

Reflective Practice In Esl Teacher Development Groups From Practices To Principles By Farrell Thomas Sc 2013 Hardcover

This practical and engaging book introduces readers to reflective practice in English language teaching. Assuming no background knowledge, Thomas S. C. Farrell clearly and accessibly walks through ways that teachers can integrate and implement reflective practice in the classroom and in other contexts to benefit their teaching and their own professional development. Each chapter covers an important dimension of reflective practice and features many ready-to-use activities that are designed to empower teachers and allow them to overcome challenges they'll face throughout their careers. Covering many types of reflection and the many purposes it serves, this book addresses written reflection, lesson planning, classroom observation, classroom management, group communication and more. This resource is ideal for preservice and early career language teachers and is an important supplement to courses in language education and applied linguistics programs.

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.

Taking the concept and the practice of reflective teaching forward, this book introduces a well-structured, flexible framework for use by teachers at all levels of development, from pre-service to novice to the most experienced. The framework outlines five levels of reflective practice—Philosophy; Principles; Theory-of-Practice; Practice; Beyond Practice—and provides specific techniques for teachers to implement each level of reflection in their work. Designed to allow readers to take either a deductive approach, moving from theory-into-practice, or an inductive approach where they start from a practice-into-theory position, the framework can be used by teachers alone, in pairs, or in a group.

Reflective Practice in ESL Teacher Development Groups discusses the concept of reflective practice in ESL teachers using data from a 3-year collaborative partnership in which three ESL teachers in Canada explored their professional development through reflective practice.

Reflective Practice

Reflective Practice as Professional Development

A Reflective Guide

Reflective Teaching in the Adult ESL Classroom

Doing Reflective Practice in English Language Teaching

Succeeding with English Language Learners

Written for language teachers in training, this book surveys issues and procedures in conducting practice teaching. Written for language teachers in training at the diploma, undergraduate, or graduate level, Practice Teaching, A Reflective Approach surveys issues and procedures in conducting practice teaching. The book adopts a reflective approach to practice teaching and shows student teachers how to explore and reflect on the nature of language teaching and their own approaches to teaching through their experience of practice teaching.

"Reflective practice means that a teacher is mindful of the path she is taking each day in her classroom as well as the effects her choices have on the learners. Pierce and Kalkman (2003) present reflective practice as a means of monitoring teacher and student progress in a learner-centered classroom. Pawan (2003) recommends instructor self-storying reflections (p. 30), and Dinkleman (2003) recommends reflective practice which might inform and change teachers ways of knowing. The present study combines and illustrates reflection, self-storying, and mindfulness. It is my own late-career ways of knowing myself as a teacher and understanding the path that has led me to the final decade of my long, varied, and challenging career in teaching, both in the United States and in Japan. I reflect on my Montessori training and teaching, as well as the reading approaches Maria Montessori offered which are still used today (Shaywitz & Shaywitz, 2004). On one level, this thesis is a meditation on a life of service, and on another level, it is an exploration of academic literacy within the ESL context. Clearly, there is much to be learned from reading novice ESL teachers diaries (Numrich, 1996); however, the literature does not include any mid to late-career teachers diaries. For this reason, I have combined diary study, reflective practice, and reader-response as methods of inquiry in this project"--Document.

"Good teachers have always reflected on their teaching. Recent discussions regarding theory and practice have raised questions about what some consider to be the prescriptive nature of theory and have encouraged teachers to do their own classroom research. This paper demonstrates one way reflective practice can be used as a research tool for classroom teachers. First, I developed my philosophy of teaching based on learning theory, research, and intuition. Next, I videotaped my teaching and identified decision points in the lesson. Using my teaching philosophy as a base, I reviewed the positive and negative implications of the decision points..." - Abstract.

This book sets out duoethnography as a method of research, reflective practice and as a pedagogical approach in English Language Teaching (ELT). The book provides an introduction to the history of duoethnography and lays out its theoretical foundations. The chapters then address duoethnography as a research method which can be used to explore critical and personal issues among ELT teachers, discuss how duoethnography as a reflective practice can aid teachers in understanding themselves, their colleagues or their context, and demonstrate how duoethnography can be used as a pedagogical tool in ELT classrooms. The chapters are a range of duoethnographies from established and emerging researchers and teachers, which explore the interplay between cultural discourses and life histories with a focus on ELT in Japan.

