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The Practice of English Language Teaching

The Practice of English Language Teaching

English Language Teaching Today

Linking Theory and Practice *Springer*

English Language Teaching Today: Linking Theory and Practice provides an up-to-date account of current principles and practices for teaching English in the world today. The chapters, written by internationally recognized language teacher educators and TESOL specialists, introduce the reader to key language skill areas (i.e., listening, speaking, reading, writing, pronunciation, grammar and vocabulary) and explain how each skill area can be taught in a principled manner in diverse language learning contexts. Throughout the book, the link between theory and practice is explicitly highlighted and exemplified. This reader-friendly book is suitable for undergraduate and graduate students enrolled in TESOL and other second language education programmes as well as for TESOL professionals who wish to stay current with recent developments in ELT.

The Education of English Language Learners

Research to Practice *Guilford Press*

This book presents evidence-based strategies for supporting English language learners' (ELLs') school readiness and achievement at all grade levels. It examines the importance of communication and language use for children's learning both in and outside of school.

Race, Empire, and English Language Teaching

Creating Responsible and Ethical Anti-Racist Practice *Teachers College Press*

This timely book takes a critical look at the teaching of English, showing how language is used to create hierarchies of cultural privilege in public schools across the country. Motha closely examines the work of four ESL teachers who developed anti-racist pedagogical practices during their first year of teaching. Their experiences, and those of their students, provide a compelling account of how new teachers might gain agency for culturally responsive teaching in spite of school cultures that often discourage such approaches. The author combines current research with her original analyses to shed light on real classroom situations faced by teachers of linguistically diverse populations. This book will help pre- and in-service teachers to think about such challenges as differential achievement between language learners and "native-speakers;" about hierarchies of languages and language varieties; about the difference between an accent identity and an incorrect pronunciation; and about the use of students' first languages in English classes. This resource offers implications for classroom teaching, educational policy, school leadership, and teacher preparation, including reflection questions at the end of each chapter.

Spelling and Pronunciation for English Language Learners *Boyer Educational Resources*

The Pedagogy and Practice of Western-trained Chinese English Language Teachers

Foreign Education, Chinese Meanings *Routledge*

Providing an East-West flow of language teaching knowledge and know-how to balance prevailing Western-centric perspectives, this book is an in-depth investigation of the impact of Western-based language teacher education on the pedagogy and practice of Chinese English language teachers who received their training in Western institutions or those that emphasize Western-based teaching approaches. A significant and growing number of these teachers will influence millions of language learners in China over the next decades. The Pedagogy and Practice of Western-trained Chinese English Language Teachers: Forefronts Chinese teachers’ voices and experiences in the context of their workplaces and classrooms Connects and balances theory and practice using a sociocultural lens Discusses the Chinese government’s policies on the training of teachers and analyzes them in terms of their impact on both American and Chinese higher education institutions This is a must read book for anyone interested in learning theory adopted from a Western perspective and applied within an Asian setting.

Assessment and Intervention for English Language Learners

Translating Research into Practice *Springer*

This book presents evidence-based practices for appropriate assessment of and school-based services for young English language learners. It identifies and addresses the challenges of assessing and intervening with these students at the curricular, instructional, environmental, and individual levels, particularly the complexities of determining the presence or absence of learning disabilities. Case studies and comparisons with fluent English speakers illustrate the screening and evaluation process – including multi-tier system of supports (MTSS) and response to intervention (RTI) – and proactive intervention planning in core literacy and math domains. Together, these chapters model effective teaching practice, advocacy, and teamwork with parents and colleagues as well as policy development toward meeting the needs of this diverse student population. This invaluable guide: Examines challenges of data collection when working with English language learners. Traces the development of dual-language fluency and competence. Discusses language-acquisition issues affecting oral language assessment. Reviews commonly used assessment and intervention tools in use with English learners. Features specialized chapters relating to reading, writing, and mathematics competencies. Can be used regardless of first language spoken by students. Assessment and Intervention for English Language Learners is an essential resource for researchers, professionals, and graduate students in diverse fields including school and clinical child psychology; assessment, testing, and evaluation; language education; special education; and educational psychology.

