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KEY=AND - JENNINGS HUDSON

Principles and Practices for Teaching English as an International Language *Routledge* What general principles should inform a socioculturally sensitive pedagogy for teaching English as an International Language and what practices would be consistent with these principles? This text explores the pedagogical implications of the continuing spread of English and its role as an international language, highlighting the importance of socially sensitive pedagogy in contexts outside inner circle English-speaking countries. It provides comprehensive coverage of topics traditionally included in second language methodology courses (such as the teaching of oral skills and grammar), as well as newer fields (such as corpora in language teaching and multimodality); features balanced treatment of theory and practice; and encourages teachers to apply the pedagogical practices to their own classrooms and to reflect on the effects of such practices. Designed for pre-service and in-service teachers of English around the world, **Principles and Practices for Teaching English as an International Language** fills a critical need in the field. **Techniques and Principles in Language Teaching** 3rd edition - *Oxford Handbooks for Language Teachers* *Oxford University Press* **Techniques and Principles in Language Teaching** has influenced the way thousands of teachers have taught English. This classic guide to developing the way you teach has been an essential resource to new and experienced teachers worldwide, and is now in its third edition. Each chapter focuses on a different teaching approach, describing it being used in the classroom, analyzing what happened, and helping you think how you could apply it to your own teaching. New features of the third edition include: a new discussion on the political dimensions of language teaching, a new digital technology chapter, and extended coverage of content-based and task-based approaches. On this site you will find additional resources, including author videos in which Diane Larsen-Freeman and Marti Anderson talk about the background to the book and new innovations in language teaching which are discussed in the third edition. **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. **Principles and Practices of Teaching English as an International Language** *Multilingual Matters* This book critically examines current ELT practices visàvis the use of English as an international lingua franca. It bridges the gap between theoretical discussion and the practical concerns of teaching English as an international language, and presents diverse approaches for preparing competent users of English in international contexts. **Techniques and Principles in Language Teaching** *Oxford University* This book provides a practical overview of the most important methods in the field. Readers are drawn into classrooms where various teaching methods and approaches are being used. They are encouraged to reflect on their own beliefs and to develop their own approach to language teaching. - Publisher. **Principles Of Teaching English** *Vikas Publishing House* This book is prepared in accordance with the syllabi of English Language Teaching Mythology Courses in B.Ed. Degree, TCH, and training courses in DIETs all over India. It has been designed to provide a detailed account of the past and current trends in the teaching of English as a second language. **Teaching English as an International Language An Introduction to the Role of English as an International Language and Its Implications for Language Teaching.** *Oxford University Press* English is the major language of international communication, and everyone wants to learn it. But which English, and how? **Teaching English as an International Language** provides an accessible overview of this increasingly important field. Sandra Lee McKay questions the cultural assumptions underlying much English teaching, arguing that classroom aims and methodology should be based on the requirements of an international language. **The 6 Principles for Exemplary Teaching of English Learners** *6 Principles* As the number of English learners around the world soars, so does the need for quality English language instruction. TESOL International Association has furthered its ELT leadership role by defining a core set of principles for the exemplary teaching of English learners. The 6 Principles will help you make informed decisions to improve English language instruction and assessment. These foundational principles are for all educators and are applicable across different educational settings. This book features a detailed explanation of the 6 Principles, practical applications for your classroom, ideas for building a strong community of practice, and more! **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. **Principles and Practices of Teaching English as an International Language** *Multilingual Matters* This book critically examines current ELT practices vis-à-vis the use of English as an international lingua franca. It bridges the gap between theoretical discussion and the practical concerns of teaching English as an international language (EIL), and presents diverse approaches for preparing competent users of English in international contexts. Part 1 examines how the linguistic and functional varieties of English today complicate ELT, and suggests ways to address them effectively in an English language classroom. Part 2 showcases English courses and programs that are specifically based on the EIL perspective, illustrating how the issues addressed in Part 1 are realized in a real context. This section also presents a collection of EIL pedagogical ideas that have been developed and used successfully by English teachers across the world. **Principles and