher development, computer-assisted instruction, curriculum innovations, teaching ESL in mainstream programs, relations with colleagues and students, learner behaviors, affective factors, multi-level classes, and teaching language skills and subskills. In the end, for every case study, a teacher educators' brief commentary is provided.</p>	<p>The book can recommend lots of pedagogical implications for the teachers, professionals, scholars and teacher educators in in-service and pre-service courses. Also, it can contribute to classroom management, noticing the emotional and affective factors affecting educational activities, specifically in mixed-level classes, and the way to teach language skills and subskills.</p>
<p>Richards (1998b)</p>	<p>The book examines moving from training to education and development. Therefore, it investigates the nature of second language teacher education and the way teachers' principles and beliefs impact on their teaching activities. To this end, the book adopts a holistic approach to second language teacher education and considers the teachers and professionals as critical and reflective thinkers, indicating that just the mastery of techniques is not sufficient for an effective teaching.</p>	<p>The main pedagogical implication of the book is for teacher educators and teachers. Teacher educators are required to engage the teachers in exploring their own beliefs, attitudes, experience, cognition, knowledge base, and beliefs, all of which can potentially exert a dramatic impact on their teaching practice in classroom context.</p>
<p>Gravatt et al. (1998); Richards &amp; Gravatt (1998)</p>	<p>The books examine the needs of the students at the university of Auckland and their beliefs. Pointing out that needs-analysis-based approach for language education is required, the authors highlight the significance of needs-based curriculum development, syllabus design and language</p>	<p>The study has some implications for teachers, teacher educators and syllabus designers. Based on the needs of the learners, they can design the course syllabus.</p>

	learning and teaching. Moreover, they elaborate on the learners' beliefs about foreign languages.	
Richards & Renandya (2002)	This book is a combination of articles examining current approaches, issues, and practices in TESOL. It contains varying topics including methods, post-method, classroom dynamics, management and interaction, lesson planning, teaching the skills and sub-skills, individual learner variables, such as motivation, and age, learning strategies, linguistic competence syllabus design, materials development, role of technology, teacher development and assessment of learning.	In terms of pedagogical implications, the book provides teachers, professionals and teacher educators with a precious source of readings, teaching principles, and classroom activities urgently required for training programs. Moreover, it can be a source of topics for experiential research and inquiry-based practice for scholars.
Richards & Farrel (2005)	The book examines the continuum on which teachers in-training need to move in order to be along the line of professional development. The book therefore elaborates with vivid examples and situations various issues, principles and practices such as teacher education, teacher support, workshops, self-monitoring, teaching journals and portfolios, peer observation, peer coaching, analysis of critical events, case analysis and action research. The topics are clarified with exemplar vignettes for understanding and reflection. In the end, references for further reading are provided.	With reference to the topics covered in the book, in order for the teacher to make a long-term professional development, the book can potentially provide various opportunities for the in-service and pre-service courses. Therefore, teacher educators can use the book in the courses they teach so as to raise the in-service and pre-service or more experienced teachers' consciousness of main professionalism elements which can be operationalized into activities in the classroom.
Richards (2006b)	The book examines the evolution, significant role, assumptions, and origin of CLT. The book argues various issues on CLT, such as classroom activities, recent trends in CLT, process and product-based approaches, content-based approach, task-based and text-based approaches and content-based and competency-based instruction. Also, understanding the fluency of the message is facilitated through providing tasks for readers at the end of the sections.	The main implication of the study is for teachers, as they are required to strike a balance between the strong version and weak version of CLT. Moreover, the teachers who stick to CLT need to consider that there is no one-size-fits-all model for teaching. Rather based on the needs, preferences, and interests of the learners, they can consider the situated and local demands of the context, too.
Richards (2008c)	The booklet examines challenges learners face when they shift from lower-intermediate to upper-intermediate/advanced level. Therefore, the results indicate that it is natural to observe or feel a plateau and not to	The implications will help learners and teachers to be well-aware of the fact that in evaluating their language proficiency progress, they need to understand that at advanced level, proficiency development happens, but it gets invisible.

	recognize further progress with our language proficiency at advanced level.	
Burns & Richards (2009)	Comprising 7 thematic sections and 30 original chapters, the book includes a much broader selection and overview of significant readings on second language teacher education (SLTE), and current principles, practice, research, debates, and approaches in contemporary SLTE. However too wide to indicate all, the topics are around SLTE, such as SLTE and the context of SLTE, professionalism, pedagogical knowledge, identity, cognition, experience, collaboration, research and practice. It recommends much wider scopes and trends in SLTE to the scholars and professionals.	The book can serve as a valuable resource for the academics, teacher educators, teacher trainers, practitioners, undergraduates and postgraduates, professional development coordinators, administrators, and researchers enthusiastic about professionalizing their career in the field of SLTE.
Richards (2009)	The present book therefore reviews and describes the nature of speaking and listening skills, the dramatic changes they have undergone, rethinking of the related processes such as cognitive and communicative, related approaches, strategies, styles, and syllabus for speaking and listening in ESL/EFL context, and the impact they potentially exercise on other language skills.	The implications of the study are for teachers and teacher trainers and educators. They need to envisage that there is no single method or approach for teaching speaking and listening. Also, in teaching the skills, teachers should help learners to move from linguistic competence to communicative competence.
Richards & Bohlke (2011)	The book details issues on meaningful learning and effective teaching outcomes and principles, sequence of learning activities and opportunities, creating a positive classroom climate, interaction pattern, developing learner-centered teaching, and planning and reviewing lessons.	The teacher trainers and supervisors of language institutes can use the book for holding a short workshop, helping them to understand the needs and goals of the teachers in-service or pre-service and create a community of learners.
Richards & Farrell (2011)	Teaching practice is key to second language teacher education programs. Written for teachers and in-training teachers at the diploma, undergraduate, or graduate levels, the book adopts a reflective approach for practicum, and practice teaching. Therefore, it explores the notion of reflection and personal experience crucial for teacher development and professionalism.	The book has some effective implications for the professionals, teachers and educators, recommending that a holistic and reflective approach rather than a prescriptive one for teaching practice should be reconsidered. Thus, teachers and educators need to concentrate on reflection-based problem solving and decision making.

