The Less Easily Definable in Effective Teaching. Edition No. 1

Description: This book presents an extensive qualitative research study on the long-needed exploration of the less easily definable and less easily observable aspects of effective language teaching which the author refers to holistically using the birdwatching term 'giss'. The in-depth research was conducted with students, teachers and trainers through the use of questionnaires, interviews, classroom observation, video-based discussions of lessons and analysis of feedback forms on observed lessons. The findings highlight the need for less easily definable aspects of teaching such as personal qualities, communication skills and what the author calls, 'affective-level' techniques to be incorporated into criteria for teaching effectiveness. This leads to a discussion of the effective teaching criteria and feedback tools designed by the author. A detailed account of the feedback received on the use of the criteria and a discussion of a framework for teacher training and development based on the findings from the research is also presented. This book is intended for all professionals interested in such inspirational explorations and in promoting a principled approach to teaching in their schools.


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