Practices of Teaching and Training A Guide for Teachers and Trainers in the FE and Skills Sector** *Learning Matters* The only all-encompassing guide to everything you need to know to teach and train in post compulsory education! **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. **Principles and Practices for Response in Second Language Writing Developing Self-Regulated Learners** *Routledge* Based on the assumptions that students expect feedback and want to improve, and that improvement is possible, this book introduces a framework that applies the theory of self-regulated learning to guide second language writing teachers' response to learners at all stages of the writing process. This approach provides teachers with principles and activities for helping students to take more responsibility for their own learning. By using self-regulated learning strategies, students can increase their independence from the teacher, improve their writing skills, and continue to make progress once the course ends, with or without teacher guidance. The book focuses on the six dimensions of self-regulated learning – motive, methods of learning, time, physical environment, social environment, and performance. Each chapter offers practical activities and suggestions for implementing the principles and guidelines, including tools and materials that teachers can immediately use. **Making Every Lesson Count Six principles to support great teaching and learning** *Crown House Publishing* Packed with practical teaching strategies, **Making Every Lesson Count** bridges the gap between research findings and classroom practice. Shaun Allison and Andy Tharby examine the evidence behind what makes great teaching and explore how to implement this in the classroom to make a difference to learning. They distil teaching and learning down into six core principles - challenge, explanation, modelling, practice, feedback and questioning - and show how these can inspire an ethos of excellence and growth, not only in individual classrooms but across a whole school too. Combining robust evidence from a range of fields with the practical wisdom of experienced, effective classroom teachers, the book is a complete toolkit of strategies that teachers can use every lesson to make that lesson count. There are no gimmicky ideas here - just high impact, focused teaching that results in great learning, every lesson, every day. To demonstrate how attainable this is, the book contains a number of case studies from a number of professionals who are successfully embedding a culture of excellence and growth in their schools. **Making Every Lesson Count** offers an evidence-informed alternative to restrictive Ofsted-driven definitions of great teaching, empowering teachers to deliver great lessons and celebrate high-quality practice. Suitable for all teachers - including trainee teachers, NQTs, and experienced teachers - who want quick and easy ways to enhance their practice and make every lesson count. **Differentiation in Teaching and Learning** *A&C Black* A textbook on differentiation that considers the range of students that teachers have to teach, in terms of abilities, learning styles, social background, cultural diversity, special needs and so forth. The authors develop a simple, operable model to help teachers accommodate the needs of all students and to teach them effectively. They conclude with case studies of classroom applications--ideal for use on in-service training. **Teaching in Further Education An Outline of Principles and Practice** *A&C Black* Jonathan Tummons has sensitively updated Curzon's long-established **Teaching in Further Education**, ensuring that not only does this new edition provide the academically rigorous approach of previous editions but it also offers an up to date guide to current practice and research. Topics covered include: - Theories of learning - The teaching-learning process - Instructional techniques - Assessment and evaluation - Intelligence and ability This is the complete guide for those training to work in the Further Education sector. **Teaching English as a Foreign Language An Introduction** *Springer* Diese Einführung in englischer Sprache präsentiert in 14 Kapiteln die grundlegenden Themen und Gegenstandsbereiche der Englischdidaktik. Gleichmaßen praxisnah wie theoretisch fundiert, behandelt der Band zentrale Prinzipien und Kompetenzbereiche eines modernen Fremdsprachenunterrichts. Ausgehend von den zentralen Akteur/innen (Lernende und Lehrende) und mit Blick auf die Teilbereiche der Sprach-, Literatur- und Kulturdidaktik werden zudem Vorschläge für den Einsatz unterschiedlicher Materialien und Medien diskutiert. Weitere Kapitel widmen sich den institutionellen Organisationsstrukturen und dem Bereich Assessment/Diagnose. Der Band erscheint in zweifarbiger Gestaltung, mit Definitionen und Beispielen sowie mit zahlreichen Abbildungen. This comprehensive introduction presents the fundamental topics and issues of TEFL (Teaching English as a Foreign Language) in 14 chapters. Integrating both profound theoretical and creative practical considerations, the central principles and competence domains of modern foreign language teaching are discussed. Starting with the main classroom agents (teachers and learners), the chapters outline a variety of content areas (language, literature, cultural issues) and thoroughly review materials, media and methods. Additional chapters are concerned with the historical development of English language teaching, its current institutional organisation as well as assessment and evaluation. **The Pedagogy of English as an International Language Perspectives from Scholars, Teachers, and Students** *Springer* This volume offers insights in current theoretical discussions, observations, and reflections from internationally and regionally celebrated scholars

