Critical Perspectives on Teaching in the Southern United States: The Study of the Problems of Teaching English to American Indians. International Perspectives on Teaching English in Difficult Circumstances: Challenges of English Language Teaching in Yemeni Primary and Secondary Schools. Teaching English at Japanese Universities: Kenyan English. The Challenges and Opportunities of Teaching English Worldwide in the COVID-19 Pandemic. Perspectives on Teaching English in Different Sociocultural Contexts: Teachers' Experiences and Strategies. Challenges faced by English teachers in integrating information and communication technology (ICT) in the teaching of reading and writing in two rural primary schools in the Oumzati region and four urban primary schools in the Khomas region of Namibia. Proceedings of the International Conference on Emerging Technologies and Intelligent Systems. Progress in Psychological Science Around the World. Volume 2: Social and Applied Issues. English Language Teaching in India. Problems and Issues. Teaching English to the World. English Language Teaching as a Second Career. Challenges in Higher Education Technology and Tools in Engineering Education. Teaching Practices and Equitable Learning in Children's Language Education. Teacher Cognition and Language Education. Teaching English in Africa. Interlanguage Error Analysis: An Appropriate and Effective Pedagogy for EFL Learners in the Arab World. Teaching and Learning Challenges Facing Primary School Teachers of Students from Non-English Speaking Backgrounds. Teaching English as a Second Language. English Teaching in the Secondary School Problem-Based Learning in Teacher Education. Principles and Practices for Teaching English as an International Language. Non-Native Language Teachers. Early Language Learning Policy in the 21st Century. English as a Lingua Franca in Teacher Education. The Routledge Handbook of Teaching English to Young Learners. Teaching English Language Arts to English Language Learners. The Challenge of Teaching English in Indonesian's Muhammadiah Universities (1958-2005). Current Issues in Second Language Teaching and Teacher Development. Teaching English. Reading, Speaking, Writing, and Listening. Teaching English Online. Advances and Current Trends in Language Teacher Identity Research. The Routledge Handbook of English Language Teacher Education. Fully updated to reflect changes in teacher education and the curriculum, the Fifth Edition of Learning to Teach English in the Secondary School explores the background to debates about teaching the subject, alongside tasks, teaching ideas and further reading to expand upon issues and ideas raised in the book. Including chapters on planning, changes to the assessment system, teaching language and listening, cross-curricular aspects of secondary teaching, this new edition features: changes in policy and practice, including the most recent GCSE reforms; a new chapter on 'Media literacy in English'; a consideration of modern digital technology and how it underpins good practice in all areas of teaching English and learning; and, cross-referencing to guidance on assessment and well-being and resilience in the core text Learning to Teach in the Secondary School. A key text for all student teachers. Learning to Teach English in the Secondary School combines theory and practice to present a comprehensive introduction to the opportunities and challenges of teaching English in the secondary school. Teaching English to the World: History, Curriculum, and Practice is a unique collection of English language teaching (ELT) histories, curricula, and personal narratives from non-native speaker (NNS) English teachers around the world. No other book brings such a range of international ELT professionals together to describe and narrate what they know best. The book includes chapters from Brazil, China, Germany, Hong Kong, Hungary, India, Indonesia, Israel, Japan, Lebanon, Poland, Saudi Arabia, Singapore, Sri Lanka, and Turkey. All chapters follow a consistent pattern, describing first the history of English language teaching in a particular country, then the current ELT curriculum, followed by the biography or the autobiography of an English teacher of that country. This consistency in the structuring of chapters will enable readers to assimilate the information easily while also comparing and contrasting the context of ELT in each country. The chapter authors--all born in or residents of the countries they represent and speakers of the local language or languages as well as English--provide insider perspectives on the challenges faced by local English language teachers. There is clear evidence that the majority of English teachers worldwide are nonnative speakers (NNS), and there is no doubt that many among them have been taught by indigenous teachers who themselves are nonnative speakers. This book brings the professional knowledge and experience of these teachers and the countries they represent to a mainstream Western audience including faculty, professionals, and graduate students in the field of ESL, to the international TESOL community; and to ELT teachers around the world. Educating children and leading them towards the path of bilingualism is a valuable and challenging task for any educator. Effective language teaching can contribute to young learners' cognitive growth, develop their problem-solving skills, enhance their comprehension abilities, and provide children with the satisfaction of succeeding in the challenge of learning a foreign language. All these issues must be taken under consideration when researching children and their teachers. The current literature indicates that further material is needed to provide professionals with different classroom situations and enhance the art of teaching children. Teaching Practices and Equitable Learning in Children's Language Education