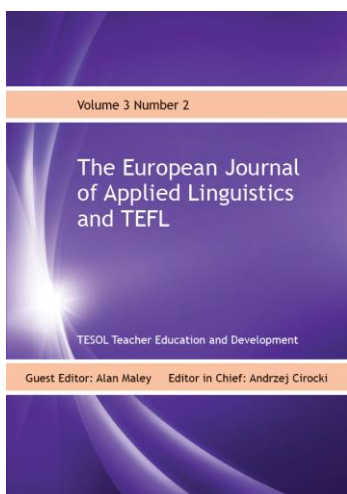


The European Journal of Applied Linguistics and TEFL

Volume 3 Number 2

Edited by Andrzej Cirocki and Alan Maley



The *European Journal of Applied Linguistics and TEFL* (EJALTEFL) is a refereed academic publication which aims to disseminate information, knowledge and expertise in the broad area of applied linguistics. Strong preference is given to contributions relating to second language acquisition, foreign language pedagogy, teacher training and classroom innovation.

Volume 3 Number 2 is devoted to the theme of **TESOL Teacher Education and Development**. It brings together contributions from ten well-respected and influential teacher educators and covers, among others, such topics as:

- teacher creativity.
- providing feedback through technology
- demand-high teaching
- demand-high teaching
- training for the unpredictable
- materials writing principles and processes
- ways of working with teachers
- practice and research-based theory in English teacher development

This provides a valuable source of reference for applied linguists, teacher trainers, materials developers and practitioners in the field of EFL/ESL. It offers readers a deeper insight into current issues, thereby broadening their knowledge and promoting professional development.

Available from booksellers or by subscription (two issues per year).

Subscription enquiries: info@linguabooks.com

CONTENTS

Editorial

ALAN MALEY & ANDRZEJ CIROCKI

CHAZ PUGLIESE

How do Teachers Use Creativity in their Teaching?

RUSSELL STANNARD

Is this the Start of a Feedback Revolution? How Technology Could Change the Way we Provide Feedback

JOHN F. FANSELOW

Reflections on Breaking Rules

JIM SCRIVENER

Demand-high Teaching

ADRIAN UNDERHILL

Training for the Unpredictable

Journal website: <http://theeuropeanjournal.eu>

Publisher website: <http://www.linguabooks.com>

JILL HADFIELD

Materials Writing Principles and Processes: What Can we Learn for Teacher Development?

BRIAN TOMLINSON

Teacher Growth through Materials Development

JANE SPIRO

We Are What we Read: Personal Reading Histories and the Shaping of the Teacher

TESSA WOODWARD

Ways of Working with Teachers

PENNY UR

Practice and Research-based Theory in English Teacher Development

ISSN 2192-1032 **EJALTEFL**

ISBN 978-5029-5656-9

Volume 3 Number 2 (2014) 164pp

EDITORIAL PANEL: LUCYNA ALEKSANDROWICZ-PĘDICH, *Warsaw School of Social Sciences and Humanities, Poland* – ALEKSANDRA ARCEUSZ, *University of Gdansk, Poland* – ANNE BURNS, *Aston University (UK) and University of New South Wales (Australia)* – MICHAEL BYRAM, *University of Durham, UK* – ANNA CIEŚLIĆKA, *Texas A&M International University, USA* – MAYA KHEMLANI DAVID, *University of Malaya, Malaysia* – WOLFGANG HALLET, *University of Giessen, Germany* – SVĚTLANA HANUŠOVÁ, *Masaryk University, The Czech Republic* – DAVID LITTLE, *University of Dublin, Ireland* – MARIE McCULLAGH, *University of Portsmouth, UK* – JOHN McRAE, *University of Nottingham, UK* – LARRY MIKULECKY, *Indiana University, USA* – FRED A MISHAN, *University of Limerick, Ireland* – ANNAMARIA PINTER, *University of Warwick, UK* – ANA MARIA PIQUER PIRIZ, *University of Extremadura, Spain* – ANGELIKI PSALTOU-JOYCEY, *Aristotle University, Greece* – SEBASTIAN RASINGER, *Anglia Ruskin University, UK* – TERESA SIEK-PISKOZUB, *Adam Mickiewicz University, Poland* – SIMONE SMALA, *University of Queensland, Australia*, – PETERWATKINS, *University of Portsmouth, UK*.

LinguaBooks Academic Publishing

Elsie Whiteley Innovation Centre, Hopwood Lane, Halifax HX1 5ER, UK