on the theory and practice of teaching English informed by a new school of thought, English as an International Language (EIL). This volume provides readers (scholars, teachers, teacher-educators, researchers in the relevant fields) with: Knowledge of the changing paradigm and attitudes towards English language teaching from teaching a single variety of English to teaching intercultural communication and English language variation. Current thoughts on the theory of teaching English as an international language by internationally-celebrated established scholars and emergent scholars. Scholarly descriptions and discussions of how English language educators and teacher-educators translate the paradigm of English as an International Language into their existing teaching. Delineation of how this newly emerged paradigm is received or responded to by English language educators and students when it is implemented. Readers have a unique opportunity to observe and read the tensions and dilemmas that educators and students are likely to experience in teaching and learning EIL. The 6 Principles for Exemplary Teaching of English Learners(r) Young Learners in a Multilingual World *Tesol International Association, Incorporated* TESOL International Association has defined a core set of principles for the exemplary teaching and learning of English as a new language. This book shows educators how to apply these principles to teaching young English learners (2- to 12-year-olds) in a foreign language (EFL) setting. The 6 Principles(R) and their recommended practices are targets of teaching excellence that provide teachers with the knowledge to improve instruction and assessment. Instructional techniques are illustrated with a multitude of classroom examples, case studies, checklists, and vignettes. ESL Teaching Principles for Success The Freeman's bestselling ESL Teaching: Principles for Success has long been a cornerstone text for research-based second language teaching methods and practices. The completely updated edition, with important contributions from coauthors Mary Soto and Ann Ebe, builds on foundational methodology for ESL teaching with the very latest understandings of what researchers, national and state departments of education, education associations and school districts across the country say constitutes best practices for emergent bilingual students. Written to support both mainstream and ESL/bilingual teachers, ESL Teaching, Revised Edition features: - a description of early ESL teaching methods along with current content-based methods, including CALLA, SIOP, GLAD, and QTEL - seven best-practice principles for supporting the academic success of English learners - classroom examples with a broad range of types of students and settings that illustrate how teachers have brought these principles to life - updated references and reviews of language teaching research. A classic foundational text, ESL Teaching: Principles for Success explains second language education methods in a comprehensible way and offers practical implementation strategies that work in any classroom. This text serves as a handbook for teacher educators, teachers, and administrators. Principles and Practice in Second Language Acquisition *Pergamon* The present volume examines the relationship between second language practice and what is known about the process of second language acquisition, summarising the current state of second language acquisition theory, drawing general conclusions about its application to methods and materials and describing what characteristics effective materials should have. The author concludes that a solution to language teaching lies not so much in expensive equipment, exotic new methods, or sophisticated language analysis, but rather in the full utilisation of the most important resources - native speakers of the language - in real communication. Classroom Management Principles to Practice *Routledge* How to manage a class is probably the major worry of all teachers in training and young teachers new to the job. This book shows how psychological principles, strategies and tools can be applied to improve classroom practice. Foundational Principles of Task-Based Language Teaching *Routledge* This book introduces readers to the concept of task-based language teaching (TBLT), a learner-centred and experiential approach to language teaching and learning. Based on the premise that language learners can enhance their second language acquisition (SLA) through engagement in communicative tasks that compel them to use language for themselves, TBLT stands in contrast to more traditional approaches. Accessible and comprehensive, this book provides a foundational overview of the principles and practice of TBLT and demystifies what TBLT looks like in the classroom. Complete with questions for reflection, pedagogical extensions for application in real classrooms and further reading suggestions in every chapter, this valuable and informative text is vital for anyone interested in TBLT, whether as students, researchers or teachers. Six Principles for Teaching English Language Learners in All Classrooms *Corwin Press* With examples, checklists, and more, this instructional model helps educators address language development in a regular classroom while supporting ELLs in learning academic content. Relearning to Teach Understanding the Principles of Great Teaching *Routledge* Relearning to Teach challenges the seemingly complex teaching profession and the various initiatives, strategies and ideas that are regularly suggested. It explores how teaching methods are used without a clear understanding of why, which leads to ineffective teaching that is believed to work - but ultimately doesn't. Cutting through the clutter of conventional teacher guidance, David Fawcett tackles myths head on, sharing the latest research and explaining how this will look translated to a classroom environment. The book breaks down the complexities of teaching into manageable chunks and offers practical advice on how to take charge of your own CPD to become a more reflective and successful practitioner. Focusing on what's most relevant and helpful to build effective teaching practice and self-improvement it raises key questions such as: • Is lesson planning just a box ticking exercise? • Why do students remember in lessons, but forget in tests? • Is asking more questions beneficial? • Is feedback actually worth it? Relearning to Teach is a must read for all teachers looking to pinpoint the why of teaching methods and to gain an understanding of the reasons why various pedagogies are used within the classroom. Principles & Practices in English Pronunciation(CD1□□□) Effective Curriculum for Teaching L2 Writing Principles and Techniques *Routledge* Effective Curriculum for Teaching L2 Writing sets out a clear big picture for curricular thinking about L2 writing pedagogy and offers a step-by-step guide to curriculum design with practical examples and illustrations. Its main purpose is to help pre-service and practicing teachers design courses for teaching academic writing and to do this as efficiently and effectively as possible. Bringing together the what and the how-to with research-based principles, what sets this book apart is its overarching focus on language pedagogy and language building. Part 1 examines curricular foundations in general and focuses on what is socially valued in L2 writing and