Approaches to Teaching the History of the English Language

Pedagogy in Practice *Oxford University Press, USA*

-First Edition published in Paperback 2001.-

English Language Teacher Preparation in Asia

Policy, Research and Practice *Routledge*

Bringing together a comprehensive range of extended research-based chapters, English Language Teacher Preparation in Asia provides comprehensive insight into policy, research, and practical aspects of teacher preparation for English teachers at pre-service level across multiple contexts in Asia. Written by local and international scholars specialising in TESOL Teacher education, and acknowledging the increasingly complex demands made on teachers of English in view of globalisation, the book explores the multiple factors which are key to effective professional learning. Chapters consider how pre-service teachers are best prepared for the diverse contexts in which English is learnt and taught in settings throughout Asia and draw on in-depth research studies to provide rich, fully contextualised coverage of aspects of teacher preparation including curriculum design, programme development, policy, professional learning communities, assessment education, and teaching practicum. A timely contribution to the field of teacher preparation, this text will be an invaluable resource for teacher educators, pre-service teachers and academics involved in the preparation of English teachers in Asia.

The Routledge Handbook of English Language Teaching *Routledge*

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

Young English Language Learners

Current Research and Emerging Directions for Practice and Policy *Teachers College Press*

It is well known that the number of non-English speakers is on the rise in the United States. What is less well known is that the largest proportion of this population is children under the age of 5. These young English language learners (ELLs) often demonstrate achievement gaps in basic math and reading skills when they start school. How best to educate this important and growing preschool population is a pressing concern for policymakers and practitioners. The chapters in this important book provide up-to-date syntheses of the research base for young ELLs on critical topics such as demographics, development of bilingualism, cognitive and neurological benefits of bilingualism, and family relationships, as well as classroom, assessment, and teacher-preparation practices. Contributors: Linda M. Espinosa, Margaret Freedson, Claudia Galindo, Fred Genesee, Donald J. Hernandez, José E. Nájuez Sr., and Flora V. Rodríguez-Brown “This is a must-have for those who are working directly or indirectly with young English language learners.” —Olivia Saracho, University of Maryland, College Park, Maryland

How to Teach English

Asian English Language Classrooms

Where Theory and Practice Meet *Routledge*

The teaching of English in the Asian context is always challenging and dynamic because both teachers and learners have diverse linguistic and cultural backgrounds. Equally important, where English is not widely used outside the classroom, English language classrooms are an authentic site of learner engagement. For these reasons, for all those concerned with contemporary English language teaching (ELT) in Asia, Asian English Language Classrooms: Where Theory and Practice Meet, provides an account of theoretical orientations and practices in the teaching of English to multilingual speakers whose primary language is not English. While covering the fundamental ELT areas (e.g., the teaching of language skills, educational literature, the use of technology in ELT, the role of pragmatics in ELT, social psychology of the language classroom, and language classroom management) with which every language teacher and teacher trainer must be concerned, this volume showcases how particular orientations shape ELT practices. We believe that practicing English teachers must have a heightened awareness of the theory behind their practice. At the same time, the theoretical stance must be firmly anchored in actual classrooms. Containing newly commissioned chapters written by well-regarded and emerging scholars, this book will appeal not only to beginning teachers or teachers in training but also to established teachers around Asia where English is used as a lingua franca. If you are a student teacher of English or an English teacher who would like to see what other progressive teachers like you are doing across Asia, this is the book you have been looking for.

Reflective Practice in English Language Teaching

Research-Based Principles and Practices *Taylor & Francis*

Offering a unique, data-led, evidence-based approach to reflective practice in English language teaching, this book brings together theory, research and practice in an accessible way to demonstrate what reflective practice looks like and how it is undertaken in a range of contexts. Readers learn how to do and to research reflective practice in their own settings. Through the use of data, dialogue and appropriate tools, the authors show how reflective practice can be used as an ongoing teaching tool that supports professional self-development.

English Language Teaching:Principles&Practice *Orient Blackswan*

This is a textbook which looks at the practice of ELT from an Indian perspective. It has a training-oriented approach and can be used as a manual by teacher trainers, students at the undergraduate and graduate levels in B.Ed. and allied programmes.

