Classroombased Evaluation In Second Language Education Cambridge Language Education

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Evaluating Second Language Courses - Dale Griffee 2016-07-01
Typically, books on evaluation in the second and foreign language field deal with large programs and often result from large‐scale studies done by the authors. The challenge for ordinary second and foreign language classroom teachers is that they must extrapolate techniques or strategies for evaluation from a very large scale to a much smaller scale, that of the course. At the same time, classroom teachers are responsible for outcomes of their courses and need to do evaluation on a scale and for needs of their choosing. Evaluating Second Language Courses is designed for classroom teachers who are dealing with a single course, and who wish to understand and improve some aspect of their course.
Language Teaching Awareness - Jerry G. Gebhard 1999-09-28
This book helps language teachers become more aware of their teaching beliefs, attitudes, and practices. The hardback edition helps teachers explore their teaching beliefs, attitudes, and practices. It provides teachers with the kind of knowledge and guidelines that can empower them to make more informed teaching decisions. As such, teacher educators will find this a practical book to use in training courses.
Assessing L2 Students with Learning and Other Disabilities - George Spanoudis 2013-09-17
This edited volume discusses the theoretical, ethical and practical considerations involved in the assessment of Second Language Learners (SLLs) with Specific Language Learning Disorders (SpLD), such as dyslexia and Attention Deficit and Hyperactivity Disorder, and with other disabilities like visual and hearing impairments. The volume contains 14 chapters. These explore various theoretical models and research findings that identify and evaluate the language and special needs of SLLs with SpLD and other disabilities and evaluate the effectiveness of the accommodation practices employed so far. The studies involve both high-stakes tests and classroom-based assessments conducted by professionals and researchers working in the areas of psychology, special education and second/foreign language testing and assessment from various countries around the globe, including the USA, Canada, New Zealand and European countries such as Italy, UK, Greece, Germany, and Slovenia. The volume accommodates high-quality submissions that cover a gap in a research area that has long been in need of theoretical and empirical attention. This volume will become a valuable point of reference and springboard for future research initiatives.
From Reader to Reading Teacher - Aebersold 1997-03-13
From Reader to Reading Teacher is a self-contained, student-centered methods text that connects reading theory to practical classroom activities. The book begins by leading teachers to explore their beliefs and assumptions about the nature of reading and to analyse their own personal reading strategies. By studying the factors that influence both native language and second language reading, the text prepares teachers for a critical examination of the pedagogical issues central to the reading classroom. Teachers learn how to select appropriate reading activities and to plan effective reading lessons. Written in clear, understandable language, this text provides a wealth of examples and exercises, making it ideal for introductory courses on the teaching of second language reading.
Professional Development for Language Teachers - Jack C. Richards 2005-04-04
This much-needed text provides a coherent and strategic approach to teacher development Teacher Development for Language Teachers examines ten different approaches for facilitating professional development in language teaching: self-monitoring, support groups, journal writing, classroom observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching, and action research. The introductory chapter provides a conceptual framework. All chapters contain practical examples and reflection questions to help readers apply the approach in their own teaching context.
Integrating Assessment into Early Language Learning and Teaching - Danijela Prošić-Santovac 2019-08-07
The volume unites research and practice on integrating language learning, teaching and assessment at preschool and early school age. It includes chapters written by experts in the field who have studied some of the very youngest (pre-primary) children through to those up to the age of 12, in a variety of private and state contexts across Europe. The collection makes a much-needed contribution to the subject of appropriate assessment for children with the focus of many chapters being classroom-based assessment, particularly formative assessment, or the case for developing assessment skills in relation to even the youngest children. As a whole, the book provides useful case study insights for policymakers, teacher educators, researchers and postgraduate students with interest in or responsibility for how children are assessed in their language learning. It also provides practical ideas for practitioners who wish to implement greater integration of assessment and learning in their own contexts.
Translation in Language Teaching and Assessment - Georgios Floros 2013-09-11
The aim of this volume is to record the resurgent influence of Language Learning in Translation Studies and the various contemporary ways in which translation is used in the fields of Language Teaching and Assessment. It examines the possibilities and limitations of the interplay between the two disciplines in attempting to investigate the degree to which recent calls for reinstating translation in language learning have borne fruit. The volume accommodates high-quality original submissions that address a variety of issues from a theoretical as well as an empirical point of view. The chapters of the volume raise important questions and demonstrate the beginning of a new era of conscious epistemological traffic between the two aforementioned disciplines. The contributors to the volume are academics, researchers and professionals in the fields of Translation Studies and Language Teaching and Assessment from various countries and educational contexts, including the USA, Canada, Taiwan R.O.C., and European countries such as Belgium, Germany, Greece, Slovenia and Sweden, and various professional and instructional settings, such as school sector and graduate, undergraduate and certificate programs. The contributions approach the interplay between the two disciplines from various angles, including functional approaches to translation, contemporary types of translation, and the discursive interaction between teachers and students.
An Introduction to Applied Linguistics - Norbert Schmitt 2013-11-26
An Introduction to Applied Linguistics, Second Edition provides a complete, authoritative and up-to-date overview of the state of the field. Each of the 15 chapters offers an extended survey of a central element of Applied Linguistics and is co-authored by two leading international specialists, thus ensuring a full and balanced treatment of the topic covered. The book is divided into three sections: a description of language and language use; essential areas of enquiry; and the four skills and testing. An Introductory chapter familiarises readers with key issues and recurrent themes whilst hands-on activities and further reading sections for each chapter encourage practical analysis and wider reading. For this new edition, each chapter has been fully revised in line with new research and thinking in Applied Linguistics. With its accessible style, broad coverage and practical focus, this book is ideal for students of applied linguistics, TESOL, and second language pedagogy as well as practicing teachers and researchers wishing to update their knowledge.
Tasks in Action - Kris Van den Branden 2009-10-02

