

Managing Evaluation and Innovation in Language Teaching

Building Bridges

**Pauline Rea Dickins and
Kevin Germaine**

Applied Linguistics and Language Study



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Tamilla Mammadova

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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

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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 *Information Technology and Innovation in Language Education* Chris Davison, 2005-01-01 This book presents a critical analysis and investigation of current developments and debates in the use of information technology IT in English language teaching ELT internationally The first section of the book provides an overview of the key issues in IT and innovation in English language education such as the complex nature of IT and its use in ELT both in the present and future and the often problematic nature of innovation in relation to IT and ELT It focuses primarily on the level of programs and curricula looking at the way organizations and educational systems in different countries respond to the so called IT imperative The second section adopts a more overtly social constructivist perspective to explore examples of innovative practice in IT use in ELT around the world It tackles issues arising from classroom implementation and pedagogy looking at the way learners and teachers can and do use IT in their everyday practice The final section investigates the problems of building a community of professional practice in IT in English language education It focuses on the level of professional development and teacher education and in doing so demonstrates how the implementation of IT in schools and classrooms can be enhanced through taking into account key aspects of teachers existing contexts and professional practices

Throughout the book the contributors adopt a constructive but critical perspective on the use of IT in English language education often challenging its role in developing learner autonomy its effectiveness in developing language learning and its capacity to enhance pedagogic practice in the language teaching classroom at the same time suggesting effective models and guidelines for good practice *Teaching Grammar to a Grammar-Free Generation* Tamilla Mammadova, 2019-01-08 This is a unique book that covers innovative grammar teaching approaches and techniques for a modern generation of EFL ESL students It juxtaposes traditional grammar teaching methods with newer ones and reveals the advantages and disadvantages of each Moreover it provides free and controlled grammar activities which offer instructors an ample variety of tasks that facilitate EFL ESL teachers work to practice certain grammatical patterns

Leadership in English Language Education MaryAnn Christison, Denise E. Murray, 2012-12-06 Leadership in English Language Education Theoretical Foundations and Practical Skills for Changing Times presents both theoretical approaches to leadership and practical skills leaders in English language education need to be effective Discussing practical skills in detail and providing readers with the opportunity to acquire new skills and apply them in their own contexts the text is organized around three themes The roles and characteristics of leaders Skills for leading ELT leadership in practice Leadership theories and approaches from business and industry are applied to and conclusions are drawn for English language teaching in a variety of organizational contexts including intensive English programs in English speaking countries TESOL departments in universities ESL programs in community colleges EFL departments in non English speaking countries adult education programs and commercial ELT centers and schools around the world This is an essential resource for all administrators teachers academics and teacher

candidates in English language education

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 world

English Language Program Administration MaryAnn

Christison,Fredricka L. Stoller,2023-05-26 This volume provides both practicing and aspiring Language Program Administrators with knowledge about the research and theory that underpin key topics in educational leadership as well as practical guidance for the day to day management of language programs including budgets personnel decision making strategic planning advocacy and digital technologies The volume brings together 46 authors and contributors with a vast array of experiences as administrators of English language teaching programs all over the world in Asia Australia Europe the Middle East New Zealand North Central and South America South Africa Turkey and the United Kingdom As the need for more qualified administrators and leaders has increased more teacher education programs have added formal courses on leadership and program administration to their offerings Educators teaching these courses will find this volume to be an excellent core text to support students in developing their knowledge of and skills for language program administration All chapters are connected to the contemporary realities of language program administration and they offer practical guidance to Language Program Administrators in ways that are adaptable to different administrative contexts globally

International Handbook of English Language Teaching Jim Cummins,Chris Davison,2007-12-31 This two volume handbook provides a comprehensive examination of policy practice research and theory related to English language teaching ELT in international contexts Nearly 70 chapters highlight the research foundation for the best practices frameworks for policy decisions and areas of consensus and controversy in the teaching and development of English as a second and or additional language for kindergarten through to adult speakers of languages other than English In doing so it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field A wide range of terms has been used to refer to the key players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a whole At various times and in different contexts the following labels have been used in countries where English is the dominant language to describe programs learners or teachers of Enghsh English as a second language ESL English as an additional language EAL limited English proficient LEP and English language learners

