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About the Author Tricia Hedge is a Senior Lecturer in the Centre for Research into Second and Foreign Language Pedagogy, School of Education, University of Nottingham. Page 1 of 1 Start over Page 1 of 1 This shopping feature will continue to load items when the Enter key is pressed.

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Tricia is the author of Teaching and Learning in the Language Classroom and Resource Books for Teachers: Writing, the first edition of which won the English Speaking Union's Duke of Edinburgh award. She is also co-editor of Power, Pedagogy and Practice and founder editor of the Oxford Bookworms Library series, published by Oxford University Press.

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Teaching and Learning in the Language Classroom: A guide ...

Hedge, Tricia This is a comprehensive handbook for teachers wishing to develop and explore their teaching. It involves teachers in their own professional development and aims to develop insights into issues, problems, and possibilities in ELT methodology. It is also useful as a general reference for the classroom teacher.

Teaching and learning in the language classroom by Hedge ...

Tricia Hedge Activities Editors: Jennifer Bassett And Alison Baxter ROBERT LOUIS STEVENSON Treasure Island Retold By John Escott Illustrated By Ian Miller CONTENTS STORY INTRODUCTION 1 The Old Seaman 2 Black Dog 3 The Black Spot.

Demonstrates ways to create contexts and audiences for classroom writing. Shows students how the style of writing differs according to purpose and audience. Presents a range of techniques for encouraging good pre-writing and drafting strategies. Helps learners to develop paragraphs coherently, to use cohesive devices, to use a range of sentence structures, and to develop appropriate vocabulary. Involves students in reviewing their work, revising it, and editing the final draft.

Draws on research in a variety of fields and applies it to teaching practice Features topics of current concern, including defining the roles of teachers and learners, critical pedagogy, interactive learning, and using innovative teaching materials. Includes criteria for and advice on evaluating classroom activities, especially those provided in the published materials that most teachers typically use. Can be used as a reference text or handbook by individual teachers or as a sourcebook or class text by teacher trainers. Written mainly for practising teachers but can be used by new and inexperienced teachers to give a thorough introductory overview of ELT.

This is a handbook for language teachers who would like to develop their own reading materials or who wish to enrich a reading course. It offers a classification and description of exercises aimed at developing different reading skills. While the book is designed primarily for teachers of English as a second language, the exercises are equally appropriate for the teaching of other foreign languages and much of the book is relevant to the teaching of first-language reading skills. The question-types range from the familiar (for example, multiple-choice and open questions) to highly original exercises which require the integration of different skills and an active, creative response from the student. It encourages teachers to introduce variety into the teaching of reading and offers them a great deal of resource material to draw on.

Strategies and ideas to help you develop your personal teaching style. A guide to help teachers of English to develop teaching skills through drawing on practical classroom experience.

Elementary to advanced activities illustrating techniques appropriate for both adults and children.

He is not beautiful, his mother doesn't want him, children run away from him, people laugh at him. He's called "The Elephant Man." Then someone speaks to him and befriends him. Includes activities at the end of the story.

Provides teachers with trait-specific assessment materials, including scoring guides, benchmark papers, and sample conference comments, along with warm-up exercises, focus lessons, and activities for the middle school classroom.

The main objective of this text is to assist language teachers in writing better tests. The author defines a good test as one that contains validity, reliability, practicality and a positive reaction. Hughes offers practical and realistic guidance on how to create a good test. The author pays special attention to the effect of testing on teaching - a test should not only be reliable and valid but should also have a positive effect on teaching. Chapters on the testing of writing, oral ability, reading, listening, grammar and vocabulary, and test administration are included. Also included are testing techniques that have been proven to be useful for teachers, and statistics that enable teachers to interpret test results. Reader activities can be found at the end of each chapter.

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