Task-based Language Teaching (TBLT) has been gaining momentum around the world during the past twenty years. However, particularly lacking in the body of available publications on TBLT is empirical evidence of the actual activity, interaction and learning processes that tasks give rise to in real classrooms. This volume compiles a number of studies that describe what learners and teachers, in various educational contexts, actually do when they are asked to perform tasks as part of their regular classroom activity. As such, the volume provides valuable new insights into the implementation of task-based language teaching and vividly illustrates how classroom practice can inform future theory-building and research on TBLT. All the chapters in this book are based on papers that were presented during the first International Conference on Task-Based Language Teaching, which was organised in Leuven in September 2005 by the Centre for Language and Education of the Katholieke Universiteit Leuven.

The Cambridge Handbook of Corrective Feedback in Second Language Learning and Teaching - Hossein Nassaji 2021-02-28
Corrective feedback is a vital pedagogical tool in language learning. This is the first volume to provide an in-depth analysis and discussion of the role of corrective feedback in second and foreign language learning and teaching. Written by leading scholars, it assembles cutting-edge research and state-of-the-art articles that address recent developments in core areas of corrective feedback including oral, written, computer-mediated, nonverbal, and peer feedback. The chapters are a combination of both theme-based and original empirical studies carried out in diverse second and foreign language contexts. Each chapter provides a concise review of its own topic, discusses theoretical and empirical issues not adequately addressed before, and identifies their implications for classroom instruction and future research. It will be an essential resource for all those interested in the role of corrective feedback in second and foreign language learning and how they can be used to enhance classroom teaching.

Classroom-based Language Assessment - Dina Tsagari 2011
While research into aspects of standardised language tests is growing, the area of classroom-based language assessment (CBLA) is still not well-defined and relatively under-researched. Studies investigating CBLA practices within the ESL/EFL school contexts as well as the tertiary level have stressed the need for further research as the picture is not yet complete. The volume aims to address this challenge by presenting a wide scope of research interests that discuss theoretical and practical underpinnings of CBLA. It is also meant to promote the notion of CBLA for a wide membership of the language teaching and testing community covering topics that consider both realities and prospects of CBLA in the assessment world.

Curriculum Development in Language Teaching - Jack C. Richards 2001-03-12
1 The origins of language curriculum development 2 From syllabus design to curriculum development 3 Needs analysis 4 Situation analysis 5 Planning goals and learning outcomes 6 Course planning and syllabus design 7 Providing for effective teaching 8 The role and design of instructional materials 9 Approaches to evaluation.