Richards & Burns (2012a)	Written by globally recognized researchers, educators, and emerging scholars, the book contains original articles and presents approaches and key issues in ELT. It is hence grouped into five sections including reflecting on our teaching, classroom learning and diversity, pedagogical approaches and practices, curriculum, media and materials.	The book appears to be user-friendly and can serve as an effective source for teachers and teacher trainers. If viewed deeply, the individual chapters can be of a specific interest to the readers as it they can add to their knowledge base, broaden their pedagogical competence, justify their teaching activities and serve in general their professional development.
Richards & Burns (2012b)	The book examines contemporary techniques and research on teaching listening. It contains various issues including text types, skills, listening processes, academic listening, course planning, and assessment. The book contains vignettes illustrating learning and teaching experiences and activities and appendices for implementing the learning and teaching tips.	The book has implications for the teachers, teacher educators and researchers as it contains, handouts on listening, practical and pedagogical classroom-based activities and tips for teaching listening which can be potentially effective for use in class.
Richards & Schmidt (2013)	Containing some 3500 entries, it is the most up-to-date and comprehensive language teaching and applied linguistics dictionary. In general, it includes subject matter words observed in various disciplines such as teaching methodology, ELT, applied linguistics, SLTE, teacher training, TEFL, TESOL, materials development, syllabus design, curriculum development, second language acquisition, testing, sociolinguistics, psycholinguistics, pragmatics, discourse analysis, education, evaluation, teaching language skills and subskills, syntax, phonetics, phonology, linguistics, EAP, ESP, neurolinguistics, psychology and basic statistics.	This dictionary aims at clarifying the uses and meanings for a plethora of specialized and technical terms. Therefore, it can be an indispensable resource for students, scholars, educators, professionals, practitioners, theoreticians, assessors and also for those engaged in various language education-relevant disciplines.
Richards & Rogers (2014)	Extensively revised and edited, the book reviews the major and alternative approaches and methods in ELT, containing a section on outcome-based activities, current communicative approaches, and text and genre-based teaching. It sheds light on the assumptions behind these methods and approaches, and distinguishes their differences and similarities, helping	In SLTE programs, methodological competence should be envisaged as an integral part of the course. Therefore, those involved in training should be recommended to list this book in their own syllabus as knowledge of language teaching methods and approaches can help them to justify and scaffold their activities theoretically and professionally.

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	the teachers to explore their own practices, beliefs, and experiences.	
Richards (2015c)	Covering seminal issues in TESOL and mixing theory with practice, the book elaborates on key issues and fundamental considerations in Language Teaching. In general, the book contains 21 chapters and four major themes: English language teaching today; facilitating student learning; four language skills and teachers' environment.	The book is recommended to be used as a course book in any teacher educations programs and TESOL. Therefore, teachers in training courses, teacher educators, undergraduates and postgraduates in TEFL/Applied linguistics can use the book.
Jones & Richards (2015)	As an authoritative book concerning creativity, it overviews the essence of creativity and presents some conceptual tools whereby language teachers, educators, scholars and practitioners grow motivated to think and talk about creativity in language teaching. As a consequence, it provides teachers with some practical guidelines, principles and practices that can potentially foster their creativity.	The implication of the book is for teachers and teacher educators involved in SLTE. By implications, they need to be aware that as with teaching practice, there also exists creativity practice. The more the teachers in-training practice creativity, the more creative they will be and finally, they will be rendered as effective teachers.
Nunan & Richards (2015)	This book represents the way teachers help learners to bridge the gap between autonomous language learning and formal instruction. Therefore, the book reports on case studies of language learning beyond the classroom in a wide range of settings, such as North and South America, Europe and the Asia-Pacific region. The findings closely link the theory and research to practice.	If inside-the-class activities are academically indispensable for learners in instructional and motivational terms, outside-the-class activities can be envisaged as the other side of the coin. Therefore, in order for learners to grow autonomous learners, they need to be encouraged to control their own learning outside the class.
Richards (2017c)	Containing 100 pages, short to cover and simple to understand, the book includes accounts of strategies that language teachers, teacher educators, teacher trainers and coordinators can use in order to develop their professionalism. Therefore, the book presents 50 tips which cover major themes such as professional development, the way to teach, the nature of lesson, characteristics and needs of learners, feedback, reflection, developing research skills,	The implications of the tips can be effective for classroom teachers and others who are more interested and involved in language education. Therefore, the teachers are required to reflect over the tips and apply them to their teaching context; this will help them to develop their professionalism,

