Managing Evaluation and Innovation in Language Teaching

Building Bridges

Pauline Rea Dickins and Kevin Germaine

Applied Linguistics and Language Study



Jiening Ruan, Cynthia Leung

Managing Evaluation and Innovation in Language Teaching Pauline Rea Dickins, Kevin Germaine, Pauline Rea-Dickins, 2014-06-11 Managing Evaluation and Innovation in Language Teaching focuses on the connections to be made between evaluation and change in language education with a specific focus on English Language Teaching The book demonstrates the central importance of evaluation in relation to language projects and programmes the management of change and innovation and in improving language teacher development. The introductory chapter provides an overview of the present trends in evaluation as well as offering examples of recent evaluation projects Subsequent chapters identify contemporary issues in evaluation and their relevance to language teaching covering a number of cultural and ethnographic studies in evaluation management in different world wide contexts as well as drawing insights from other related disciplines The editors seek to draw attention to the possibilities of inter disciplinary exchange to inform the reader of current practice and highlight emerging issues in the expanding field of evaluation in language teaching especially in ELT The contemporary nature of the studies presented here will be relevant to both post graduate students following language education programmes as well as to professionals involved in language teaching It will be of particular interest to those involved in the management of innovation and the evaluation of projects and programmes such as curriculum developers Director of Studies and professionals with a special responsibility for bringing about change in language teaching contexts Evaluation and Innovation in Language Teaching Pauline Rea Dickins, Kevin Germaine, 2014-06-11 Managing Evaluation and Innovation in Language Teaching focuses on the connections to be made between evaluation and change in language education with a specific focus on English Language Teaching The book demonstrates the central importance of evaluation in relation to language projects and programmes the management of change and innovation and in improving language teacher development The introductory chapter provides an overview of the present trends in evaluation as well as offering examples of recent evaluation projects Subsequent chapters identify contemporary issues in evaluation and their relevance to language teaching covering a number of cultural and ethnographic studies in evaluation management in different world wide contexts as well as drawing insights from other related disciplines The editors seek to draw attention to the possibilities of interdisciplinary exchange to inform the reader of current practice and highlight emerging issues in the expanding field of evaluation in language teaching especially in ELT The contemporary nature of the studies presented here will be relevant to both post graduate students following language education programmes as well as to professionals involved in language teaching It will be of particular interest to those involved in the management of innovation and the evaluation of projects and programmes such as curriculum developers Director of Studies and professionals with a special responsibility for bringing about change in language teaching contexts **Innovation in Language Learning and Teaching** P. Darasawang, H. Reinders, 2016-01-12 This book investigates the ways in which new developments in areas of language teaching practice such

policymaking planning methodology and the use of educational technology spread globally and are adopted rejected or adapted locally Bloomsbury World Englishes Volume 3: Pedagogies Yasemin Bayyurt, Mario Saraceni, 2021-05-20 Bloomsbury World Englishes offers a comprehensive and rigorous description of the facts implications and contentious issues regarding the forms and functions of English in the world International experts cover a diverse range of varieties and topics offering a more accurate understanding of English across the globe and the various social contexts in which it plays a significant role With volumes dedicated to research paradigms language ideologies and pedagogies the collection pushes the boundaries of the field to go beyond traditional descriptive paradigms and contribute to moving research agendas forward Volume 3 Pedagogies addresses the teaching of English as a world language Chapters in this volume consider the teaching and learning of English es from a range of perspectives and on the basis of experiences and research from many parts of the Testing Second Language Speaking Glenn Fulcher, 2014-10-13 The testing and assessment of second language learners is an essential part of the language learning process Glenn Fulcher's Testing Second Language Speaking is a state of the art volume that considers the assessment of speaking from historical theoretical and practical perspectives The book offers the first systematic comprehensive and up to date treatment of the testing of second language speaking Written in a clear and accessible manner it covers Explanations of the process of test design Costing test design projects How to put the test into practice Evaluation of speaking tests Task types for testing speaking Testing learners with disabilities It also contains a wealth of examples including task types that are commonly used in speaking tests approaches to researching speaking tests and specific methodologies that teachers students and test developers may use in their own projects Successfully integrating practice and theory this book demystifies the process of testing speaking and provides a thorough treatment of the key ethical and technical issues in speaking evaluation <u>Learner Contributions to Language Learning</u> Michael Breen, 2014-09-15 Since it was first established in the 1970s the Applied Linguistics and Language Study series has become a major force in the study of practical problems in human communication and language education Drawing extensively on empirical research and theoretical work in linguistics sociology psychology and education the series explores key issues in language acquisition and language use What the learner contributes is central to the language learning process Learner Contributions to Language Learning provides a uniquely comprehensive account of learners personal attributes their thinking their feelings and their actions that have been shown to have an impact upon language learning Containing specific chapters from leading names in the field this book provides both a review of what has been discovered from previous research and identifies important future directions for research on learner contributions It is a landmark volume setting the agenda for language learning research in the 21st century and it provides invaluable information for all those engaged in language teaching The contributors to the volume are Michael P Breen Bonny Norton Anna Chamot Rebecca Oxford Rod Ellis Anna Pavlenko James P Lantolf Anita Wenden Diane Larsen Freeman Perspectives on Teaching and Learning English