pedagogy at school and at the college and university level. Part 2 is concerned with the nitty-gritty—the daily realities of curricular design and classroom instruction. Part 3 takes a close look at the key pedagogical ingredients of teaching academic L2 writing: vocabulary and collocations, grammar for academic writing, and down-to-earth techniques for helping L2 writers to organize discourse and ideas. The Appendix provides an extensive checklist for developing curricula for a course or several courses in language teaching.

International Perspectives and Pedagogical Issues *Multilingual Matters* The Routledge Handbook of Teaching English to Young Learners *Routledge* The Routledge Handbook of Teaching English to Young Learners celebrates the ‘coming of age’ for the field of research in primary-level English Language Teaching. With 32 chapters written by international scholars from a wide geographical area including East Africa, Mexico, the South Pacific, Japan, France, the USA and the UK, this volume draws on areas such as second language acquisition, discourse analysis, pedagogy and technology to provide: An overview of the current state of the field, identifying key areas of TEYL. Chapters on a broad range of subjects from methodology to teaching in difficult circumstances and from Content and Language Integrated Learning (CLIL) to gaming. Suggestions of ways forward, with the aim of shaping the future research agenda of TEYL in multiple international contexts. Background research and practical advice for students, teachers and researchers. With extensive guidance on further reading throughout, The Routledge Handbook of Teaching English to Young Learners is essential reading for those studying and researching in this area.

English as an International Language Perspectives and Pedagogical Issues *Multilingual Matters* The rapid global spread of the English language has serious linguistic, ideological, socio-cultural, political, and pedagogical implications as it creates both positive interactions and negative tensions between global and local forces. Accordingly, debate about issues such as the native/non-native divide, the politics of an international language, communication in a Lingua Franca, the choice of a model for ELT, and the link between English and identity(ies) has stimulated scholarly inquiry in an unprecedented way. The chapters in this volume revisit, challenge, and expand upon established arguments and positions regarding the politics, policies, pedagogies, and practices of English as an international language, as well as its sociolinguistic and socio-psychological complexities.

Approaches and Methods in Language Teaching *Cambridge University Press* In addition to the approaches and methods covered in the first edition, this edition includes new chapters, such as whole language, multiple intelligences, neurolinguistic programming, competency-based language teaching, co-operative language learning, content-based instruction, task-based language teaching, and The Post-Methods Era.