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	the culture of professionalism, and sharing knowledge and skills.	
Richards (2017d)	Containing 338 pages and 11 chapters, the book explores the nature, aims, process and context of curriculum development, needs analysis, situation analysis, goal setting, a brief history and new directions of syllabus design, and materials development, course planning, textbook and technology, and approaches to evaluation. In addition to appendices, real case studies by teachers are also included at the end of the book which illustrate how practitioners have used principles of curriculum design to develop unique courses.	Since every chapter contains some suggested activities and questions for discussion, the book can serve as an invaluable teacher training and teacher education coursebook. Also, the book can be used for holding workshops, creating discussion groups and for designing and developing materials and syllabus for pre-service and in-service teachers.
Richards (2018b)	Containing six chapters, the book presents key issues, principles, and practices in the chapters. Therefore, it examines the nature of course design and its difference with curriculum development, the needs of the learners, the objectives of a language course, kinds of syllabus associated with language skills and subskills, technology and course design, and evaluation of the language course.	Since the book contains a sample needs analysis questionnaire in chapter 2, varying numbers of practical tasks and innovative ideas and suggestions for varying courses and syllabi, it can be useful for teachers, course designers, program managers and course evaluators.
Richards (2018d)	The book investigates the process of language learning and teaching and that opportunities in the learning and teaching process should be prioritized in order to achieve a promising outcome. Therefore, the cognitive, social, individual and contextual variables in the process must be taken into account.	The book can be used as a part of course syllabus and serve the purpose of informing the teachers and scholars about the significance of thinking process related to language education which can potentially lead to a productive result.
Burns & Richards (2018)	The book contains 36 chapters grouped into 9 sections. The main themes are learners and learning English, individual, social and affective dimensions, context of learning English, learning English for specific purposes, learning the systems of English, learning the four skills of English, learning the social uses of English, approaches to learning English, and technology and learning English.	Since the book contains a comprehensive coverage of the field, it can make a potential contribution to professional development of teachers and graduate and postgraduate students. Moreover, it can be more helpful to researchers, as there are wide-ranging topics in the book.

Richards & Pun (2022)	The study provides an overview of English Medium Instruction (EMI), the nature of academic literacy in EMI, and the related principles, and practices. Moreover, it introduces key theory and research findings in EMI, supports EMI through EAP, and motivates EMI-relevant professional development requirements for EMI teachers and evaluation of EMI programs.	There are implications for TESOL students and teachers, language teaching professionals, teachers of content subjects, and EAP teachers. Featured by having a number of key issues on EMI, the book can be used as part of syllabus and can serve the purpose of holding workshops in the field of EMI, too.
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**Table 3**

*Analysis of the Classroom Books*

Articles	Annotations	Pedagogical Implications
Richards (1976c, 1974c)	The books contain tasks and activities related to developing writing skill and conversation. On the ground of theoretical issues supporting teaching writing through pictures, they initiate the teachers and learners into teaching and learning writing and conversation and clearly justify the picture-oriented writing and conversation instruction through techniques, tasks and activities.	The books have both theoretical and practical implications for teaching writing and conversation and can be more insightful for the teachers, teacher trainers and researchers. Used as classroom books, they can contribute to developing writing and oral proficiency of the learners.
Richards (1976d, 1978b)	<i>Vocabulary in Action</i> and <i>Words in Action</i> are input-enhancers. Considering vocabulary as the building block of language learning and language teaching, the books illustrate practice-based tasks and activities and serve as a potential source for boosting lexical input for use in the class.	The books can have potential implications for teachers, teacher trainers and even researchers. Used as main books or coursebooks, they can contribute to the lexical resource of the learners and can be used for research purposes, too.
Richards et al. (1987)	The book, <i>Listen For It</i> , aims at developing listening with use of wide-ranging task-driven activities. It enhances input, and boosts oral proficiency and conversational abilities of language learners on common topics. Language learners improve their listening skills and strategies such as listening for main idea, gist, and information.	<i>Listen For It</i> is recommended to be used as a coursebook, as it can help learners to improve their conversational skill and develop their fluency and other mechanical features, such as connected speech, stress, and intonation.
Richards (1990b)	The book <i>Listen Carefully</i> (1-2) comprising 15-topic based listening skills provides an extensive practice in micro-listening	Since the book contains a needed number of meaningful exercises, engaging tasks and extensive practice in listening,