Teaching Grammar, Structure and Meaning

Exploring theory and practice for post-16 English Language teachers *Routledge*

Teaching Grammar, Structure and Meaning introduces teachers to some basic ideas from the increasingly popular field of cognitive linguistics as a way of explaining and teaching key grammatical concepts. Particularly suitable for those teaching post-16 English Language, this book offers a methodology for teaching key aspects of linguistic form and an extensive set of learning activities. Written by an experienced linguist and teacher, this book contains: · an evaluation of current approaches to the teaching of grammar and linguistic form · a revised pedagogy based on principles from cognitive science and cognitive linguistics · a comprehensive set of activities and resources to support the teaching of key linguistic topics and text types · a detailed set of suggestions for further reading and a guide to available resources Arguing for the use of drama, role play, gesture, energy dynamics, and visual and spatial representations as ways of enabling students to understand grammatical features, this book explores and analyses language use in a range of text types, genres and contexts. This innovative approach to teaching aspects of grammar is aimed at English teachers, student teachers and teacher trainers.

The Practice of Foreign Language Teaching

Theories and Applications *Cambridge Scholars Publishing*

The Practice of Foreign Language Teaching: Theories and Applications is a collection of essays which will appeal to teachers of modern languages no matter the level of instruction. The volume analyzes the concepts of foreign language education and multicultural competence, including the notion of

the intercultural speaker. It also discusses the ways in which language education policy develops, by comparing the theories and purposes of foreign language education. The essays collected here highlight the various different methods and approaches in language teaching, and introduce more experienced teachers to new approaches and teaching ideas. The book will also provide language instructors with the theoretical background and practical solutions they need to decide which approaches, materials, and resources can and should be used in their L2 classrooms.

English for Everyone English Grammar Guide Practice Book

English language grammar exercises *Penguin*
PLEASE NOTE - this is a replica of the print book and you will need paper and a pencil to complete the exercises. Puzzled by past tenses? Confused by comparatives? This clearly structured and beautifully presented workbook is packed with grammar practice activities that make learning English grammar incredibly easy. The English for Everyone Grammar Guide Practice Book is an essential companion to the English for Everyone Grammar Guide, a comprehensive reference book that makes even the trickiest grammar rules clear and simple. The Practice Book mirrors the unit-by-unit structure of the Grammar Guide. Each Practice Book unit is full of carefully graded grammar exercises to drill and reinforce the grammar you have learned in the corresponding Grammar Guide unit. These exercises will help you build up your confidence and become more fluent, giving you the chance to practice using the most important English grammar constructions again and again. Ideal for students at all levels, the English for Everyone Grammar Guide Practice Book covers basic, intermediate, and advanced English grammar in one easy-to-navigate book. Like all books in the innovative English for Everyone series, it uses a visual learning method: many of the exercises are accompanied by attractive illustrations that put grammar practice points into context and give you visual cues to help you understand the exercises. Whether you want to improve your grammar for work, study, travel, or exams, the English for Everyone Grammar Guide Practice Book offers you a simple way to learn English grammar, remember it, and use it with confidence.

When English Language Learners Write

Connecting Research to Practice, K-8 *Heinemann*
She documents the ways they think, the products of their learning, and their progress as writers.

Worldwide English Language Education Today

Ideologies, Policies and Practices *Routledge*
This book explores the ideologies, policies, and practices of English language education around the world today. It shows the ways in which ideology is a constituent part of the social realities of English language teaching (ELT) and how ELT policies and practices are shaped by ideological positions that privilege some participants and marginalize others. Each chapter considers the multiple ideologies underlying the thinking and actions of different members of society about ELT and how these inform overt and covert policies at the national level and beyond. They examine the implications of investigating ELT ideologies and policies for advancing socio-political understandings of practical aspects such as instruction, materials, assessment, and teacher education in the field. Introducing new perspectives on the theory and practice of language teaching today, this book is ideal reading for researchers and postgraduate students interested in applied linguistics and language education, faculty members of higher education institutions, English language teachers, and policy makers and planners.

Pedagogy and Practice for Online English Language Teacher Education *Tesol Press*
Pedagogy - not technology - drives effective online instruction. The authors of this book discuss foundational theories of pedagogy and link those theories with their own practices in online courses for language teacher education and language teaching. Learn how the online medium offers opportunities to explore new and exciting possibilities in teaching and learning. Includes online resources.