focuses on various perspectives of efficient practices, approaches, and ideas for professional development in the field of young language learners. The chapters in this book link the theoretical understanding and practical experience of teaching children languages by concentrating on teaching practices, materials, planning, classroom management, reading, speaking, writing, and more. This book is designed for in-service and preservice teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students interested in the field of early language learning and applied linguistics at large. New Directions in English Language Teaching: Issues, Practices, Challenges attempts to create a comprehensive vision of critical and culturally relevant English teaching methodologies at the cusp of the 21st century. The present book is multi-voiced. It includes perspectives from classroom teachers, teacher educators and researchers in language and literacy, positioned to respond to recent changes in national conversations about literacy, learning and assessment. These vividly situated authors also recognise the rapidly changing demographics in colleges, the changing nature of teaching English in the digital age, and increasing demands for teaching pedagogies. This book is critically placed at the juncture of numerous directions in novel techniques. At all times, education is a political act, and colleges are embedded with a socio-culture reality that benefits some at the expense of others. Therefore the approach advocated through many of the chapters is one of critical literacy where English students gain reading and writing skills and proficiency with digital technologies that allow them to become more able, discerning, and empowered consumers and producers of texts. 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. Today, English Language Teaching (ELT), especially English as a Second Language (ESL), and English as a Foreign Language (EFL), has been witnessing unprecedented changes in curriculum, teaching methodology, and the application of learning theories. This has created a demand for teachers who can teach English to learners of varied cultural, socio-economic and psychological backgrounds. This book discusses the modern trends, innovations, as well as the difficulties and challenges in teaching and learning ESL in a non-native context. The book, with contributions from many experts (each one specializing in a particular field) from countries such as UK, USA, Australia, New Zealand, India, Nigeria, Sri Lanka, China, and Japan, provides new methods, strategies and application-oriented solutions to overcome the problems in a practical way. The book deals with all topics pertinent to ESL and these are reinforced by a large number of examples and quotations from different sources. What distinguishes the text is its focus on modern innovations and use of technology in ELT/CLT (communicative
language teaching). Teachers, teacher-trainees (B.Ed./M.A. Education/M.Ed.), and teacher-educators who are concerned with teaching English as a Second Language (ESL) should find this book immensely helpful. The Routledge Handbook of Teaching English to Young Learners celebrates the coming of age of the field of research in primary-level English Language Teaching. With 32 chapters written by internationally renowned scholars from around the world, 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. This book offers a comprehensive understanding of problem-based learning (PBL) in teacher education. Featuring the perspectives of experienced teacher educators, it details the strengths of problem-based learning pedagogy as well as identifies continuing challenges and future possibilities. The book explains the goals, content, processes and strategies of a successful and longstanding problem-based learning teacher education program at the University of British Columbia. It features contributions from tutors, faculty, school administrators, faculty advisors, school advisors, librarians and pre-service teachers who share their perspectives about problem-based learning as a robust and exciting approach for teaching and learning. Overall, the contributors to the book discuss the history of the program, its implementation and future directions. In the process, readers discover the ways that problem-based learning has succeeded in preparing educators to teach diverse learners and acquire the professional dispositions necessary for teaching in today’s multilingual/multicultural classrooms. 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'; an overview of ELT 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. The volume investigates the global response to the COVID-19 pandemic regarding teaching languages online. In this regard, it focuses on the effects of online/remote teaching on teachers and teacher educators, considering the challenges that they have faced, how they tried to deal with these challenges, and the opportunities that arose while teaching during the pandemic. The chapters include narratives by teachers working in different countries around the world, and present their first-hand suggestions for good practices and solutions. They also highlight various tools, techniques, and solutions specific to individual countries, but transferrable to other similar contexts around the world. The book will be a valuable resource for pre- and in-service teachers, and teacher trainers involved in teaching English as a Foreign and Second Language, and will be of interest to practitioners who wish to understand multidisciplinary perspectives on online teaching, and its challenges and opportunities. The study of teacher cognition - what teachers think, know and believe - and its relationship to teachers’ classroom practices has become a key theme in the field of language teaching and teacher education. This new paperback volume provides a timely discussion