Research-Based Principles and Practices

Policies, Practices and Impacts

Assumptions, Practices and Challenges

Teaching English Language Arts to English Language Learners

Teaching Engineering, Second Edition

Duoethnography in English Language Teaching

This resource offers practical methods for helping ELLs succeed in reading, with strategies to increase fluency and comprehension, teach vocabulary and text structure, and more.

The capacity to reflect – individually and with others – is considered valuable in teacher professional development internationally. In the field of Teaching English as a Second or Foreign Language, reflective practice has been deemed to be a precious tool at the pre-service level and in the ongoing development of teachers. Despite the importance of teacher reflection, the field of Teaching English as a Foreign Language in Higher Education has tended to overlook this topic and especially its collaborative and emotional elements. This book proposes a new and practical model for engaging teachers in transformational learning through an ‘emotionalized’ version of reflection. More specifically, the Collaborative, Appreciative, Reflective Enquiry (CARE) model represents a guide for teachers who wish to engage in reflective practice alone and with others in an appreciative context. As such, this book will be invaluable to in-service language teachers and teacher educators who are committed to realizing their potential as educators and human beings through growth that only emancipatory reflection and positive emotionality can bring.

There is a longstanding recognition in the field of language education that teachers must continually reshape their knowledge of teaching and learning. This knowledge is developed initially in teacher education programs, then becomes part of teachers' education throughout their careers through reflective practice. Reflective practice occurs when teachers consciously take on the role of reflective practitioner, subject their own beliefs about teaching and learning to critical analysis, take responsibility for their actions in the classroom, and continue to improve their teaching practice. Although it may be unreasonable to expect all teachers to engage in reflection at every moment or stage of their teaching, certain activities can benefit teachers at various stages. This brief describes the theoretical basis for and research on reflective practice and suggests three approaches for teachers of adult English language learners to incorporate reflective practice into their teaching: engaging in action research projects, writing in a teaching journal, and joining a teacher development group. Teachers can engage in these reflective activities at any stage of their careers and at any time of the teaching day to continue constructing their own personal theories of teaching and improve their instructional practice.

The aim of the book is to explain a range of options for implementing the reflective practice cycle in educational settings in various international contexts. It presents a series of empirical case studies illustrating many different ways of implementing the reflective practice cycle, and how they can be researched by practitioners and academics. Increasing attention is given by teachers and teacher educators to the construct and implementation of reflective practice as a form of bottom-up, autonomous professional development. The aim of the book is to explain a range of options for implementing the reflective practice cycle in educational settings in various international contexts. Written by international academics, these studies show how reflection can be interpreted in different cultural contexts. The book concludes with a discussion by Anne Burns of the implications of these case studies for action research. It is hoped that the book will enable practitioners, and their mentors, to consider how best to implement reflective procedures in the specific contexts in which they work.

Chapters in the book include:

- Lesson planning: The fundamental platform for reflecting for action
- Reflecting on action: Lesson transcripts
- Pair discussions for reflecting on action: Stimulated recall
- Observation leading to reflection

This book will be key reading for researchers in the fields of teacher education.

Experiences of Teachers of English in Japan

Reflective Practice in ESL Teacher Development Groups

Reflective Practice in Language Teaching

Reflective Writing for Language Teachers

Promoting Teacher Reflection in Second Language Education

Innovations from the Field

This edited book has been compiled in honor of Thomas S.C. Farrell, one of the most distinguished scholars in theorizing and researching language teacher reflection. It examines teacher reflection in three main areas: policies, practices and the impact of teacher reflection on teachers' practices and professional development. The data-driven chapters shed light on concerns and challenges experienced by teachers in diverse international contexts and institutions, and discuss the practical implications of their findings across a variety of policy settings. The book addresses aspects of reflective practice including macro and micro policies and constraints, as well as opportunities in the engagement of reflective practice. In addition, it explores teachers' identity, cognition, emotion and motivation, areas which are relevant but often not discussed in the literature on reflective practice.

