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Puja Mehta



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Decolonizing Primary English Language Teaching Mario E. López-Gopar, 2016-06-10 This book tells the story of a project in Mexico which aimed to decolonize primary English teaching by building on research that suggests Indigenous students are struggling in educational systems and are discriminated against by the mainstream. Led by their instructor a group of student teachers aspired to challenge the apparent world phenomenon that associates English with progress and make English work in favor of Indigenous and othered children's ways of being. The book uses stories as well as multimodality in the form of photos and videos to demonstrate how the English language can be used to open a dialogue with children about language ideologies. The approach helps to support minoritized and Indigenous languages and the development of respect for linguistic human rights worldwide.

Introducing English for Specific Purposes Laurence Anthony, 2018-05-15 *Introducing English for Specific Purposes* presents the key concepts and practices of ESP in a modern balanced and comprehensive way. This book defines ESP and shows how the approach plays a crucial role in the world of English language teaching. Explaining how needs analysis, language and learning objectives, materials and methods, and evaluation combine to form the four main pillars of ESP, the book includes practical examples that illustrate how the core theories and practices of ESP can be applied in real world academic and occupational settings. Discussion of some of the most hotly debated issues in ESP, insights on how ESP courses can be organized and integrated to form a complete program, reflection boxes, practical tasks, extension research questions, and resources for further reading in each chapter. *Introducing English for Specific Purposes* serves as an ideal textbook for graduate and advanced undergraduate students studying courses on English for Specific Purposes or English for Academic Purposes as part of degrees in English for Specific Purposes, Education, ELT, Applied Linguistics, TESOL, or TEFL. This comprehensive publication is also an invaluable reference resource for pre-service and in-service teachers of ESP and for English program managers and administrators.

International Yearbook of Education, 1968 Content of yearbooks originates in the sessions of the International Conference on Education, ICE.

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Teaching and Learning the English Language Richard Badger, 2018-02-22 *Teaching and Learning the English Language* is a practical guide for anyone seeking to improve their teaching, whether through formal study or on their own. Richard Badger explores teaching English as a problem-solving activity in which teachers must address three fundamental questions: what aspect of language do students need to learn, how might they learn this particular aspect of language, and how can teachers support their

learning Offering a solid research based approach along with sound practical advice this book equips teachers with skills needed to analyse their own contexts and develop their practice It covers Fundamentals of English language Psychological and social learning processes TESOL teaching methods and approaches Lesson planning and classroom management Language evaluation and assessment Teaching pronunciation spelling grammar vocabulary and discourse Teaching listening reading writing and speaking English teacher professional development Pedagogical features include chapter summaries activities for students and key readings recommendations and the book is also supported by online resources video case studies additional exercises and multiple choice quizzes Including numerous international lesson examples and case studies Teaching and Learning English Language is suitable for both trainee and practising teachers who speak English as a first second or foreign language

Teaching English Astrida Skrinda, 2019 Original peer reviewed contributions from recognized and established scholars and practitioners offer a variety of perspectives on teaching English as a second or foreign language and an expanded focus on teaching in international contexts The authors challenge several current practices from multiple viewpoints and offer innovations that are thoughtful and engaging Definitely we must build on our past and present knowledge of what works to refine and improve existing language teaching practices and it is hoped develop other practices that will be even better and more encompassing Thus Chapter 1 reports the launch of a newly designed problem based learning program in which metacognitive strategy instruction is integrated into an English listening curriculum It combines the Problem Based Learning approach from education and the Metacognitive approach from second language listening research The author does a good job at the end to try to disentangle the effects of the two treatments This is an exciting time to be teaching English as a second or foreign language In many countries children are starting to learn English at an ever younger age Chapter 2 provides a meta analysis of the situation currently observed in many English as a foreign language classes given to Polish and Slovak preschool learners among others It covers not only an analysis of a number of currently observed approaches but also presents research based propositions Also it suggests a handful of problem grounded outcomes We cannot be satisfied with the in progress state of affairs but must seek out new ways to provide learners with the most effective and efficient language learning experiences possible taking into account the learners goals interests and learning contexts Chapter 3 concerns the attitudes of Polish English language majors to their target language cultural learning Though Chapter 3 leaves us with many questions unanswered it sheds the light on the teaching of cultural elements particularly in a European context Finally Chapter 4 offers a unique perspective on language instruction particularly for audiences unfamiliar with Buddhist philosophy Basically it describes a teaching approach based on Buddhist philosophy which would probably be very effective for someone familiar and or interested in that particular school of thought Alternatively it would open readers mind to a completely different approach to language instruction which may or may not work outside of its current context but at least it has a very clear philosophical foundation and very clear set of procedures