of the research which now exists on language teacher cognition. The first part of the book considers what is known about the cognitions of pre-service and practicing teachers, and focuses specifically on teachers’ cognitions in teaching grammar, reader and writing. The second part of the book evaluates a range of research methods which have been used in the study of language teacher cognition and provides a framework for continuing research in this fascinating field. This comprehensive yet accessible account will be relevant to researchers, teacher educators and curriculum managers working in language education contexts. This book offers a holistic practitioner and research-based perspective on English Language Teaching and teacher education in difficult circumstances. In addition to extending the current conceptualization of difficult circumstances in ELT to include the broader policy issues that may affect ELT in low-to-mid income countries, the book focuses on the challenges faced by practitioners and learners in contexts of confinement, conflict and special education. The chapters in this collection examine the challenges and problems that emerge from the complex current ELT environment, and present examples of contextualized inquiry-based strategies and interventions to address these challenges. Underlining the need to extend the boundaries of the discipline of ELT to include teaching-learning in less privileged contexts, this wide-ranging volume will appeal to students, scholars and practitioners of English Language Teaching. Written by leading English-language educators in Japan, this Handbook provides an in-depth guide for the new generation of teachers at Japanese universities. In clear, accessible prose, it offers practical and detailed advice on effective classroom management, student motivation, national language policy, cultural politics, administrative mindset, and institutional identity. Its four sections - the setting, the courses, the classroom, and the workplace - examine issues faced by university language teachers as well as challenges confronted by the increasing number of scholars teaching English as a Medium of Instruction (EMI) and Content and Language Integrated Learning (CLIL) courses. Firmly grounded in contemporary teaching method and theory, the Handbook's 23 chapters also acknowledge the influence of diverse movements such as World Englishes, global issues, gender, and positive psychology. Its three appendices contain information on organizations, books, journals, and websites particularly useful for Japanese university educators; explanation of types and rankings of schools; ways to learn more about individual institutions for job-hunting; and detailed information on the structure (and Japanese titles) of faculty and non-teaching staff at the typical university. This Handbook is an invaluable resource for anyone teaching, or aspiring to teach, at a Japanese university. Education is as old as the evolution of the human race. Right from the time of its progression, education began from gaining knowledge and skills related to the fulfillment of basic human needs. These were passed on to the next generations in an informal manner. With the growth of civilization, the need of formal education for the development of the individual as well as the society was realized and gradually education got institutionalized. Ever since, education has not remained stagnant but it has undergone wider transformation through the course of time. Expansion of education has helped in the intensification in the ability of our educational system. This includes the increasing number of aspirants, expansion of physical facilities for imparting education, and diverse forms and types of education taking place due to rapidly expanding knowledge base, resulting in new specialized areas of knowledge. This growth is in response to the rapidly changing socio-economic changes in the present world. This book explores the experiences of men and women who train to teach ESL as a second career. Drawing from in-depth interviews and observations of 30 students (aged 45 to 73) in a TESOL graduate program, this book provides personal stories as well as data on the challenges they go through to learn and teach. It describes future possibilities for these educators, the challenges they face, and the evolving significance of their work in their overall life goals and achievements. A welcome addition to the growing literature on teacher development, this book will be an important resource for teacher trainers and anyone working in TESOL. This book presents the latest research on understanding language teacher identity and development for both novice and experienced researchers and educators, and introduces non-experts in language teacher education to key topics in teacher identity research. It covers a wide range of backgrounds, themes, and subjects pertaining to language teacher identity and development. Some of these include the effects of apprenticeship in doctoral training on novice teacher identity; the impacts of mid-career redundancy on the professional identities of teachers; challenges faced by teachers in the construction of their professional identities; the emerging professional identity of pre-service teachers; teacher identity development of beginning teachers; the role of emotions in the professional identities of non-native English speaking teachers; the negotiation of professional identities by female academics. Advances and Current Trends in Language Teacher Identity