This book focuses on the ways in which English language arts (ELA) pre-service and in-service teachers have developed - or may develop - instructional effectiveness for working with English language learners (ELL) in the secondary English classroom. Chapter topics are grounded in both research and practice, addressing a range of timely topics including the current state of ELL education in the ELA classroom, and approaches to leveraging the talents and strengths of bilingual students in heterogeneous classrooms. Chapters also offer advice on best practices in teaching ELA to multilingual students and ways to infuse the secondary English teacher preparation curriculum with ELL pedagogy. Comprehensive in scope and content and examining topics relevant to all teachers of ELLs, teacher educators and researchers, this book appeals to an audience beyond ELA teachers and teacher educators.

This Element examines the concept of reflective practice in language teaching. It includes a brief description of what reflective practice is and how it is operationalized by two of its main protagonists, John Dewey and Donald Schön, as well as some of the limitations of their conceptions. This is used as an introduction to how the author further developed their conceptions when operationalizing reflective practice for language teachers through a five-stage framework for reflecting on practice for language teachers. The author then presents an in-depth case study of the reflections of an

English as a Foreign Language (EFL) teacher working in Costa Rica as he moved through the five stages of the framework for reflecting on practice. The author then goes on to outline and discuss how reflective practice may be moved forward and calls attention to the importance of emotions in the process of reflection for language teachers. Use 80 reflection breaks as individual discussion starters or as part of a comprehensive professional growth plan that is perfect for teachers at all levels.

Reflective Practice in Malaysian Teacher Education

Reflective Language Teaching

Principles and Practices

80 Reflection Breaks for Busy Teachers

120 Activities for Effective Classroom Management, Lesson Planning, and Professional Development

Practical Applications for TESOL Teachers

Novice teachers can apply best practices for a successful ELL classroom experience! New teachers face a special challenge when their first assignment is teaching English language learners. This resource combines teacher induction and mentoring principles with basic ESL and EFL techniques to enhance reading, writing, speaking, listening, and grammar instruction. More than 100 exploratory breaks provide topics for reflective discussion with mentors and supervisors. Each chapter offers novice teachers supportive strategies for: Using different models of lesson planning Monitoring behavior and classroom interaction Assessing students for placement in ESL or general education classes Reflecting and exploring the development of their own teaching practice

A practical guide to the essential practice that builds better teachers. Becoming a Critically Reflective Teacher is the landmark guide to critical reflection, providing expert insight and practical tools to facilitate a journey of constructive self-critique. Stephen Brookfield shows how you can uncover and assess your assumptions about practice by viewing them through the lens of your students' eyes, your colleagues' perceptions, relevant theory and research, and your own personal experience. Practicing critical reflection will help you... Align your teaching with desired student outcomes See your practice from new perspectives Engage learners via multiple teaching formats Understand and manage classroom power dynamics Model critical thinking for your students Manage the complex rhythms of diverse classrooms This fully revised second edition features a wealth of new material, including new chapters on critical reflection in the context of social media, teaching race and racism, leadership in a critically reflective key, and team teaching as critical reflection. In addition, all chapters have been thoroughly updated and expanded to align with today's classrooms, whether online or face-to-face, in large lecture formats or small groups. In his own personal voice Stephen Brookfield draws from over 45 years of experience to illustrate the clear benefits of critical reflection. Assumptions guide practice and only when we base our actions on accurate assumptions will we achieve the results we want. Educators with the courage to challenge their own assumptions in an effort to improve learning are the invaluable role models our students need. Becoming a Critically Reflective Teacher provides the foundational information and practical tools that help teachers reach their true potential. Reflective Language Teaching: Practical Applications for TESOL Teachers is an extensively revised and updated second edition of the popular and accessible text Reflective Language Teaching: From Research to Practice originally published in 2008. This fully up-to-date second edition includes: - an expanded preface - updated case studies and new cases throughout that deal with new developments in language teaching and reflective practice - fully updated citations - three brand new chapters, on online reflective practice and teaching young learners, and a new final chapter on developing a 'culture of reflection' As in the first edition, this book outlines strategies for professional development through reflective practice in the language classroom. Accessible and comprehensive, the book presupposes no prior knowledge of linguistics or language teaching, and each chapter includes reflective discussion questions to help the reader apply the strategies and procedures discussed.

The chapters in this volume outline and discuss examples of teacher educators in diverse global contexts who have provided successful self-initiated innovations for their teacher learners. The collection suggests that a way forward for second language teacher preparation programs is through 'reflective practice as innovation'.