Handbook of Second Language Assessment - Dina Tsagari 2016-03-07
Second language assessment is ubiquitous. It has found its way from education into questions about access to professions and migration. This volume focuses on the main debates and research advances in second language assessment in the last fifty years or so, showing the influence of linguistics, politics, philosophy, psychology, sociology, and psychometrics. There are four parts which, when taken together, address the principles and practices of second language assessment while considering its impact on society. Read separately, each part addresses a different aspect of the field. Part I deals with the conceptual foundations of second language assessment with chapters on the purposes of assessment, and standards and frameworks, as well as matters of scoring, quality assurance, and test validation. Part II addresses the theory and practice of assessing different second language skills including aspects like intercultural competence and fluency. Part III examines the challenges and opportunities of second language assessment in a range of contexts. In addition to chapters on second language assessment on a national scale, there are chapters on learning-oriented assessment, as well as the uses of second language assessment in the workplace and for migration. Part IV examines a selection of important issues in the field that deserve attention. These include the alignment of language examinations to external frameworks, the increasing use of technology to both deliver and score second language

tests, the responsibilities associated with assessing test takers with special needs, the concept of 'voice' in second language assessment, and assessment literacy for teachers and other test and score users.

The Routledge Handbook of Instructed Second Language Acquisition - Shawn Loewen 2017-02-17
The Routledge Handbook of Instructed Second Language Acquisition is the first collection of state-of-the-art papers pertaining to Instructed Second Language Acquisition (ISLA). Written by 45 world-renowned experts, the entries are full-length articles detailing pertinent issues with up-to-date references. Each chapter serves three purposes: (1) provide a review of current literature and discussions of cutting edge issues; (2) share the authors' understanding of, and approaches to, the issues; and (3) provide direct links between research and practice. In short, based on the chapters in this handbook, ISLA has attained a level of theoretical and methodological maturity that provides a solid foundation for future empirical and pedagogical discovery. This handbook is the ideal resource for researchers, graduate students, upper-level undergraduate students, teachers, and teacher-educators who are interested in second language learning and teaching. .

Values in English Language Teaching - Bill Johnston 2003-01-30
This book offers a new perspective on language teaching by placing moral issues--that is, questions of values--at the core of what it is to be a teacher. The teacher-student relation is central to this view, rather than the concept of language teaching as merely a technical matter of managing students' acquisition of language. The message is that all language teaching involves an interplay of deeply held values, but in each teaching situation these values are played out in different ways. Johnston does not tell readers what to think, but only suggests what to think about. Values in English Language Teaching explores the complex and often contradictory moral landscape of the language classroom, gradually revealing how teaching is not a matter of clear-cut choices but of wrestling with dilemmas and making difficult decisions in situations often riven with conflict. It examines the underlying values that teachers hold as individuals and as members of their profession, and demonstrates how those values are played out in the real world of language classrooms. Matters addressed include connections between the moral and political dimensions in English language teaching, and between values and religious beliefs; relationship(s) between teacher identity and values; the meaning of professionalism and how it is associated with morality and values; the ways in which teacher development is a moral issue; and the marginality of English language teaching. All the examples are taken from real-life teaching situations--the complexity and messiness of these situations is always acknowledged, including both individual influences and broader social, cultural, and political forces at play in English language classrooms. By using actual situations as the starting point for analysis, Johnston offers a philosophy based in practice, and recognizes the primacy of lived experience as a basis for moral analysis. Examples come from teaching contexts around the world, including Brazil, Thailand, Poland, Japan, Central African Republic, Turkey, and Taiwan, as well as various settings in the United States. This book will change the way teachers see language classrooms--their own or those of others. It is a valuable resource for teachers of ESL and EFL and all those who work with them, especially teacher educators, researchers, and administrators.