Inclusive Principles and Practices in Literacy Education *Emerald Group Publishing* This volume draws together research and practice from the fields of literacy education and inclusion. It provides an insight into current theory, research and issues associated with teaching literacy to all students in inclusive classrooms. Literacy remains a critical success factor for students, as the basis for concurrent and future learning.

Teaching English-language Learners with Learning Difficulties Guiding Principles and Examples from Research-based Practice *Council Exceptional Children* This guide provides practical information for teachers and others working with students who have learning difficulties (such as learning or language disabilities) and for whom English is a second language. Emphasis is on productive instructional strategies and approaches. The book is based on results of focus groups comprised of practicing teachers as well as a review of the research literature on effective instructional practices with English-language learners. Following an introductory chapter, the underlying concepts of "comprehensible input" and "meaningful access to the general curriculum" are explained in the next two chapters. Chapter 4 addresses problems in trying to provide meaningful access through comprehensible input, whereas chapter 5 considers approaches to increasing meaningful access through comprehensible input. Chapter 6 focuses on the teaching of academic language and chapter 7 offers useful initial teaching strategies. The following chapter considers what teachers can do to provide meaningful access to the general curriculum. Chapter 9 offers specific strategies to build comprehension and other language abilities. The final chapter explains key instructional principles such as teacher "think alouds" and modeling, use of concrete examples to explain concepts, importance of consistent language, the need to balance cognitive and language demands, and the value of peers in language development. (Contains 54 references.) (DB)

Teaching Adult Literacy: A Teacher Education Handbook principles and practice *McGraw-Hill Education (UK)* Offers guidance on how to work with adult learners to develop literacy skills and includes case studies of real student experiences and practical suggestions for teaching, planning, and assessment.

Lexical Teaching International Perspectives on English as a Lingua Franca Pedagogical Insights *Springer* This collection brings new insight into the relationship between English as a lingua franca and language teaching. It explores how the pedagogy of intelligibility, culture and language awareness, as well as materials analysis and classroom management, can be viewed from an ELF perspective in school and university contexts.

Research Questions in Language Education and Applied Linguistics A Reference Guide *Springer Nature* This volume encompasses the range of research questions on language-related problems that arise in language teaching, learning and assessment. The [150] chapters are written by experts in the field who each offer their insights into current and future directions of research, and who suggest several highly relevant research questions. Topics include, but are not limited to: language skills teaching, language skills assessment and testing, measurement, feedback, discourse analysis, pragmatics, semantics, language learning through technology, CALL, MALL, ESP, EAP, ERPP, TBLT, materials development, genre analysis, needs analysis, corpus, content-based language teaching, language teaching and learning strategies, individual differences, research methods, classroom research, form-focused instruction, age effects, literacy, proficiency, and teacher education and teacher development. The book serves as a reference and offers inspiration to researchers and students in language education. An important skill in reviewing the research literature is following a study’s “plan of attack.” Broadly, this means that before accepting and acting upon the findings, one considers a) the research question (Is it clear and focused? Measurable?), b) the subjects examined, the methods deployed, and the measures chosen (Do they fit the study’s goal and have the potential to yield useful results?), and c) the analysis of the data (Do the data lead to the discussion presented? Has the author reasonably interpreted results to reach the conclusion?).