Becoming a Critically Reflective Teacher

Teaching Reading to English Language Learners

Preparing Pre-service and In-service Teachers

Training Foreign Language Teachers

Developing English Teachers

Explores one of the most fundamental characteristics of accomplished practice: teachers' reflection.

This book explores how Malaysian student teachers practice reflection during their teaching practicum, how practice contexts influenced their practices and which aspects of professional knowledge were constructed from their reflective practices. It was found that there were two levels of reflective practices among student teachers. The public level consisted of reflections through existing mechanisms post conference discussions, post-lesson analyses and weekly journals. Reflections were very weak at this level. At the private level, student teachers reflected deeply upon their experiences. They examined their own teaching, their pupils, and their beliefs or values about teaching. However, these reflections were not documented. Reflections at this private level were rich and varied but they were not visible to the supervisors. Two significant findings are that student teachers reflective practices lacked an element of inquiry, and that reflective practices were carried out individual

This book presents a researcher's work on reflective practice with a group of high school teachers of English in Japan. Beginning with a series of uncomfortable teacher training sessions delivered to unwilling participants, the book charts the author's development of new methods of engaging her participants and making use of their own experiences and knowledge. Both an in-depth examination of reflective practice in the context of Japanese cultural conventions and a narrative account of the researcher's reflexivity in her engagement with the study, the book introduces the concept of 'the reflective continuum' – a non-linear journey that mirrors the way reflection develops in unpredictable and individual ways.

Reflective Practice in ESL Teacher Development Groups From Practices to Principles Springer

An ESL Teacher's Reflective Practice, Self-storying, and Mindfulness as Ways of Teaching ESL Reading at the College Level

A Framework for TESOL Professionals

Teaching As A Reflective Practice

Impact, Supports, and Barriers from UAE-based ESL Teachers' Perspectives

International Perspectives on English Language Teacher Education

Teaching Literature as Reflective Practice

Reflective Teaching in Second Language Classrooms introduces teachers to ways of exploring and reflecting upon their experiences, using a carefully structured approach to self-observation and self-evaluation. Teachers are encouraged to reflect about their own teaching; to examine their attitudes, beliefs, and assumptions; and then to use the information obtained to engage in critical reflection on teaching practices. The approach is not linked to a particular method, but rather can be applied to various teaching approaches and teaching situations. Each chapter includes thought-provoking questions and activities appropriate for

discussion or self-study.

"A reflective practice requires conscious efforts by teachers to critically examine their pedagogy with the aim to enhance the quality of their teaching and instill positive transformations in their classrooms. Reflective teachers constantly engage in a process of inquiry and self-assessment, as they re-examine their underlying assumptions about teaching and work on aligning their practices with their beliefs. Practitioners delve into this rigorous examination, typically using introspective reflective teaching techniques that may include surveys, interviews, journals, case-studies, peer observations, session recordings, and audio recordings. While previous studies have investigated the impact of reflective teaching on pre-service teachers during their teacher education periods, few studies addressed the impact of reflective teaching on in-service teachers and its status in real-life classrooms. This paper probes the perspectives of seven ESL in-service teachers based in the UAE on the impact of reflective teaching on their practice. Data collected using questionnaires and interviews conducted after the teachers' participation in a six-week RT program. The study's status of reflection in classrooms, the candidate selection procedure revealed that while many teachers recognize the value of RT, few of them implemented reflective tools and engaged in systematic, evidence-based reflection in their daily practice. Following the RT program, the teachers indicated that RT provided valuable insights into teaching, allowed teachers to monitor their progress, and deepened the teachers' understanding of classroom events. Many of the teachers, also, reported that RT enabled them to re-examine their teaching beliefs and enhanced their critical thinking and problem solving skills. Further, the participants identified the teacher's openness to change and improvement as a main supporting factor to teacher reflection. Conversely, the teachers found time constraints, culture, and the teacher's own resistance to be major inhibitors of reflective practice."--Abstract.