The Routledge Handbook of Language Testing - Glenn Fulcher 2013-10-15
Winner of the SAGE/ILTA Book Award 2016 The Routledge Handbook of Language Testing will provide a comprehensive account of the area of language assessment and testing. Written by leading specialists from around the world, this volume brings together approximately 35 authoritative articles (around 8000 words each). The proposed outline for the Handbook (below) is divided into ten sections. The section titles reflect the contents of their Language Testing and Assessment –textbook in our RAL series and sketch a useful overview of the discipline. Each chapter has been carefully selected to relate to key issues raised in the respective topic, providing additional historical background, critical discussion, reviews of key research methods, and an assessment of what the future might hold.

International Handbook of English Language Teaching - Jim Cummins 2007-12-31
This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second language acquisition

and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for effective English language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching research.

Functional English Grammar - Graham Lock 1995-11-24
This text explores ways in which English grammar enables speakers and writers to represent the world, to interact with one another, and to create coherent messages. The hardback edition provides second language teachers with a functional description of English grammar, in which grammar is viewed not as a set of rules but as a communicative resource. It explores ways in which English grammar enables speakers and writers to represent their experience of the world, to interact with one another, and to create coherent messages. Each chapter includes a focus on areas of difficulty for second language learners, numerous authentic examples, tasks that allow the reader to apply the concepts introduced, and discussion questions. A final chapter covers issues in the learning and teaching of grammar, and reviews methodological options for the second or foreign language classroom. Assuming no previous study of linguistics or English grammar, Functional English Grammar is suitable for self-study or as a textbook in teacher education programs.

Literature-based Instruction with English Language Learners, K-12 - Nancy L. Hadaway 2002
This book takes a literature-based approach to how children learn language and how it is taught in today's diverse K-12 classrooms. The material is based on the belief that literature offers the most effective instructional approach for English language learners. The book offers meaningful reading, writing, speaking, and listening activities, as well as new understandings about the forms and functions of written language. This is the first book that offers instructors guidance in expanding the range of materials they use for teaching ESL by going beyond the standard texts to include books of all kinds - children's literature, trade books, magazines, and other media. "Voices from the Classroom: Scenarios from K-12 classrooms with English language learners" are provided throughout the chapters, offering practical stories from teachers' points of view.K-12 Educators with diverse student populations.

Teachers as Course Developers - Maria del Carmen Blyth 1996-02-23
Teachers as Course Developers is a book about how language teachers themselves rather than curriculum specialists develop and implement their own courses. It uses a unique case study approach featuring the stories of six teachers who successfully designed their own courses in different settings in Japan, the U.S., and Latin America. The book provides a framework for the processes of course development which any teacher can use in developing his or her own courses. Each chapter highlights a different aspect of the framework based on the particular teacher s approach and examines how the teacher has utilized or departed from the framework in meeting the challenges of a particular situation. Each narrative is followed by a set of tasks and discussion questions. An annotated bibliography is also included.

Cooperative learning and second language teaching - Steven G. McCafferty 2006

Language Assessment for Classroom Teachers - Lyle Bachman 2018-01-25
This book provides teachers with an entirely new approach to developing and using classroom-based language assessments. This approach is based on current theory and practice in the field of language assessment and on an understanding of the assessment needs of classroom teachers. The following key questions are addressed: • Why do I need to assess? What beneficial consequences do I want to help bring about? How can my assessments help my students learn better and help me improve my teaching? • When and how often do I need to assess? What decisions do I need to make to help bring about these beneficial consequences? • What do I need to assess? How can I define the abilities that I want to assess? • How can I assess my students? What kinds of assessment tasks should I create? How can I score my students' responses to these tasks? The authors guide the reader step-by-step through the process of developing and using classroom-based assessments with clear explanations and definitions of key terms, illustrative examples, and activities for applying the approach in practice. Extra resources are available on the website: www.oup.com/elt/teacher/lact Lyle Bachman is Professor Emeritus of Applied Linguistics at the University of California, Los Angeles. He serves as a consultant in language testing research projects and in developing language assessments for universities and government

agencies around the world, and he conducts courses and training workshops in language assessment. Barbara Damböck was Director of Studies of the English Department at the Teacher Training Academy in Dillingen, Germany, from 2003 to 2011. From 2003 to 2017 she supervised the training of oral examiners for the certification examination for elementary school English teachers in Bavaria. She has extensive experience as a classroom teacher, teacher trainer, and teacher of teacher trainers. She conducts courses and workshops for teachers and teacher trainers around the world.