	<p>skills. There exists a wide variety of everyday situations travel, health, shopping, etc. Each unit contains activities which focus on different aspects of the topic. The tasks and activities in the book are graded leading the listeners from recognition of single sounds to inferring meaning from conversations.</p>	<p>self-study guide, teacher's notes, and an answer key, it can be used as a coursebook in the class or it can be self-studied by learners outside the class.</p>
<p>Richards (1997)</p>	<p><i>Springboard (1 and 2)</i> is a two-level conversation and listening course which systematically develops required listening skills for inference, information, gist, attitude, and main idea. It contains topic-based syllabus and motivates the learners to talk about their interests, preferences, and dreams. Added to this, it includes significant impressions and language models providing the learners with chances and tasks to start a conversation and keep it going, and how to express ideas, and ask questions.</p>	<p>Due to the fact that it includes interactive and communicative tasks for the purpose of developing conversational fluency, teachers and learners are recommended to use the book either in the class or outside the class. Also, since it has a Glossary with pronunciation, it can potentially facilitate developing the range and level of vocabulary and improve word pronunciation and syllable stress.</p>
<p>Richards &amp; Bycina (2006)</p>	<p><i>Person to Person (Volumes 1, 2 and 3)</i> is a multi-level series which has been designed, and developed potentially as a course book or text book for language learners. It focuses on communicative competence and helps learners to interact in a variety of everyday settings, by which millions of language learners have improved their conversational skills. Therefore, central to the book is task-based, communicative, process-based and needs-driven syllabus striking a balance between content and form.</p>	<p>The three-level book can be used as a text book for developing learners' confidence in fluency. Fluency and accuracy-driven book presents real life activities which can help learners to exchange their opinions, talk freely, complain politely, and make requests. In teacher training courses, it can be also used for teaching practice.</p>
<p>Richards &amp; O'Sullivan (2007)</p>	<p><i>Tune In (1, 2 and 3)</i> presents a rich variety of listening tasks and activities and fosters listening skills. Inspired by communicative and task-based methodology, syllabus and materials development, it introduces wide-ranging features of natural spoken English with use of a step-by-step approach in an understandable way.</p>	<p>The book is more helpful for learners who would like to develop their listening comprehension skills. Serving as an auditory input source, the book can serve as a prerequisite reference for pre-IELTS courses. Also, it can be used in teacher education course for listening skill-related teaching practice.</p>
<p>Richards &amp; O'Sullivan (2008)</p>	<p><i>Join in (1, 2, and 3)</i> series fosters communicative abilities and skills of language learners from elementary to high-intermediate through focusing on what language to use and how</p>	<p>Learners and teachers are recommended to use the book in the class and outside the class, as the book provides and presents a great number of examples of the strategies in context and</p>

	to appear natural. The book can potentially meet the listening-comprehension needs of learners, such as using conversation strategies, asking for clarification, keeping a conversation going, providing polite responses.	models for conversation practice. Moreover, the book can be used in teacher education course for the purpose of listening skill-related teaching practice.
Richards et al. (2009)	<i>Connect</i> (1, 2, 3 and 4) is a four-level American English coursebook for young adolescents. Central to the book are communicative tasks, multi-skills syllabus, and varying numbers of topics in everyday settings. Focusing on all language skills and subskills, the book is characterized by engaging dialogs, exercises, and games which provide opportunities for students to communicate successfully.	The book can help adolescents to focus on language and develop their communicative abilities in listening, reading, writing and speaking. The book can potentially help the learners to use English outside the classroom.
Richards (2011)	Jack C. Richards authored <i>Tactics for Listening</i> series (Basic, Developing and Expanding) which is an activity-rich American English course which covers skills in listening and conversation and motivates learners to successfully communicate. The three-level book is process-syllabus oriented which develops comprehension, and acquisition and facilitates interaction.	The book will develop the learners' fluency and improve listening for communicative purposes. Also, it can help the learners to get exposed to plenty of practice in testing and exam techniques. In particular, it can be a coursebook for use in pre-IELTS programs.
Richards & Bohlke (2012)	<i>Speak Now</i> (1, 2, 3, and 4) is a four-level speaking course which can potentially foster learners' communicative abilities. Providing real-life language models for learners, the book provides rich tasks, and activities leading to higher performance and abilities in listening, speaking, and pronunciation skills both outside and inside the class.	The book is recommended to learners as it can easily engage and encourage them to improve their listening, speaking and pronunciation skills. It will enable them to communicate effectively and confidently.
Richards & Eckstut-Didier (2012)	<i>Strategic Reading</i> (1, 2 and 3) is a three-level series with high-interest readings serving as a potential basis for developing receptive skills, lexical competence and reading comprehension abilities. High-intermediate readings come from authentic sources and include materials which can develop the learners' reading, vocabulary and critical thinking skills.	The book can be strongly useful for developing learners' reading comprehension, and vocabulary. Also, it can help them to convert their thought to language and create writing or speaking through studying the book. In particular, it can be a pre-requisite coursebook for use in pre-IELTS programs.
Richards & Sandy (2014)	<i>Passages</i> (1 and 2) is a two-level coursebook for adult and young-adult learners of English from high-intermediate to	The teachers are recommended to use the book after they finished <i>interchange 3</i> . It will provide exposure to