The notion of the teacher as "reflective practitioner" is gaining ground as a powerful concept in teacher education and professional development. One of the strengths of this approach is that it draws on the experience of a wide range of professional educators who can help break down the gap between theory and practice that is all too often a major source of criticism of teacher education courses. The concept of the reflective practitioner can be applied to many aspects of teacher education including teaching practice, microteaching, action research, groupwork, teacher assessment, and course design. Training Foreign Language Teachers deals with this important topic in a very lucid and straightforward way. It contains many suggestions for practice and discussion, and numerous applications to actual situations, including an extended case study. The activities are framed within the framework of a coherent approach to language teacher education. This book is aimed at anyone in the area of language teaching who is engaged in designing, running or taking part in any of the following kinds of professional activities: teacher education courses, in-service training courses, supervision or inspection programs, advisory programs for teacher development programs, and self-development programs. Training Foreign Language Teachers will be ideal as a core-text for teacher education courses with a teacher education focus.

This volume presents a mix of translations of classical and modern papers from the German Didaktik tradition, newly translated essays by German scholars and practitioners writing from within the tradition, and interpretive essays by U.S. scholars from the American tradition, which virtually dominated German curricular thought and teacher education until the 1960s when American curriculum theory entered Germany--and which is now experiencing a renaissance--to the English-speaking world, where it has been largely unknown. The intent is to capture in one volume the core (at least) of the tradition of Didaktik and to communicate its relevance to English-language curricularists and teacher educators. It introduces a theoretical tradition which, although different in almost every respect from those we know, offers a set of approaches that suggest ways of thinking about curriculum and reflection on curricular and teaching praxis (the core focus of the tradition) which the editors believe are accessible to American readers--with appropriate "translation." These ways of thinking and related praxis are very relevant to not only curriculum theory and reflective teaching and the discourse on teachers as professionals. By raising the possibility that the "new" tradition of Didaktik may be highly suggestive for thinking through issues related to a number of central ideas within contemporary discourse on curriculum theory, exploring the implications of these ideas for both teacher education and for a curriculum theory appropriate to the needs of language education, for theorizing, this book opens up a gold mine of theoretical and practical possibilities.

A Guide for Beginning Teachers

Reflective Practice in the Professional Development of Teachers of Adult English Language Learners. CAELA Network

The Role of Mentorship in a Reflective Profession

Quality Teaching

A Reflective Approach

Reflection as the Heart of Practice

This practical and engaging book introduces readers to reflective practice in English language teaching. Assuming no background knowledge, Thomas S. C. Farrell clearly and accessibly walks through ways that teachers can integrate and implement reflective practice in the classroom and in other contexts to benefit their teaching and their own professional development. Each chapter covers an important dimension of reflective practice and features many ready-to-use activities that are designed to empower teachers and allow them to overcome challenges they'll face throughout their careers. Covering many types of reflection and the many purposes it serves, this book addresses written reflection, lesson planning, classroom observation, classroom management, group communication and more. This resource is ideal for preservice and early career language teachers and is an important supplement to courses in language education and applied linguistics programs.

In this comprehensive and detailed analysis of recent research on encouraging reflective practices in TESOL, Farrell demonstrates how this practice has been embraced within TESOL and how it continues to impact the field. Examining a vast array of studies through his own framework for reflecting on practice, Farrell's analysis comprises not only the intellectual and cognitive but also the spiritual, moral, and emotional aspects

of reflection. Reflection questions at the end of each chapter provide a jumping-off point for researchers, scholars, and teachers to further consider and reflect on the future of the field. Providing a holistic picture of reflection, this book is an original compendium of essential research on philosophy and principles, instruments used in studies, and theory and practice.

Outlines a course located in reflective practice and connected to readings in the world. The course invites students to theorize - about their own reading practices, about how literature is made, and about texts and their relationships to culture more generally.

The need for ongoing teacher development has been a recurring theme in the field of TESOL in recent years. Not everything a language teacher needs to know can be provided at the pre-service level, and the knowledge base of teaching is constantly changing. Based on cutting-edge research illustrated through case studies, this book outlines strategies for professional development through reflective practice in the language classroom. Accessible and comprehensive, the book presupposes no prior knowledge of linguistics or language teaching, and each chapter includes reflective discussion questions to help the reader apply the strategies and procedures discussed. This book will be invaluable to postgraduate students of TESOL and applied linguistics, and in-service language teachers.

Teacher Reflection

Becoming a Reflective English Teacher

Practice Teaching

Reflective Teaching

Reflective Practice in Action

Reflective Teaching in Second Language Classrooms

This book is the first in a new series consisting of several practical oriented books that introduce cutting-edge research and practical applications of that research related to reflective practice in language education.