A Practicum in TESOL - Graham Crookes 2003-07-14
A Practicum in TESOL is a valuable source book for both teacher educators and classroom teachers. It ranges widely across key areas of practice from the nitty-gritty of lesson planning and classroom management, through conceptual areas such as motivation and observation, to crucial if more abstract aspects, such as teachers beliefs and values. It also delves into the moral and political dimensions of teaching. Discussion of these areas, though well-grounded in relevant academic literatures, is also supported by extensive quotes from real teachers working on their practice. The treatment is sufficiently challenging to interest the experienced teacher, while covering matters of basic practice that would be of concern to the beginner. Anyone doing a TESOL practicum will want to use this book whether as an in-service teacher or as a teacher longing to further their professional development. A Practicum in TESOL can be used individually or in groups.

Revisiting the Assessment of Second Language Abilities: From Theory to Practice - Sahbi Hidri 2018-01-12
This book presents an overview of revisiting the assessment of language abilities. It also showcases how the measurement of such constructs can result in negative or positive washback and how outcomes might be conducive to repercussions that decide on the future of many stakeholders. The 23 chapters were selected among tens of chapters received from different contexts that addressed the issue of revisiting the assessment of language abilities, such as Tunisia, Ukraine, Algeria, Russia, KSA, Sudan, Egypt, Canada, Kurdistan, UK, USA, Iran, Turkey, etc. These contexts have highlighted the necessity to revisit the different constructs which should be assessed with a clear and straightforward foundation on students' learning objectives and their actual language ability. To do so, most of the chapters present hands-on use of relevant statistical tests that might serve in revisiting the construct definition both theoretically and operationally. Perhaps the sole and intricate question that the authors of these contributions ask is what it means to revisit the assessment of the construct of individualized language ability and how. In addition, the book accentuates the momentousness and significance of reflecting on test fairness and validation as the mainspring and backbone for democratization of assessment. This book appeals to a broad readership, such as English Language Teaching (ELT) practitioners, language teachers, students, testing organizations, policy-makers, test designers, writers of test specifications, testing experts, researchers, program evaluators, especially in the Middle East and North Africa (MENA) as well as other international contexts.

One Child, Two Languages - Patton O. Tabors 2008
Practical, engaging guide to helping early childhood educators understand and address the needs of English language learners.

Encyclopedia of Bilingualism and Bilingual Education - Colin Baker 1998
This encyclopedia is divided into three sections: individual bilingualism; bilingualism in society and bilingual education. It includes many pictures, graphs, maps and diagrams. The book concludes with a comprehensive bibliography on bilingualism.

Learning Oriented Assessment - Neil Jones 2016-05-19
This volume outlines the general principles of Learning Oriented Assessment (LOA), placing it in the context of European language learning policy. The authors pose three key questions central to LOA: 'What is learning?' , 'What is to be learned?' and 'What is to be assessed?'. It focuses on the use of evidence, and how it can be collected and used to feed back into learning, overviews large-scale assessment as practised by Cambridge English and learning-oriented classroom assessment practices, and concludes with a look at implementing LOA in practice. With fresh insights into the role of assessment in supporting learning, this volume will be of considerable interest to assessment practitioners, teachers and academics, educational policy-makers and examination board personnel.

Routledge Encyclopedia of Language Teaching and Learning - Michael Byram 2013-06-26
The Routledge Encyclopedia of Language Teaching and Learning is an

authoritative reference dealing with all aspects of this increasingly important field of study. Offering a comprehensive range of articles on contemporary language teaching and its history, it has been produced specifically for language teaching professionals and as a reference work for academic studies at postgraduate level. In this new edition, every single entry has been reviewed and updated with reference to new developments and publications. Coverage has been expanded to reflect new technological, global and academic developments, with particular attention to areas such as online and distance learning, teacher and learner cognition, testing, assessment and evaluation, global English and teacher education. Themes and disciplines covered include: Methods and materials, including new technologies and materials development Contexts and concepts, such as mediation, risk-taking in language learning and intercomprehension Influential figures from the early days of language teaching to the contemporary Related disciplines, such as psychology, anthropology and corpus linguistics It covers the teaching of specific languages, including Japanese, Chinese, Arabic and African languages, as well as English, French, German and Spanish. There are thirty five overview articles dealing with issues such as communicative language teaching, early language learning, teacher education and syllabus and curriculum design. A further 160 entries focus on topics such as bilingualism, language laboratories and study abroad. Numerous shorter items examine language and cultural institutions, professional associations and acronyms. Multiple cross-references enable the user to browse from one entry to another, and there are suggestions for further reading. Written by an international team of specialists, the Routledge Encyclopedia of Language Teaching and Learning is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject.