	<p>the advanced level. It contains a Workbook and provides additional practice covering grammar, vocabulary, reading, and writing skills. Like <i>Interchange</i>, it contains a communicative syllabus and integrates all language skills and subskills.</p>	<p>communicative input and will help learners to elevate their language ability, accuracy, fluency and communicative skills in both formal and informal contexts.</p>
<p>Richards et al. (2017)</p>	<p><i>Interchange</i> (Intro, 1, 2, and 3) is a four-level American English coursebook together with a Workbook. The book, driven by communicative syllabus, contains hundreds of tasks and exercises that present vocabulary, grammar, functions, speaking, pronunciation, listening, writing, and reading. Central to the book is the use of integrative approach, as it integrates language skills and language subskills. Therefore, it uses sufficient number of topic-based, situational, communicative and task-based materials.</p>	<p><i>Interchange series</i> is the most commonly used coursebook in the globe at numerous levels from beginning to intermediate and high-intermediate. Since over 50 million language adults and young-adult learner have successfully developed their communicative abilities in language skills and subskills, the book is highly recommended as a coursebook.</p>
<p>Richards &amp; Bohlke (2019)</p>	<p><i>Four Corners</i> (1, 2, 3, 4) is an integrated four-skill English course for adults and young adults. The book is based on communicative syllabus and presents grammar, vocabulary, and functional language, reading, listening, speaking and writing in various settings. The book can be used in class or outside of the class, as a main coursebook or as a self-study book.</p>	<p>The teacher or course managers can teach the book at various levels ranging from elementary to advanced. The multiple tasks for the language skills and subskills in the student's book and in the workbook can develop learners' fluency, accuracy, and their written and spoken abilities.</p>
<p>Richards (2021c, 2021d)</p>	<p>The books <i>Over to You</i> were developed and intended for use in the classroom. Justified by communicative methodology, they can develop general English proficiency of the language learners; they can develop all language skills and be effective for developing the listening and speaking proficiency of the learners.</p>	<p>The books have implications for the classroom teachers, teacher trainers and researchers. In teacher training course, the books can be used as a basis for teaching practice and in the class, they can be used as main conversation books or textbooks which can potentially develop the general English proficiency of the learners.</p>

**Table 4**

*Analysis of the Book Chapters*

Articles	Annotations	Pedagogical Implications
Richards (1980c)	The article examines distinctive varieties of English language in various ESL contexts. The article deals with nativization and indigenization. Then, two norms of speech events including rhetorical and communicative norms and five different processes related to these norms are discussed.	The article has implications for planning language teaching, for the interpretation of the consequences and effects of language instruction and for the researchers in terms of their research values and functions.
Richards (1981b)	Second language learning contains a variety of cognitive and social factors which impact on both the related product and process. Since varying individual and social contexts significantly function in processes and outcomes of learning, the study examines the relevant variables associated with form and function contributing potentially to accomplishing the communicative purposes, and the process and outcome of language learning.	The study can have implications for teachers and researchers; teachers can recognize the form-function-related variables which can inform the process of teaching and learning and researchers can potentially benefit from doing further research in the related field.
Richards & Hino (1983)	The paper examines expatriate teachers of English in Japan and addresses the issues of evaluation, needs assessment, and accountability in ESL/EFL teacher education. It indicates that through teacher-training programs, the teacher educators are partly responsible for the influence they exert on successful or unsuccessful language learning.	The study has implication for program managers, teachers and teacher educators. It offers general principles and practices for teacher education, curriculum development for SLTE, needs identification, skills identification, specification of objectives, and methodology.
Richards (1991a)	The chapter elaborates on content knowledge and instructional issues in SLTE; it deals with the extent to which SLTE has created a foundation for the professionalization of teachers. Being approximately a new field, SLTE offers its own theories, concepts and practices for educating the teachers.	Teachers and teacher educators need to consider general English proficiency as a prerequisite for SLTE. Since SLTE has its own concepts, theories and practices, teachers must be aware before they start teaching.
Richards (1991b)	The article explores theories of teaching, such as top-down and bottom-up approaches. Therefore, it elaborates on teacher discovery, self-reflection, development, and inquiry rather than training in fixed methodologies. Moreover, it reports on several	In teacher training courses, the experienced and inexperienced teachers can be recommended to be well-literate in teaching theories, as this can contribute to their professional development.

	theories of reflective teaching, self-evaluation, peer observations and feedback issues.	
Richards (1995)	The study examines the issues relevant to the evolution of a textbook project, a two-level conversation series. Various stages for the development of textbook are explained and the issues, principles and practices related to developing conversation books are detailed. It is recommended that students must be involved in piloting the materials and also, the relationship between the writer and editor of the targeted materials must be much closer in order for the book to be well-developed.	The textbook writers, materials developers, professionals, program managers and teacher can enjoy the book. The criteria for materials development, analysis of needs of users, the context to which materials are purported and supported, familiarity with other conversation series and the potential prediction of the degree to which the books are successful all can be considered.
Richards (2010b)	The chapter provides an autobiography of about 10,000 words associated with Jack C. Richards' career in applied linguistics. Therefore, it deals with issues such as from applied linguist to teacher educator, confessions of a language learner, from academic to textbook author, and his life outside of applied linguistics. Added to these, He elaborates on his intense academic and professional excitement, memories of places visited, and friendships.	That Jack C. Richards points out in the end that "I am generally preoccupied with issues of the moment or planning future activities rather than looking back to the past" has potential implications for the researchers, teacher educators, teachers, course designers and program managers.
Richards (2010c)	The study investigates central trends which have affected language teaching and pinpoints state-of-the-art issues. In general, the study reflects the current underlying ideology of TESOL and the TESOL leaders' beliefs and principles which have influenced the subject.	The key issues on the underlying ideology of TESOL can offer effective implications for the scholars, professionals and teacher educators. Also, it can be used as a part of course syllabus at post-graduate levels.
Richards (2014a)	The chapter highlights the significance of coursebooks and textbooks as the main teaching resource. It indicated that English teaching worldwide is supported by varying types of textbooks as they are the main basis for the curriculum. Also, the books often serve as the syllabus and they impact on the methods the teachers employ.	The study has some implications for teachers, teacher educators, and program managers. Due to the importance of textbooks in determining the method, they need to be cautious in selecting the type of needed books.
Richards (2014b)	The Forward examines current challenges and perspectives associated with teachers-in-training, teachers, teacher educators and L2 teachers. Therefore, it emphasizes the professional	There are efficient implications for the experienced teachers, pre-service teachers and teacher trainers: They

