Evaluating Change in English Language Teaching

Judith M. Lamie

Evaluating Change In English Language Teaching

JL Elias

Evaluating Change In English Language Teaching:

　　Evaluating Change in English Language Teaching J. Lamie,2005-09-20 This book is an exploration of the processes of change in English language teaching In Part I the principles and strategies of change and factors affecting educational change are presented Part II focuses on implementing change and looks at key implementation strategies and systemic and behavioural change before introducing a new interpersonal model of change Part III presents various ways in which change can be measured and evaluated with reference to contemporary research in English language teaching 　　**Program Evaluation in Language Education** R. Kiely,P. Rea-Dickins,2005-07-26 The authors describe evaluation as a way of understanding and developing language programs the thematic and background section sets out the decision making quality management and learning functions of evaluation Case studies illustrate the diversity of evaluation contexts functions and approaches documenting the ways in which evaluation processes and outcomes inform and facilitate program development and contribute to explaining how language and teacher education programs constitute opportunities for learning The ways in which evaluation practice can be researched and developed to maximize policy institutional and program effectiveness is included and a comprehensive set of resources for those commissioning undertaking or researching language program evaluations concludes the text 　　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 　　**Managing Evaluation and Innovation in Language Teaching** Pauline Rea-Dickins,Kevin P. Germaine,1998 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 **Resources in Education** ,1997-05 **Open Architecture Curricular Design in World Language Education** Andrew R. Corin,Betty Lou Leaver,Christine M. Campbell,2025-07-01 A guide to a textbook free approach to world languages curriculums that will improve learning outcomes Open architecture curricular design OACD is a textbook free curricular design framework for teaching and learning world languages that integrates all the best practices in world language education to enhance learning efficiency and effectiveness As editors and pioneers of this method Corin Leaver and Campbell define OACD for world language instructors and second language acquisition researchers from middle school through higher education and beyond The book s chapters demonstrate how to use OACD for a wide variety of languages and proficiency levels in government service academy and university programs Topics covered include the use of authentic texts at all levels learner involvement in the selection of content and activities and methods of assessment and program evaluation *Exploring EFL Fluency in Asia* T. Muller,J. Adamson,P. Brown,S. Herder,2014-10-04 In EFL contexts an absence of chances to develop fluency in the language classroom can lead to marked limitations in English proficiency This volume explores fluency development from a number of different perspectives investigating measurements and classroom strategies for promoting its development **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 **Leadership in English Language Teaching and Learning** Christine Anne Coombe,2008 Leadership skills are indispensable in language teaching and learning and the effectiveness of these skills directly affect the quality of language education the soundness of a program and the satisfaction level of both teachers and students in the language classrooms

and beyond Part 1 of this collection provides the theoretical underpinnings of leadership development Part 2 focuses on leadership skills and strategies on the topics of interpersonal communication personal organization skills and program organization skills Part 3 discusses ELT leadership issues in U S public schools The contributors to this volume include leaders who have contributed to the TESOL profession in various capacities Their collective expertise makes this volume an excellent resource for teachers and program directors **Evaluation of Post-arrival Programs and Services** Australian Institute of Multicultural Affairs,1982 Evaluation of the Report of the Review of Post Arrival Programs and Services for Migrants Galbally Report 1978 **Teacher Evaluation and Merit Pay** ,1986-03-26 This bibliography includes scholarly journals dissertations papers and books published primarily from 1980 through December 1984 that focus on teacher evaluation and merit pay These materials are presented in separate chapters according to the type of publication in which they appeared In addition to materials identified and annotated from a literature search of several education databases the authors wrote to public school districts with student populations of over 5 000 requesting copies of their teacher evaluation materials They received 348 sets of evaluation documents and these materials are annotated in the chapter entitled School District Publications Other materials prepared by school districts are included in the chapter entitled Papers **Resources in Education** ,1997 English Journal ,1923 Linguistics and Language Behavior Abstracts ,2009-04 Vocationally Oriented Language Learning Eric M. Brewster,1995 Discusses problems possibilities and perspectives **Evaluation Report of the Education Consolidation and Improvement Act, Chapter 2, for ...** California. State Department of Education. Program Evaluation and Research Division,1990 *Evaluation in Language Education* Kanumūri Vīra Veṅkaṭa Lakshmī Narasiṃarāva,1980 **Assessing English Language Learners** Lorraine Valdez Pierce,2003 *Issues in Language Programme Evaluation in the 1990s* Sarinee Anivan,1991 Current Index to Journals in Education ,2000

Whispering the Techniques of Language: An Mental Quest through **Evaluating Change In English Language Teaching**

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