Teaching and Learning Grammar

English Language Teaching Materials

Theory and Practice *Cambridge University Press*
"Provides an overview of the current state of materials design in language teaching. The materials discussed include the complete range of language-learning resources from teacher-created materials to commercially-developed tasks, texts, and activities. Seventeen original chapters explore the issues involved in the design, implementation, and evaluation of materials in a wide variety of contexts. The contributors, an international group of established experts, explain the theories and principles underlying their approaches to materials design. They examine the issues that materials writers encounter when developing language-teaching materials, both in print and digital formats, and present a variety of solutions that help resolve those issues. Discussion questions and tasks follow each chapter to make this volume useful to prospective and practicing teachers alike"--P. [4] of cover.

State Assessment Policy and Practice for English Language Learners

A National Perspective *Psychology Press*
State Assessment Policy and Practice for English Language Learners: A National Perspective presents three significant studies, each examining a different aspect of states' strategies for including English language learners in state assessments. *An Analysis of State Assessment Policies Regarding Accommodations for English Language Learners; *A Survey and Description of Test Translation Practices; and *An Examination of State Practices for Reporting Participation and Performance of English Language Learners in State Assessments. With the rise in population of English language learners and the subsequent stepped-up legislative focus on this student population over the past decade, states have been challenged to include English language learners in state assessment programs. Until now, the little data available on states' policies and practices for meeting this challenge has been embedded in various reports and professional journals and scattered across the internet. This volume offers, for the first time, a focused examination of states' assessment policies and practices regarding English language learners. The three studies were supported by OELA, the U.S. Department of Education's Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students. State Assessment Policy and Practice for English Language Learners: A National Perspective is of interest to researchers and professionals involved with the assessment of English language learners; state- and district-level policy makers; and academics, teacher educators, and graduate students in a number of fields, including educational and psychological assessment, testing and measurement, bilingual education, English as a second language, and second language acquisition.

Assessing English Language Learners

Theory and Practice *Routledge*
Assessing English Language Learners explains and illustrates the main ideas underlying assessment as an activity intimately linked to instruction and the basic principles for developing, using, selecting, and adapting assessment instruments and strategies to assess content knowledge in English language learners (ELLs). Sensitive to the professional development needs of both in-service and pre-service mainstream teachers with ELLs in their classrooms and those receiving formal training to teach culturally and linguistically diverse students, the text is designed to engage readers in viewing assessment as a critical part of teaching appreciating that assessments provide teachers with valuable information about their students’ learning and thinking becoming aware of the relationship among language, culture, and testing understanding the reasoning that guides test construction recognizing the limitations of testing practices being confident that assessment is an activity classroom teachers (not only accountability specialists) can perform Highlighting alternative, multidisciplinary approaches that address linguistic and cultural diversity in testing, this text, enhanced by multiple field-tested exercises and examples of different forms of assessment, is ideal for any course covering the theory and practice of ELL assessment.

Non-native Educators in English Language Teaching *Routledge*
The place of native and non-native speakers in the role of English teachers has probably been an issue ever since English was taught internationally. Although ESL and EFL literature is awash, in fact dependent upon, the scrutiny of non-native learners, interest in non-native academics and teachers is fairly new. Until recently, the voices of non-native speakers articulating their own concerns have been even rarer. This book is a response to this notable vacuum in the ELT literature, providing a forum for language educators from diverse geographical origins and language backgrounds. In addition to presenting autobiographical narratives, these authors argue sociopolitical issues and discuss implications for teacher education, all relating to the theme of non-native educators in ETL. All of the authors are non-native speakers of English. Some are long established professionals, whereas others are more recent initiates to the field. All but one received part of the higher education in North America, and all except two of the chapters are at least partially contextualized in North America. Particularly relevant for non-native speakers who aspire to enter the profession, graduate students in TESOL programs, and teacher educators, the unique nature of this book's contributors and its contents will interest researchers and professionals in applied linguistics generally and in ELT, and all those who are concerned with the role of non-native speakers in English-language teaching.

English Language Learners

The Essential Guide *Teaching Resources*
Presents information for classroom teachers on working effectively with students with limited English-language proficiency.

Creating Classrooms of Peace in English Language Teaching *Routledge*
Timely and accessible, this edited volume brings together leading scholars to discuss methods for supporting reconciliation, peace, and sustainable and social change in English language teaching. Around the world, peace and reconciliation are urgent themes that are inextricably connected to the study and practice of teaching English. The book features a diversity of voices and addresses pedagogies of peace, universal responsibility, and global interdependence in the domain of English language education. Organized in three strands, Unit 1 addresses policy and implementation, Unit 2 addresses teacher education, and Unit 3 addresses content and lesson planning. With chapters drawn from a dozen countries and contexts, this book paves the way for English language teachers to harness their social capital and pedagogical agency to create sustainable peace globally and locally, and in and outside the classroom. It is essential reading for scholars and students in TESOL, applied linguistics, and peace education.