	preparation of L2 teacher educators, and in-training L2 teachers, as they need to be ready to tackle the educational challenges.	can add to their current knowledge, professionalize themselves and contribute to their classroom.
Richards (2015d)	The chapter on Creativity in Language Teaching indicates that creativity is not necessarily exclusive to writing poetry or imaginary activities, but rather it can be related to language learners' progress and the development of their capabilities to make use of creative activities in their everyday life. Teachers can take measures to help the learners to learn creativity in various settings and with numerous pedagogical activities.	Since the chapter includes questions for discussion and suggestions for further research, in both practice and research terms, it can be helpful for teachers, and teacher educators. Also, teachers can help the learners to acquire creativity for language learning, as it is acquirable.
Richards (2015e)	This chapter describes an approach initiating language teachers into the principles and practices related to writing course materials for use in SEAMEO center in Singapore. The intended approach was developed by Jack C. Richards while working with course participants.	The chapter can serve the teachers and teacher educators in Singapore Ministry of Education for holding workshops, in-service and pre-service courses on materials development.
Richards (2015f)	The article considers creativity as one of the integral parts for an effective teaching. Indicating that creativity can potentially develop academic performance and knowledge, the article can motivate the teachers to analyze and evaluate their teaching context, and discover novel solution to them. Therefore, teachers' thinking and practices can be principally suited to developing and strengthening creativity in language teaching.	The chapter can be useful for teachers and teacher trainers. They can use the findings for holding workshops and as a part of their syllabus for discovering novel solution to the problems through discovering novel tasks, and activities.
Richards (2015g)	The introduction provides a brief account of the significance of task in task-based language teaching. The emphasis is that task-motivated activities play an important role in language education, so the integration of task-based activities into the classroom can be beneficial in the course on language education and teacher education.	It can benefit the teachers, teacher trainers and beginning scholars: the teachers and teacher trainers need to consider the use of task-based language teaching in their classroom and the scholars can use it for their research.
Richards (2018c)	The Afterward by Jack C. Richards highlights the role of emotions in ELT and teacher education. Considered from cognitive and socio-cultural perspectives, affective variables can play either a facilitating or inhibiting role in ELT.	The article has implications for teachers, students, teacher educators, course designers and program managers. They should consider emotional variables as central to teaching, learning, materials development, and evaluation, and provide feedback for learners.

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Richards (2017e)	Jack C. Richards reviews varying approaches for developing curriculum and materials in language teaching. Therefore, significant types of syllabi, their application and the related process and input needed for the design, development, and evaluation of curriculum are examined.	With use of this chapter, the curriculum developers, syllabus designers, teachers, teacher educators and program managers can broaden their understanding of curriculum, and syllabus needed for language education.
Richards (2017f)	In this chapter, Jack C. Richards reports on his understanding of the role of identity in teacher learning. He details the issue of teacher identity drawing on his life-long experiences. He pinpoints the significance of teacher identity in teacher education.	The paper can help teachers and teacher educators to understand the importance of valuing their identity, experience and reflection; it can also facilitate teachers' own perception of professional identity and professional development.
Richards (2022a)	The forward highlights the significance of teacher identity central to practice and theory in TESOL; the forward can contribute to our perception of teacher cognition, teacher's identity development, and the way the complex construct of teacher identity can impact on teaching and learning.	The implications can contribute to teacher identity-driven professional development. Therefore, in teacher training courses, the complexity of teacher identity, and the context with which identity interacts should be taken into consideration.

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### **Discussion and Personal Reflection: Reflecting on My 60 Years in TESOL**

In their comprehensive survey and analysis of my published work over a 60-year period, Ali Panahi and Hassan Mohebbi have provided me with an extensive source for reflection on the development of my career since I first dipped my toes into the waters of applied linguistics and textbook writing in the 1960s. For this I am extremely grateful. In truth, I am not sure that all of my work deserves such scrutiny, since I when look back on the results of their review I am reminded that not everything I committed to print has stood the test of time. One point that does emerge from their survey is that unlike some colleagues who have focused on one or two core issues throughout their careers (e.g. such as language testing, vocabulary, or SLA), in my case I seem to have journeyed through vastly different territories. This diversity of academic interests reflects the issues that attracted me at different times, the different contexts in which I have worked, as well as my need to explore gaps in my own professional knowledge base. As a colleague once reminded me, the best way to get on top of a new professional domain is to teach a course on it. For me this has certainly been the case for areas such as curriculum development, second language teacher education, teacher identity, and most recently English Medium Instruction.