Research will appeal to academics in ELT/TEFL/applied linguistics. It will also be useful to those who are non-experts in language teacher education, yet still need to know about theories and recent advances in the area due to varying reasons including their affiliation to a teacher training institute; needs to participate in projects on language teacher education; and teaching a course for pre-service and in-service language teachers. Non-native language teachers have often been viewed as an unavoidable fate of the profession, rather than an asset worth exploring and investigating. Now that non-natives are increasingly found teaching languages, and particularly English, both in ESL and EFL contexts, the identification of their specific contributions and their main strengths has become more relevant than ever. As a result, there has recently been a surge of interest in the role of non-native teachers but little empirical research has been published so far. This volume is particularly rich in providing different approaches to the study of non-native teachers: NNS teachers as seen by students, teachers, graduate supervisors, and by themselves. It also contributes little explored perspectives, like classroom discourse analysis, or a social-psychological framework to discuss conceptions of NNS teachers. First of all, the author wants to make it crystal clear that the present work is of great benefit both for the English and Arab learners of the target language either Arabic or English. This edition of the book pinpoints previous researchers’ findings regarding English and Arabic phonological, morphological and syntactic similarities and differences and how all these differences result in mistakes and errors by the Arab learners of English in their learning process. These mistakes or errors are unconsciously or involuntarily made by Arab learners of English due to the differences between the system and sub-systems of the two languages. The present attempt is the result of my realization as an English language teacher as to how a teacher can minimize students difficulties in learning of English and maximize their knowledge, skills and competency of English as a foreign or second language. This is the first edition. The work is pedagogically oriented and primarily intended to make teaching-learning of English as a foreign/second language a bit easy especially for the first-year university students of English language in the Arab world: (Gulf area such as KSA, UAE, Kuwait, and the Middle East Area, such as Jordan, Syria, Lebanon and so on). The focus is on phonetic and morpho-syntactic variations in Arabic and English languages. This area of research becomes more interesting through the assumptions: (i) information about the differences and similarities between Arabic and English language is to be supplied at an early stage since this facilitates the students’ learning task, (ii) the differences are to be presented in pedagogically suitable format, (iii) it is useful to separate and present phonetics, morphological and syntactic categories as they function in suitable contexts and not merely abstract notions, (iv) before students may tackle contrastive analysis, they should have basic knowledge of Arabic and English languages similarities and differences and (v) pre-modification and post-modification of lexical and syntactic structures are to be explained appropriately. What the book does extremely well is do describe the ways things are in terms of the requirements of the Framework for Teaching English, the curriculum and the new specifications - and for this reason it is likely to be most useful to those contemplating English tech9ng in the maintained sector from outside - returnees, aspiring NQTs or those in the independent sector - Times Educational Supplement ‘Instead of taking us yet again on a tour through the four modalities of English, this book’s tri-partite structure takes a refreshingly different approach by offering thought-provoking argument grounded in classroom practicality’ - Nick Mcguinn, University of York Students’ comments on Teaching Secondary English: ‘The book is written in clear, digestible terms, offering many practical ideas for teaching the key skills and the wide range of material encountered in the English classroom. It is the kind of book which can be dipped into, which is particularly useful for people who spend most of their time planning lessons!’ ‘Teaching Secondary English is a must for student teachers and NQTs. It is a clear, comprehensive and practical guidebook dealing not solely with theory and pedagogy, but with the very real issues facing new teachers today’ ‘It is clear that Teaching Secondary English, unlike so many textbooks on the subject, is written by someone with recent classroom experience and this helps the reader to trust and respect the advice it purports. I certainly feel it is grounded in practicalities not “pie in the sky” theory that will not work in most “real” classrooms!’ This book enables English teachers to implement change and rise to new challenges, while remaining true to an ethically and socially just position which provides the rationale for their vocation. The author describes and evaluates recent changes to English teaching brought about by initiatives such as the Literacy Strategy, the new ‘A’ levels and the requirement to focus on spiritual, moral, social and cultural development. Examples of innovative teaching and learning strategies are provided throughout. The author helps teachers to foster keen readers, writers and communicators. He shows how they can enable their students to acquire skills and knowledge, as well as to recognize the value of aesthetic experience, emotional literacy and spiritual and moral response to literature in their own lives and in their communities. This book is essential reading for PGCE students as well as practising teachers and all those involved in English in education. This volume treats the sociolinguistic reality of Kenyan English. The contributors give the readers a rare glance into various contexts of English language use, such as school classrooms, radio stations, an urban pulpit, and a multilingual family setting. Academic Paper from the year 2018 in the subject