that are worth examining further The intended audience are all those who are interested in teaching English as second or foreign language including researchers methodologists curriculum and materials designers teachers and undergraduate and graduate students Children learning English Jayne Moon,2005 **Teaching English** Astrida Skrinda,2019 Original peer reviewed contributions from recognized and established scholars and practitioners offer a variety of perspectives on teaching English as a second or foreign language and an expanded focus on teaching in international contexts The authors challenge several current practices from multiple viewpoints and offer innovations that are thoughtful and engaging Definitely we must build on our past and present knowledge of what works to refine and improve existing language teaching practices and it is hoped develop other practices that will be even better and more encompassing Thus Chapter 1 reports the launch of a newly designed problem based learning program in which metacognitive strategy instruction is integrated into an English listening curriculum It combines the Problem Based Learning approach from education and the Metacognitive approach from second language listening research The author does a good job at the end to try to disentangle the effects of the two treatments This is an exciting time to be teaching English as a second or foreign language In many countries children are starting to learn English at an ever younger age Chapter 2 provides a meta analysis of the situation currently observed in many English as a foreign language classes given to Polish and Slovak preschool learners among others It covers not only an analysis of a number of currently observed approaches but also presents research based propositions Also it suggests a handful of problem grounded outcomes We cannot be satisfied with the in progress state of affairs but must seek out new ways to provide learners with the most effective and efficient language learning experiences possible taking into account the learners goals interests and learning contexts Chapter 3 concerns the attitudes of Polish English language majors to their target language cultural learning Though Chapter 3 leaves us with many questions unanswered it sheds the light on the teaching of cultural elements particularly in a European context Finally Chapter 4 offers a unique perspective on language instruction particularly for audiences unfamiliar with Buddhist philosophy Basically it describes a teaching approach based on Buddhist philosophy which would probably be very effective for someone familiar and or interested in that particular school of thought Alternatively it would open readers mind to a completely different approach to language instruction which may or may not work outside of its current context but at least it has a very clear philosophical foundation and very clear set of procedures that are worth examining further The intended audience are all those who are interested in teaching English as second or foreign language including researchers methodologists curriculum and materials designers teachers and undergraduate and graduate students **Teaching and Learning English** Tickoo,M. L.,2003-01-01 Teaching and Learning English is a sourcebook for teachers and teacher trainers who work in diverse contexts to teach English as a second or foreign language It combines information on the subject and key points of research with a holistic and multidisciplinary approach all of which familiarize the reader with the terminology of ELT **Learning Teaching** Jim Scrivener,2011 *Teaching English*,

Language and Literacy Dominic Wyse, Russell Jones, Helen Bradford, Mary Anne Wolpert, 2013-07-31 This book is comprehensive up to date critical and authoritative It is also above all well written It will undoubtedly become standard reading for the next generation of teachers in training and practising teachers will also learn a great deal from dipping into its contents David Wray Professor of Literacy Education University of Warwick A well organised and comprehensive guide to the teaching of English and the teaching of language Margaret Mallett Emeritus Fellow of The English Association Are you looking for one book that covers every aspect of the teaching of English at primary level Now fully updated this third edition of Teaching English Language and Literacy includes brand new chapters on children s literature and reading comprehension Rooted in research evidence and multidisciplinary theory this book is an essential introduction for anyone learning to teach English from the early years to primary school level The authors draw on their research scholarship and practice to offer advice on developing reading including choosing texts and phonics teaching improving writing including grammar and punctuation language and speaking and listening planning and assessing working effectively with multilingual pupils understanding historical developments in the subject the latest thinking in educational policy and practice the use of multimedia maintaining good home school links gender and the teaching of English language and literacy All the chapters include clear examples of practice coverage of key issues analysis of research and reflections on national policy to encourage the best possible response to the demands of national curricula Each chapter also has a glossary to explain terms and gives suggestions for further reading This book is for all who want to improve teaching English language and literacy Designed to help inform the practice of students on teacher training courses but also of great use to those teachers wanting to keep pace with the latest developments in their specialist subject this book covers the theory and practice of teaching English language and literacy

The Routledge Handbook of Teaching English to Young Learners Sue Garton, Fiona Copland, 2018-10-10 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

Teaching and Learning English Raja T. Nasr, 1973

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