However, in what follows, rather than comment on some of the points raised in the survey, I will provide a little of the back-story behind some of the articles, books and textbooks that Ali and Hassan have so capably reviewed. For in almost every case, a publication was a response to a particular set of circumstances and is better understood in relation to the context which gave rise to it. But first I should mention two fortuitous incidents that initiated the development of the two sides of my career – one as a specialist in TESOL, and the other as a textbook writer.

The first happened during my undergraduate studies at Victoria university, Wellington, in the 1960s, where I commenced full time studies after working as a trainee in the national radio corporation. In order to help pay for my studies I was looking for part-time work. A student friend mentioned that she was helping out at a campus language centre for international students and there was a vacancy for someone to help manage the running of the language laboratory - essentially setting up the machines and monitoring the students' use of the language lab. I knew nothing about the centre and what it did but once I started working there I discovered the issues many international students faced coping with their lectures and assignments in English. This introduced me to the field of English language teaching and almost overnight I decided that the teaching of English was what I was going to do in the future. This decision gave me a focus for my undergraduate and graduate course work and the opportunity to eventually further my studies abroad and to complete a doctorate in Canada. And the rest is documented in Ali Panahi and Hassan Mohebbi's survey. Had I not found part time work in the language centre as an undergraduate I have no idea what kind of career I might have had.

The second incident occurred when I was teaching as a volunteer English teacher in Indonesia in 1973, shortly after completing my doctorate. One morning after I had finished my teaching a young British man appeared outside my classroom. He explained that he was an editor for Oxford University Press in Kuala Lumpur and was investigating the need for English textbooks in the region. Did I have any suggestions? This began a friendship and a discussion that resulted in an invitation to develop a series of basic textbooks for Oxford University Press for the Southeast

Asian market. This eventually involved my taking time off from my academic career (where I had been based for 2 years at the Regional English Language Centre following my year in Indonesia) and to spending two years preparing a number of practical text books for listening and speaking skills as well as my first attempt at a course based on a new approach at the time known as the “Communicative Approach”. Had that editor not visited the university where I was teaching in Indonesia, I may never have had the opportunity to become involved in textbook writing.

Hence the two parallel strands to my career documented in this journal that continues to this day. Let me select a few publications from among those cited in the survey and provide a little background to them and the impact they had on my career, starting first on some from the academic domain.

While I was enrolled in my doctoral program at Université Laval (1968-1972) my supervisor W. F. Mackey, suggested I might like to submit a paper to the 1970 TESOL conference in San Francisco. My doctoral research was in the area of vocabulary but I didn't have anything of interest to present at the time. However, the library in the research centre where I was based had a large collection of examples of learner-English from many different parts of the world. I noted that there were many common error types among them and I prepared a paper with the title “A non-contrastive approach to error analysis”, which questioned the status of contrastive analysis - a dominant approach at the time. The paper was very well received, was later published in *ELT Journal* and widely cited and prompted an invitation to edit a book on error analysis (*Error Analysis*), in an applied linguistics series published by Longman. At the same time another emerging scholar (John Oller) asked me join with him in another edited collection (*Focus on the Learner*), which was also widely referred to for many years. In the years to come I received many invitations to contribute to journals, compile and contribute to edited collections on different issues in TESOL, and to speak at regional and international conferences.

During the 70s and 80s I was based mainly in Singapore and Hong Kong and was a frequent attendee or presenter at the annual JALT conference in Japan. This period was the hay day of so called innovative methods, and at the JALT conferences there were often presentations by advocates of the latest “new method”. In response to the uncritical reception of many of these methods I presented a critique of methods using a framework I labelled *Approach, Design, Procedure*. I sent a draft of the paper to my colleague Ted Rodgers who was working in China at the time, and a jointly revised version of my paper was published in *TESOL Quarterly* and eventually became the basis for the book *Approaches and Methods in Language Teaching*, now in its 3<sup>rd</sup> edition. My critique of the fashion for new methods also led to a paper I presented at the TESOL conference in Toronto in 1983 (*The secret life of methods*), which prompted a standing ovation from the audience. An interest in methods led to a post-methods view of teaching that has informed much of my subsequent research and writing - one that positions the teacher and the learners at the centre of teaching and views the classroom context and dynamics as determining the nature of how classroom learning takes place.

As a very gregarious individual, in my formative years I have enjoyed getting to know many of the key players in TESOL over many years, which often resulted in joint papers or edited collections through collaboration with colleagues such as David Nunan, Michael Long, Donald

Freeman, Anne Burns and many others. Jointly authored books or articles often became key resources in graduate courses world-wide. Compiling edited collections also provided an opportunity to showcase the work of other teacher-researchers. For example, at a social function in Hawaii in the 1980s I met a young New Zealander who discussed research he was involved with on conversational discourse. Richard Schmidt and I were planning a book at the time in the area of communicative competence and we invited the scholar to contribute a paper to our book. This was the paper *Two puzzles for linguistic theory: Nativelike selection and native-like fluency* by Andrew Pawley and Francis Syder, which appeared in our 1983 book *Language and Communication*. The paper was recognized as a seminal paper in the area of spoken discourse, had a huge impact, and is still widely cited. Interestingly the paper was co-authored by Andrew Pawley and his mother! Andrew Pawley went on to become an internationally famous anthropologist with a lengthy list of publications on languages of the Pacific, documented on Wikipedia.