English - Pedagogy, Didactics, Literature Studies, grade: A+, Dr. Babasaheb Ambedkar Marathwada University (Dialoguing Borders: Vital Issues In Humanities, Commerce, IT and Management (International Conference)), language: English, abstract: In the recent decades, English has become an indispensable part of the Yemeni primary and secondary school curriculum. It is not only a matter of being a compulsory subject within the school curriculum but it is also an area of study that many students/pupils want to develop. Many Yemeni parents have recently realized the importance of learning English as a part of a modern world and want their children to gain mastery over English. Unfortunately, though its recognized importance by teachers, schoolmasters, students and parents, the outcomes, especially within the rural Yemeni context, are still low and most students can’t cultivate a good level of English during their pre-tertiary education due to many challenges that obstruct English language teaching in the Yemeni schools. This study was an attempt to survey challenges of English language teaching in AL-Dhalea primary and secondary schools from the viewpoints of 20 EFL senior teachers and supervisors for the purpose of identifying such challenges and suggesting some solutions and strategies for better English language teaching. Findings show that large classes, lack of teaching aids, teachers/low proficiency in English and their limited experience with communicative language teaching are considered as major challenges of English language teaching in the concerned Yemeni primary and secondary schools. Critical Perspectives on Teaching in the Southern United States presents new and provocative insights into education in the Southern United States, from the perspective of educators with a variety of experiences. This book foregrounds the Southern United States as having unique sociopolitical, sociohistorical, and sociocultural contexts which directly influence knowledge and classroom pedagogies. Contributors use a range of critical frameworks that coalesce around methods including: self-reflection through research, social justice advocacy, and culturally responsive, culturally relevant, culturally sustaining, and asset-based pedagogies. Through the lenses of these critical frameworks, several contributors also address challenges and strategies for teaching controversial topics in the classroom. Drawing upon unique experiences teaching in various regions of the Southern United States, chapters explore salient topics such as race, language, gender, discrimination, identity, immigration, poverty, social justice, and their influence(s) on pedagogy. This book raises questions considering the ways that history has shaped present-day Southern education and about the myriad complex dynamics that influence pedagogy in the Southern U.S. context. Ultimately, this book affirms the importance of utilizing critical perspectives’ findings regarding English education and strategies to advance classroom pedagogies that foster critical pedagogies, implementation, progress, and outcomes of early language learning in various education policy contexts worldwide. The contributors to the volume are international researchers specializing in language policy and early language learning and their contributions aim to advance scholarship on early language learning policies and inform policymaking at the global level. The languages considered include learning English as a second language in primary schools in Japan, Mexico, Serbia, Argentina, and Tanzania; Spanish language education in the US and Australia; Arabic as a second language in Israel and Bangladesh; Chinese in South America and Oceania; and finally, early German teaching and learning in France and the UK. What general principles should inform a socio-culturally sensitive positive 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. This book explores the innovative and research methods of the teaching-learning process in Engineering field. It focuses on the use of technology in the field of education. It also provides a platform to academicians and educationalists to share their ideas and best practices. The book includes specific pedagogy used in engineering education. It offers case studies and classroom practices which also include those used in distance mode and during the COVID-19 pandemic. It provides comparisons of national and international accreditation bodies, directions on cost-effective technology, and it discusses advanced technologies such as VR and augmented reality used in education. This book is intended for research scholars who are pursuing their masters and doctoral studies in the engineering education field as well as teachers who teach undergraduate and postgraduate courses to engineering students. This book explores the impact of the spread of English on language teaching and learning. It provides a framework for change in English language teaching to better reflect global realities and current research. The authors examine the pedagogical implications of the global spread of English, drawing on world Englishes, English as a lingua franca, and global Englishes research. The book proposes key innovations for teaching English as an international language, and outlines key areas for future classroom-based research. The book is essential reading for postgraduate researchers, teachers and teacher trainers in TESOL and second language education programmes. Current Issues in Second/Foreign Language Teaching and Teacher Development: Research and Practice represents a collection of selected papers from the 17th World Congress of the International Association of Applied Linguistics (AILA), which was held in August 2014 in Brisbane, Australia. The volume comprises 18 chapters presenting current research projects and discussing issues related to second language acquisition, teaching