English Medium Instruction *Oxford University Press*
Ernesto Macaro brings together a wealth of research on the rapidly expanding phenomenon of English Medium Instruction. Against a backdrop of

theory, policy documents, and examples of practice, he weaves together research in both secondary and tertiary education, with a particular focus on the key stakeholders involved in EMI: the teachers and the students. Whilst acknowledging that the momentum of EMI is unlikely to be diminished, and identifying its potential benefits, the author raises questions about the ways it has been introduced and developed, and explores how we can arrive at a true cost-benefit analysis of its future impact. “This state-of-the-art monograph presents a wide-ranging, multi-perspectival yet coherent overview of research, policy, and practice of English Medium Instruction around the globe. It gives a thorough, in-depth, and thought-provoking treatment of an educational phenomenon that is spreading on an unprecedented scale.” Guangwei Hu, National Institute of Education, Singapore Additional online resources are available at www.oup.com/elt/teacher/emi Ernesto Macaro is Professor of Applied Linguistics at the University of Oxford and is the founding Director of the Centre for Research and Development on English Medium Instruction at the university. Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman

Building Teacher Capacity in English Language Teaching in Vietnam

Research, Policy and Practice *Routledge*

This timely volume opens a window on issues related to English language education in Vietnam. The authors consider that teacher quality is the key factor to be considered if the national English language curriculum outcomes are to be achievable. Aiming to shed light on key issues recently observed in the Vietnamese landscape of English language education, it examines the complexity of the institutionalization of the standardized English proficiency policy, which has been in force since 2008. That policy uses the Common European Framework of References for Languages (CEFR) as the model to set the standards and levels of proficiency for teachers, learners and state employees. The book presents both the theoretical and practical aspects of the standardization movement in English language education. The contents comprise a series of extended research-based chapters written by experts of language-in-education policy and planning in and about Vietnam from a range of perspectives including teachers, English language curriculum developers, teacher educators and researchers. The rich coverage of the book includes current discussion on English language education in Vietnam ranging from policy to practice, making it highly relevant to English teachers, teacher educators, and scholars, in Vietnam and worldwide, who aspire to broaden their horizons and professionalism.

Color, Race, and English Language Teaching

Shades of Meaning *Routledge*

The unique contribution of this book is to bring together Critical Race Theory and narrative inquiry and apply them specifically to a largely overlooked area of experience within the field of TESOL: What does it mean to be a TESOL professional of color? To address this question, TESOL professionals of color from all over the world, representing a wide range of racial, ethnic, and cultural backgrounds, offer accounts of their own experiences, responding to two related questions: *Can you identify critical events or conditions in your personal or professional life that are the result of you being a person of color that affect who you are now and what you do as a TESOL professional of color? *What have you learned from these events or conditions that have had a bearing on your life as a TESOL professional of color? Color, Race, and English Language Teaching: Shades of Meaning is intended for researchers, professionals, and students in the field of English language teaching. The book is designed as a text for MATESOL programs and courses that deal with issues of language, culture, and teaching. The introduction presents a brief overview of relevant aspects of Critical Race Theory, narrative inquiry, and educational research. Focus questions for each chapter are included to help readers apply aspects of the narratives to their own experience.

Grammar for English Language Teachers *Cambridge University Press*

An invaluable resource helping teachers at all levels of experience to develop their understanding of English grammar. Grammar for English Language Teachers is designed to help practising and trainee teachers to develop their knowledge of English grammar systems. It encourages teachers to appreciate factors that affect grammatical choices, and evaluates the 'rules of thumb' presented to learners in course materials. Consolidation exercises provide an opportunity for teachers to test these rules against real language use and to evaluate classroom and reference materials.