Literacy in China Jiening Ruan, Cynthia Leung, 2012-11-29 This is one of two volumes by the same editors that explore historical philosophical and cultural perspectives on literacy in China This volume focuses on English literacy in China while the other volume is on Chinese literacy In modern day China English has enjoyed an increasingly important status in education but not without challenges The essays in this volume provide a comprehensive cross disciplinary look at changes in English literacy practices and literacy instruction in China from the first English school in the 19th century to recent curriculum reform efforts to modernize English instruction from basic education through higher education Together the essays address a wide array of topics including early childhood English education uses of information technology to teach English and teaching English to Chinese minority students This work is essential reading for those who want to expand their understanding of English literacy education in China *English as a Second Language in the Mainstream Constant* Leung, Christine Davison, Bernard Mohan, 2014-07-15 Since it was first established in the 1970 s the Applied Linguistics and Language Study series has become a major force in the study of practical problems in human communication and language education Drawing extensively on empirical research and theoretical work in linguistics sociology psychology and education the series explores key issues in language acquisition and language use English as a Second Language learners are now a considerable and increasing part of the mainstream of urban schools in English speaking countries Beyond the learning of English this development raises broader questions of language as a medium of education in a multilingual multicultural environment Drawing on their experience as researchers and educators in Australia Canada and England the authors of English as a Second Language in the Mainstream present an up to date account of advances in theory and practice Their analysis of system wide provision however suggests that a truly responsive educational vision is lacking government policy is inadequate educational practices for ESL students are either underdeveloped or poorly coordinated with practices for other students and the rhetoric of reform fails to engage significantly with issues of teaching and resources The authors argue towards a more comprehensive vision which can acknowledge the relation between issues concerning ESL students and issues concerning the educational system as a whole which can coordinate reforms in ESL education with general reforms which can explicitly and systematically integrate language learning and content learning and which can build more positively on the multilingual and multicultural nature of modern education for all students Listening in Language Learning Michael Rost, CN Candlin, 2014-06-17 Examines listening as both a means of achieving understanding and as a teachable skill The underlying theme of the volume is that an integration of cognitive social and educational perspectives is necessary in order to characterise effectively what listening ability is and how it may develop It introduces listening from a cognitive perspective and presents a detailed investigation of listening in social and educational contexts. The study concludes with an analysis of how listening development can be incorporated effectively into curriculum design Washback in Language Testing Living Cheng, Yoshinori Watanabe, WITH Andy Curtis, 2004-02-04 Washback refers to the influence of language

testing on teaching and learning This volume at the important intersection of language testing and teaching practices presents theoretical methodological and practical guidance for current and future washback studies In the field of language testing researchers major interest has traditionally been focused on issues and solving problems inherent in tests in order to increase their reliability and validity However the washback effect goes well beyond the test itself to include factors such as curriculum teacher and learner behaviors inside and outside the classroom their perceptions of the test and how test scores are used Only recently have researchers started to empirically investigate the phenomenon of washback This volume of such research serves two essential purposes by providing an overview of the complexity of washback and the various contextual factors entangled within testing teaching and learning and presenting empirical studies from around the world that offer insights into the effects of washback in specific educational contexts and models of research on which future studies can be based The extensive use of test scores for various educational and social purposes in society nowadays makes the washback effect a high interest phenomenon in the day to day educational activities of teachers researchers program coordinators directors policymakers and others in the field of education Washback in Language Testing Research Contexts and Methods is a valuable resource for those who are interested in the application of findings to actual teaching and learning situations or conduct washback research in their own contexts including educational and psychological testing experts as well as alternative assessment people in all fields and for policy and decision makers in educational and testing organizations

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