Bridging Teaching, Learning and Assessment in the English Language Classroom - Tijen Akşit 2018-11-12
Learning English as a foreign language in any formal education context requires opportunities for learners and teachers to give and receive feedback on the teaching learning process as it is happening. These opportunities could be created via various in-class activities specifically designed for this purpose. Teachers who create and use these diagnostic opportunities effectively detect what learners need in a timely fashion, and provide remedial teaching in the right time and mode, so that chances can be created for learners to improve their learning. There is no one universally accepted way of how to do this, however, with various approaches for collecting, analyzing and reviewing data for this purpose. This book encapsulates the unbreakable relationship between teaching, learning and assessment through a range of articles which scrutinize assessment from a wide spectrum, ranging from the role of assessment in language learning to ELT teacher assessment literacy, from the use of technology in classroom-based assessment to practicing teachers' reflections on their teacher classroom action research, and from the role of the Common European Framework of Reference for Languages (CEFR) to empirical data analysis.

The Cambridge Guide to Second Language Assessment - Barry O'Sullivan 2012-01-30
"The Cambridge Guide to Second Language Assessment aims to present in one volume an up-to-date guide to the central areas of assessing the second language performance of English by speakers of other languages. This volume provides snapshots of significant issues and trends that have shaped language assessment in the past and highlights the current state of our understanding of these issues"--

Literature in Second Language Education - Piera Carroli 2011-10-27
This book proposes the study of literary texts as a vital component of L2 linguistic and cultural knowledge. The research, conducted with students of Italian in Australia, is situated in the wider L2 context, and compared to studies on students' perceptions of English and French literary texts in countries such as Canada, Italy, Australia, Germany and the Ukraine. The first part of the book takes the debate on the inclusion of literature in language education as a springboard for posing crucial questions about how students, and educators, view literature. The theoretical framework draws from educational, linguistic, philosophical and literary theories, and focuses on the role of awareness in learning and the role of the learner's experience. The second part of the book evaluates an innovative approach to teaching and learning L2 literature, and discusses the application of this to the language classroom. Containing a balance of theoretical and practical concerns, this book will be invaluable reading for researchers of applied linguistics and second language acquisition.

Classroom-Based Evaluation in Second Language Education - Fred Genesee 1996-08-13

Classroom-based Evaluation in Second Language Education has been written to help foreign and second language educators in planning and carrying out effective and comprehensive evaluations in their classrooms. The book emphasizes the value of classroom-based assessment as a tool for improving both teaching and learning. The presentation is non-technical and does not require a specialized background in psychometrics, statistics, or research. The suggested assessment procedures are useful for a broad range of proficiency levels, teaching situations, and instructional approaches. Preview questions and follow-up activities assist the reader in applying the material discussed in each chapter.

When Dead Tongues Speak - John Gruber-Miller 2006-11-02
When Dead Tongues Speak introduces classicists to the research that linguists, psychologists, and language teachers have conducted over the past thirty years and passes along their most important insights. The essays cover a broad range of topics, including cognitive styles, peer teaching and collaboration, learning disabilities, feminist pedagogy, speaking, and writing. Each contributor addresses a different problem in the learning process based on his or her own teaching experience, and each chapter combines a theoretical overview with practical examples of classroom activities. The book was developed for classroom use in Greek and Latin methodology classes in M.A. and M.A.T. programs. It will also appeal to Latin and Greek language instructors who want to get current with the latest scholarship and pedagogical models.