Primary School English-language Education in Asia

From Policy to Practice *Routledge*

"In Asia, English is no longer a foreign language but a key resource for education, government, business and the general public. Whereas thirty years ago, British and American experts believed that the best way to improve the quality of English teaching was to cancel any programs below the secondary level, Asian nations as well as European are now introducing English in primary school. But there are major obstacles to overcome: the training of enough local teachers or the hiring of English speakers, the preparation of suitable teaching materials, the development of useful tests, and the design of workable curriculums. The chapters in this book, written by leading English-teaching professionals in seven Asian countries and originally delivered at the 2010 annual conference of Asia TEFL which took place in Hanoi, Vietnam, describe and analyze national policies and how they are implemented. The coverage is wide: China with its huge number of students learning English, Japan working to make the transition from elementary to secondary school seamless, Singapore continuing to use English as medium of instruction for its multilingual population, Korea developing English education policies to recognize the increased role of English alongside the national language, India building on its colonial past to

make English an economic resource, Vietnam fitting English into a program of national rebuilding, and Taiwan spreading its English teaching outside the national capital. This is not a report of the views of outside experts, but of local experiences understood by local scholars of international standing. Policy makers, educators, researchers and scholars will be able to gain valuable insights from Asian experts"--

Exploring English Language Teaching

Language in Action *Taylor & Francis*

This title will provide a single volume introduction to the field of ELT from an applied linguistics perspective.

The Routledge Handbook of English Language Education in Bangladesh *Routledge*

This Handbook is a comprehensive overview of English language education in Bangladesh. Presenting descriptive, theoretical, and empirical chapters as well as case studies, this Handbook, on the one hand, provides a comprehensive view of the English language teaching and learning scenario in Bangladesh, and on the other hand comes up with suggestions for possible decolonisation and de-eliticisation of English in Bangladesh. The Handbook explores a wide range of diverse endogenous and exogenous topics, all related to English language teaching and learning in Bangladesh, and acquaints readers with different perspectives, operating from the macro to the micro levels. The theoretical frameworks used are drawn from applied linguistics, education, sociology, political science, critical geography, cultural studies, psychology, and economics. The chapters examine how much generalisability the theories have for the context of Bangladesh and how the empirical data can be interpreted through different theoretical lenses. There are six sections in the Handbook covering different dynamics of English language education practices in Bangladesh, from history, policy and practice to assessment, pedagogy and identity. It is an invaluable reference source for students, researchers, and policy makers interested in English language, ELT, TESOL, and applied linguistics.

International Handbook of English Language Teaching *Springer Science & Business Media*

This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second language acquisition and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for effective English language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching research.

Christian Faith and English Language Teaching and Learning

Research on the Interrelationship of Religion and ELT *Routledge*

Ideological and educational-political aspects of the link between language and faith—especially between Global English and Christianity—is a topic of growing interest in the field of English language teaching. This book explores the possible role and impact of teachers' and students' faith in the English language classroom. Bringing together studies representing a diversity of experiences and perspectives on the philosophies, purposes, practices, and theories of the interrelationship of Christianity and language learning and teaching, it is on the front line in providing empirical data that offers firm insights into the actual role that faith plays in various aspects of the language learning/teaching experience. By adding a data-based dimension, the volume contributes to the cultivation of valid research methods and innovative ways to analyze and interpret studies of the intersection of Christian faith and the practice of teaching and learning language. .

Classroom Management Techniques *Cambridge University Press*

"Classroom Management Techniques offers a huge range of down-to-earth, practical techniques that will help teachers make the most of their teaching space and get students working in more focused ways. The book helps teachers anticipate and avoid problems in the classroom, allowing more time to be devoted to useful, meaningful activities."--Publisher.

From Language Skills to Literacy

Broadening the Scope of English Language Education Through Media Literacy *Routledge*

The narrowing of English language education curriculum in many contexts has negatively impacted classroom teaching and learning. High-stakes standardized testing, scripted curricula, and the commodification of English have converged to challenge socially meaningful classroom literacy instruction that promotes holistic development. Although in different ways, these factors have shaped the teaching of English as both first and second language. How can English educators respond? This book argues that the first step is to take account of the broader policy, political and cultural landscape and to identify the key constraints affecting teachers, students and parents. These will set the broad parameters for developing local pedagogic approaches, while still recognizing the constraints that actively push against them. Using Singapore English language teaching as a case study, this book illustrates how this process can unfold, and how media literacy principles were vernacularized to design English classroom pedagogies that stretched the bounds of what is acceptable and possible in the local context.