ELL In contexts where EngUsh is not the dominant language the following terms have been used English as a foreign language EFL English as an international language EIL and English as a lingua franca ELF Rethinking Language Education Arturo Tosi, Constant Leung, 1999 Britain has witnessed a number of changes in language education research and policy These changes have been influenced by the challenges to the predominance of British Anglo centric attitudes and values increasing research in bilingualism and bilingual education for ethnic minorities largely North American based becoming known in Europe via scholars working in Britain and multilingual Europe investing in research and teaching provision in foreign language education A Knowledge Base for Teacher Education and Development Yin Cheong Cheng, 2002 Applied Linguistics, 1980 Educational Reform Jordan T. Ville, 2001 This book brings together the literature in a field which may define the 21st century Can economic and technological progress continue with educational systems which seem to answer to no one but themselves and which output graduates who can barely read and write and who have only the faintest clue how to use a map This bibliography provides access via Title Author and Subject Indexes Contents Educational Accountability Educational Change Educational Equalisation Educational Leadership Educational Planning Educational Indicators Evaluating Teacher Effectiveness in ESL/EFL Contexts Christine Anne Coombe, 2007 The book is organized into four parts Part 1 provides an introduction and background information to the establishment of standards for teacher assessment Part 2 presents case studies of successful teacher evaluation programs in five different countries In Part 3 four studies that investigate various aspects of teacher evaluation are presented Finally Part 4 explores tools that facilitate teacher evaluation From publisher s description **Language Acquisition and Development** Brian Tomlinson, 2007 Examines language acquisition and development across a wide range of languages and contexts Teaching Language to Learners of Different Age Groups Hannah Pillay, 2012 **Disciplinary Discourses** Ken Hyland, 2000 Applied Linguistics and Language Study General Editor Christopher N Candlin Chair Professor of Applied Linguistics Centre for English Language Education Communication Research Department of English City University of Hong Kong Hong Kong 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 Disciplinary Discourses Social Interactions in Academic Writing presents a series of innovative studies focusing on eight disciplines and a variety of key genres to examine the relationships between the cultures of academic communities and their discoursal practices It proposes a framework to account for the interactions between writers and their readers in published academic writing draws clear teaching suggestions and offers detailed methodological principles and suggestions to support further research Drawing on discourse analysis corpus linguistics and the voices of professional insiders Ken Hyland explores how academics use language to organise their professional lives carry out intellectual tasks and reach

agreement on what will count as knowledge Through its focus on the features of key genres this book shows what close textual analyses can reveal about the social practices and institutional ideologies of different academic communities and at the same time provides a clear basis for further research The theoretical and descriptive accounts have strong practical implications for the understanding of academic writing and disciplinary communities It will therefore be of great interest to teachers and students of academic writing English for Specific Purposes and discourse analysis more generally Ken Hyland is an Associate Professor in the Department of English City University of Hong Kong Negotiating Empowerment Prema Kumari Dheram,2008 The book is a collection of key papers presented at an international conference held at the Indo American Centre for International studies Hyderabad India in 2004 and includes a few other contributions of an equally high standard Together they offer an international perspective on language use and pedagogy relating to both theory and application in various countries including Bangladesh India Pakistan Sri Lanka Hong Kong Switzerland and the United States of America The volume highlights issues such as identity construction self esteem economic and intellectual empowerment and the role of the individual and state in the context of English as a second language and suggest how we may examine and address them Planning Change, Changing Plans Denise E. Murray,2008 Adapting change is crucial to success in any area of work This book provides examples of educational innovation and change and documents 12 different instances of innovative plans all of which while achieving some of the original goals found both impediments and opportunities in the change process The Struggle to Teach English as an International Language Adrian Holliday,2005-08-25 The professional lives of TESOL teachers and researchers are enriched and problematized by the cultural and political interfaces This book is about their worlds and conflicts It covers balance of power in classroom and curriculum settings the relationship between language culture and discourse and the change in the ownership of English

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