The 1980s and 1990s were exciting times in my career. In 1988 I moved from Hawaii to Hong Kong where I was appointed chair professor at a new university in Hong Kong – City University. There I headed a dynamic and outstanding team of colleagues and one of our first tasks was to develop three new degrees: an undergraduate and postgraduate degree in TESOL and an undergraduate degree in English for professional communication. During this period, I focused increasingly on research and publishing related to the nature of teacher professional competence and teacher learning, which resulted in explorations of the nature and role of teacher beliefs, teacher cognition and teacher learning. This interest has continued up to the present as is reflected in recent articles on teacher identity and teacher emotions. I was also a frequent presence at international conferences and seminars. Some of my international presentations were sponsored by my principal publisher – Cambridge University Press – who published my major survey on language teaching in 2014 – *Key Issues in Language Teaching*. However, since throughout my career I have worn two hats – one that of an educator and one as a textbook writer - I have always sought to make a clear distinction between my work as a teacher-researcher, and that as a textbook writer. Consequently, none of my academic presentations have been a thinly disguised attempt at textbook promotion. One of my editors commented that I was their only author who refused to talk about or promote their books! My feeling has always been that book promotion is best done by people in the marketing division of a publishing company. Teachers soon lose respect for someone who offers a talk on what appears to be a legitimate professional topic such as task-based instruction, only to discover that the talk is simply an excuse to promote a textbook.

One aspect of my academic career that I regret is that in my university positions I have not had the opportunity to work with Ph.D students. While I was at the University of Hawaii the ESL department did not succeed in being able to accept doctoral students until the year that I moved to Hong Kong. Similarly while in Hong Kong my department was not able to offer a Ph.D program until I was near the end of my tenure there. The opportunity to work with doctoral students offers huge benefits to a supervisor, since it is doctoral level research that expands the frontiers of knowledge for both the student and the supervisor and invariably results in joint publication of the results. Hence many of the best articles I read in the literature are the outcomes of collaborative

research between doctoral students and their supervisors. In my case this has been limited to joint publications based on master's level research.

Much of my own post-doctoral level academic development has consequently been based on self-directed learning and this has continued up to the present. For example, one of my most recent books is on English Medium Instruction, which is not a topic I had studied in depth prior to the pandemic. During the time that Covid made it not possible to travel I was able to draw on resources that a junior colleague in Hong Kong provided and from which I taught myself a great deal about the issues involved in implementing English medium instruction. This information provided the basis for my recent book with Jack Pun. -*Teaching and Learning in English Medium Instruction – an Introduction*.

I now turn the other strand of my career – my experience and involvement in textbook writing. I described above the circumstances that provided an entry to the enterprise of textbook development – resulting in the publication of a variety of textbooks by Oxford University Press in Kuala Lumpur. One of these books – a speaking skills series organized around the then popular “functional syllabus” – attracted the New York office of Oxford who decided to publish it with the title *Person to Person*. This was published in 1984 and a listening-skills book *Listen for it* was published a few years later, both series co-developed with graduate students. By this time my reputation as an applied linguist was already well established having published a number of well-received academic books for Cambridge University Press and an editor with the New York office of Cambridge University Press asked me to consider developing a “basic series” in American English for Cambridge. The editor explained that they needed someone who had a strong reputation academically but also a successful track record in publishing and I seemed to “fit the bill”. A “basic series” consists of a multi-level set of books covering the four skills and including audio, video and other resources for the teacher and students. Popular series of this kind were very profitable for publishers, such as the best-selling series *Headway*, published by Oxford University Press. The *Headway* series was in British English – reflecting the fact that its primary market was the UK and Europe. However, there was now a growing demand for books in American English for markets in Mexico, Central and South America, Korea, Japan, and China and Cambridge needed course books in American English for these regions. This was the series that I received an invitation to develop in 1986. I took up this challenge, and since developing a multi-level series is no mean feat it involved my taking a year's leave from my position at the university of Hawaii. With 2 of my students we began work on the books that became the series *Interchange*. *Interchange* was launched at the JALT conference in Tokyo in 1990 and in a few years became an international best seller which is now in its fifth edition. In the years that followed I have continued to write textbooks for both Cambridge and Oxford and recently served as series editor and contributing author for a series developed by Oxford University Press Shanghai aimed at non-English majors in Chinese universities. The 8-book series was published by Foreign Language Teaching and Research Press in Beijing in 2022.

It goes without saying that the success of my textbooks and teaching materials has been rewarding both professionally and financially for me. It has enabled me to provide a wide variety of support for students, teachers, musicians and others involved in education and the arts and for

which I received an honorary doctorate from Victoria University of Wellington as well as the Award for Patronage from the Arts Foundation of New Zealand. Looking back on these last sixty years I have fond memories of the times I have spent in different parts of the world as a lecturer and teacher trainer, and of colleagues, editors, publishers, teachers and learners whom I came to know along the way and whose support and encouragement I have been privileged to enjoy throughout these wonderful 60 years. To them I offer sincere thanks - as well as apologies for any toes I may have stepped on along the way.

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