Mohebbi and Coombe’s book, *Research Questions in Language Education*

and Applied Linguistics: A Reference Guide, helps budding researchers take the first step and develop a solid research question. As the field of language education evolves, we need continual research to improve our instructional and assessment practices and our understanding of the learners' language learning processes. This book with its remarkable 150 topics and 10 times the number of potential research questions provides a wealth of ideas that will help early career researchers conduct studies that move our field forward and grow our knowledge base. Deborah J. Short, Ph.D., Director, Academic Language Research & Training, Past President, TESOL International Association (2021-22) As a teacher in graduate programs in TESOL I frequently come across the frustration of students at centering their research interests on a particular topic and developing research questions which are worth pursuing so as to make a contribution to the field. This frustration stems from the fact that our field is so vast and interrelated, that it is often impossible to properly address all that interests them. Hence, I wholeheartedly welcome this most relevant and innovative addition to the research literature in the field of TESOL and Applied Linguistics. Coombe and Mohebbi have created a real tour de force that stands to inform budding researchers in the field for many years to come. Additionally, the cutting-edge depiction of the field and all it has to offer will no doubt update the research agendas of many seasoned researchers around the world. The 150 chapters are organized in a most powerful, yet, deceptively simple way offering a positioning within the topic, suggesting questions that might direct inquiry and offering a basic set of bibliographic tools to start the reader in the path towards research. What is more, the nine sections in which the chapters are organized leave no area of the field unexplored. Dr. Gabriel Díaz Maggioli, Academic Advisor, Institute of Education, Universidad ORT del Uruguay, President, IATEFL Mobility of Knowledge, Practice and Pedagogy in TESOL Teacher Education Implications for Transnational Contexts *Springer Nature* This edited book brings together chapters from diverse geographical and educational contexts to examine the question of transnationalism in English Language teacher education. While the activities that connect people, institutions and cultural practices across the borders of nation-states have gained interest in fields such as applied linguistics, TESOL and migration studies in recent years, there has been little research so far into how transnationalism intersects with language teacher education, and how existing practices can be better integrated into teacher education programmes. The authors fill this gap by introducing and examining existing transnational practices - including cross-cultural settings, study abroad programmes and online teacher education - then offering multiple dialogues on mobility of knowledge, practice and pedagogy in teacher education. This book will be of interest to language teachers, teacher educators, and students and scholars of applied linguistics, cross-cultural studies, and migration studies. Teaching English Grammar to Speakers of Other Languages *Routledge* This practical and research-based introduction to current and effective English grammar instruction gives pre-service and in-service teachers and teacher educators a strong foundation for teaching second language grammar and helps them develop their professional knowledge and skills. Written in a highly readable style for an international audience, it provides a thorough and rounded overview of the principles, strategies, techniques, and applications currently dominant in teaching L2 grammar in a range of instructional settings around the world. Chapter authors are world-class authorities in grammar and grammar teaching and learning. All chapters are based on theoretical frameworks and/or research foundations with a strong emphasis on practical applications and implications for classroom teaching, and highlight teaching methods, key concepts, and terminology associated with grammar instruction. Illuminating the options and choices in grammar teaching from a contemporary perspective, Teaching English Grammar to Speakers of Other Languages is ideal as key text for students in undergraduate and graduate MA-TESOL programs and as a resource for practicing ESL/EFL teachers, teacher educators, and teaching faculty. Making Every English Lesson Count Six principles for supporting reading and writing (Making Every Lesson Count series) *Crown House Publishing Ltd* Making Every English Lesson Count: Six Principles to Support Great Reading and Writing goes in search of answers to the fundamental question that all English teachers must ask: 'What can I do to help my students to become confident and competent readers and writers?' Writing in the practical, engaging style of the award-winning Making Every Lesson Count, Andy Tharby returns with an offering of gimmick-free advice that combines the time-honoured wisdom of excellent English teachers with the most useful evidence from cognitive science. The book is underpinned by six pedagogical principles challenge, explanation, modelling, practice, feedback and questioning and provides simple, realistic classroom strategies to bring the teaching of conceptual knowledge, vocabulary and challenging literature to the foreground. It also points a sceptical finger at the fashions and myths that have pervaded English teaching over the past decade or so such as the idea that English is a skills-based subject and the belief that students can make huge progress in a single lesson. Instead, Andy advocates an approach of artful repetition and consolidation and shows you how to help your students develop their reading and writing proficiency over time. Making Every English Lesson Count is for new and experienced English teachers alike. It does not pretend to be a magic bullet. It does not claim to have all the answers. Rather the aim of the book is to provide effective strategies designed to help you to bring the six principles to life, with each chapter concluding in a series of questions to inspire reflective thought and help you relate the content to your classroom practice. In an age of educational quick fixes, GCSE reform and ever-moving goalposts, this precise and timely addition to the Making Every Lesson Count series provides practical solutions to perennial problems and inspires a rich, challenging and evidence-informed approach to English teaching. Suitable for English teachers of students aged 11 to 16 years