The majority of professors have never had a formal course in education, and the most common method for learning how to teach is on-the-job training. This represents a challenge for disciplines with ever more complex subject matter, and a lost opportunity when new active learning approaches to education are yielding dramatic improvements in student learning and retention. This book aims to cover all aspects of teaching engineering and other technical subjects. It presents both practical matters and educational theories in a format useful for both new and experienced teachers. It is organized to start with specific, practical teaching applications and then leads to psychological and educational theories. The "practical orientation" section explains how to develop objectives and then use them to enhance student learning, and the "theoretical orientation" section discusses the theoretical basis for learning/teaching and its impact on students. Written mainly for PhD students and professors in all areas of engineering, the book may be used as a text for graduate-level classes and professional workshops or by professionals who wish to read it on their own. Although the focus is engineering education, most of this book will be useful to teachers in other disciplines. Teaching is a complex human activity, so it is impossible to develop a formula that guarantees it will be excellent. However, the methods in this book will help all professors become good teachers while spending less time preparing for the classroom. This is a new edition of the well-received volume published by McGraw-Hill in 1993. It includes an entirely revised section on the Accreditation Board for Engineering and Technology (ABET) and new sections on the characteristics of great teachers, different active learning methods, the application of technology in the classroom (from clickers to intelligent tutorial systems), and how people learn.

** How do student teachers learn to teach? * How can experienced English teachers teach student teachers? * How can good English teachers continue to develop and improve? Developing English Teachers is a book for anyone interested in helping English teachers to develop and improve. Its main focus is on the ways in which experienced English teachers can support and develop student teachers and induct them into the profession. However it goes further than this to examine the idea of mentorship as a feature of continuing professional development and of professional development as a constant element in the life of a reflective practitioner. It examines how experienced English teachers can learn from the challenge of explaining their teaching to student and beginning teachers. It also examines how being a mentor is very different to being a class teacher and emphasizes the new areas of learning that such a role demands. The book shows how all participants can learn from this reflective cycle and improve their teaching and contribute to improving the quality of the English teaching profession.*

The Routledge Handbook of English Language Teacher Education provides an accessible, authoritative, comprehensive and up-to-date resource of English language teacher education. With an overview of historical issues, theoretical frameworks and current debates, this handbook provides unique insights into a range of teacher education contexts, focusing on key issues relating to teacher and learner priorities, language and communication, current practices, reflective practice, and research. Key features include: a cross-section of current theories, practices and issues, providing readers with a resource which can be used in a variety of contexts; the use of data, transcripts and tasks to highlight and illustrate a range of practices, including examples of 'best practice'; 'snapshots' of ELTE from a number of contexts taken from all around the world; and examples of current technological advances, contemporary thinking on reflective practice, and insights gained from recent research. This wide-ranging and international collection of chapters has been written by leading experts in the field. The Routledge Handbook of English Language Teacher Education is sure to be core reading for students, researchers and educators in applied linguistics, TESOL and language education.

From Research to Practice

Reflective Practice in English Language Teaching

Voices from the Field

Research on Reflective Practice in TESOL

Research, Reflection and Classroom Application

Reflective Development through the Care Model

Since the 1980s, the concept of Reflective Practice has gained in popularity and is now a major component of teacher education and professional development programs worldwide.

This book is one of the first to show how this technique can be embraced by language teachers. It makes sense that for those whose job it is to teach writing, a good way to be reflective is by writing regularly about their work. Reflective Writing for Language Teachers shows language teachers how they can use writing as a way to subject their beliefs and practices to critical reflection and offer them a means of using this type of reflective practice for professional development purposes. When language teachers write about various facets of their work over a period of time, and then read over their entries looking for patterns in their own thoughts, they may uncover aspects of their practice that they had not realized before beginning to write reflectively. Reflective writing develops language teachers' understanding of their practice and also leads to a clarification of the values and assumptions that underlie those practices.

Taking on a set of major issues surrounding the role of teacher of English, this book enables the reader to approach not only the practice of English, but also introduces them in a structured and practical way to the paradigmatic issues underpinning English as taught across the full Secondary age range

From Practices to Principles

Empowering Teachers of English as a Foreign Language

The German Didaktik Tradition

Reflective Practice in ELT

The Routledge Handbook of English Language Teacher Education