Second-language Discourse in the Digital World - Ilona Vandergriff 2016-08-17
Second-language Discourse in the Digital World illustrates a new, practice-driven approach to technology in second-language (L2) learning that begins with what L2 users do when they connect with others online. With its rich set of examples from a number of different languages and a variety of digital platforms, in and beyond the classroom, this book provides a structured account of L2 computer-mediated discourse. The book is divided into four sections. Section I considers how new media have changed language learning. Section II is about L2 participation in digital forms and practices in online communities. Sections III centers around L2 linguistic and other semiotic practices, including the use of multimodal and multilingual resources while section IV analyzes social practices to explore how networked L2 users build, maintain and challenge relationships. Written in accessible style, the volume will be an important read to anyone interested in L2 use and learning in Web 2.0.Finalist for the AAAL 2019 book award.

Second Language Educational Experiences for Adult Learners - John M. Norris 2017-04-21
Second Language Educational Experiences for Adult Learners provides an up-to-date review of the theory and practice of adult second language education. The primary objective is to introduce core ideas that should inform the design, development, and delivery of language learning experiences that take the typical forms of materials, courses, teaching, and assessment. Divided into three sections, the book first addresses what we know about adult second language acquisition and how individuals may acquire languages differently from each other. In the second section, key educational design elements—from pedagogical methods to curriculum to assessment—are then introduced from the perspective of research-based understandings about effective practices. Rounding out the volume is an overview of critical issues for language educational innovation, including supporting teachers, localizing materials and instruction, evaluating and improving education, and working with technology. Each chapter concludes with a set of recommended "design principles" that should guide readers toward high-quality, valuable, and empirically supported language educational experiences. This volume will be of interest to researchers and students investigating instructed language learning, designers creating useful language learning materials, and language teaching innovators seeking to improve outcomes in diverse instructional settings around the world.

Reflective Teaching in Second Language Classrooms - Jack C. Richards 1994-03-25
Reflective Teaching in Second Language Classrooms introduces teachers to ways of exploring and reflecting upon their classroom experiences, using a carefully structured approach to self-observation and self-evaluation. Teachers are encouraged to collect data about their own teaching; to examine their attitudes, beliefs, and assumptions; and then to use the information obtained as a basis for critical reflection on teaching practices. The approach is not linked to a particular method, but rather can be applied to a variety of approaches and teaching situations. Each chapter includes thought-provoking questions and

activities appropriate for group discussion or self-study.

The Cambridge Guide to Teaching English to Speakers of Other Languages - David Nunan 2001-02-15
This book, written by leading practitioners, brings together a comprehensive overview of TESOL.

Educating Second Language Children - Fred Genesee 1994-03-25
This text brings together the work of 15 elementary education experts who support an integrative approach to educating second language children. The paperback edition is a collection of articles from fourteen elementary education experts who espouse an integrative approach to second language education - one that goes beyond language teaching methodology - to cover a wide range of issues affecting the academic and social success of language minority children. The volume deals not only with second language development, but with the development of the whole child. Rather than focusing on language instruction, it addresses the entire curriculum, and instead of restricting itself to classroom learning, it examines the role of the school, family, and community.

Cambridge Guide to Second Language Teacher Education - Anne Burns 2009-03-23
This collection provides an overview of current issues, debates, and approaches in Second Language Teacher Education (SLTE) presented by internationally prominent researchers, educators, and emerging scholars. Chapters address such issues as distance education, non-native English-speaking educators, technology, assessment, standards, and the changing contexts of contemporary language teaching and teacher education.

Classroom-based Assessment in L2 Contexts - Dina Tsagari 2016-06-22
This edited volume addresses issues that promote the notion of Classroom-based Language Assessment (CBLA) for the academic community and beyond. The book explores recent thinking and research on CBLA within the fields of language testing, assessment and general education based on theoretical and research papers presented at the recent CBLA SIG – EALTA Symposia held in Cyprus and the pre-conference EALTA workshops in various countries around Europe. The volume contains 17 chapters which involve both high-stakes tests and classroom-based assessments conducted by academics, professionals and researchers in the field. It brings together high-quality submissions that cover a gap in a research area that has long been in need of theoretical and empirical attention. Overall, this edited collection, with its international scope, offers a ground-breaking resource, bringing together in balanced relationship the fields of education and second language testing and assessment.