and teacher education in a variety of contexts from around the world. This collection of research papers will be of use to both new and seasoned researchers in the field of applied linguistics. Teacher educators, language teachers and language policy makers will find this volume equally useful as the papers address current issues in language education. Progress in Psychological Science around the World, Volumes 1 and 2, present the main contributions from the 28th International Congress of Psychology, held in Beijing in 2004. These expert contributions include the Nobel laureate address, the Presidential address, and the Keynote and State-of-the-Art lectures. They are written by international leaders in psychology from 25 countries and regions around the world. The authors present a variety of approaches and perspectives that reflect cutting-edge advances in psychological science. This second volume builds on the coverage of neural, cognitive, and developmental issues from the first volume, to address social and applied issues in modern psychology. The topics covered include: educational psychology and measurement, health psychology, and social and cultural psychology. Organizational, applied, and international psychology are also discussed. Progress in Psychological Science around the World, with its broad coverage of psychological research and practice, and its highly select group of world-renowned authors, will be invaluable for researchers, professionals, teachers, and students in the field of psychology. Teaching English in Africa is a practical guide written for primary and secondary school teachers working all over the continent. This book relates the practice of English language teaching directly to the African context. As well as covering the underlying theory of how children learn languages and how teachers can best facilitate this learning, it also provides practical resources and ideas for activities and techniques that have proved successful in English classrooms in Africa, both at primary and secondary level. It is intended to be a practical guide, so references and citations are kept to a minimum and concepts are presented using examples that are likely to be familiar to most teachers working in Africa. If there is a bias in this book, it is towards the needs of teachers working in low-resource, isolated contexts in Africa, as these teachers are so often neglected by literature on teaching methodology. The Book Introduces Some Of The Major Areas That Students And Teachers Of English In India Should Understand In Order To Follow A Scientific Approach. The Suggestions Made In The Studies And The Pedagogical Implications Should Be Of Much Help To Them. The Book Covers Many Topics That Find Place In The Syllabi Of Universities. The Author Has Discussed, In Particular, Some Important Aspects Of Indian English. The Materials In This Field Are Often Presented In A Form And Language Highly Specialised. The Present Book, However, Is A Collection Of Simplistic Studies And, As A Book Of This Kind Is Difficult To Find, It Is Useful In Its Own Way. Now in an updated third edition, English Teaching in the Secondary School is a comprehensive guide to the theory and practice of teaching English. Presenting an informed view of current educational policy, the authors provide advice to help students creatively and independently interpret government initiatives and incorporate them in their teaching practice. With practical ideas for use in the classroom, extensive discussion of theory and opportunities for reflection and critical thought, the authors guide students through the whole process of English teaching in the secondary school. Fully updated to include: a chapter on research and writing for M Level students references to the Every Child Matters agenda updates to the KS3 and 14-19 curriculum revised GCSE specifications an emphasis on creativity, flexibility and learner engagement the impact of globalisation and technology on literacy. Written in an accessible style, with a wealth of advice and ideas, this book forms essential reading for practising teachers, lecturers, PGCE students and those undertaking initial teacher training, and is suitable for those engaging in M Level study. This book sheds light on the emerging research trends in intelligent systems and their applications. It mainly focuses on three different themes, including software engineering, ICT in education, and management information systems. Each chapter contributes to the aforementioned themes by discussing the recent design, developments, and modifications of intelligent systems and their applications. The pandemic has made teaching English as a second language more challenging than before. A revamp of teaching strategies was warranted on the part of teachers. English teachers were pushed into adopting all new strategies with an ill-aided technical support and adapting to newer forms of learning. All pressures on social, economic, political, familial, technological, biological and psychological were brought upon them. Playing newer roles and employing newer strategies have become inevitable. Undertaking the challenge of running online classes is inescapable. This book with 23 articles aims at addressing all challenges English teachers face while teaching online and offering solutions. A lingua franca perspective into English language teaching in Brazil has only recently taken flight. As an emerging economy, the country faces enormous challenges when it comes to language education in schools, where English has traditionally been taught as a foreign language. This collection brings the perspectives of academics and language practitioners in their efforts to incorporate an ELF approach into teacher education, thus offering a voice sorely missed in the international community interested in developing new approaches to English in a global world.