

Teacher Evaluation in Second Language Education

Amanda Howard and Helen Donaghue

B L O O M S B U R Y

Teacher Evaluation In Second Language Education

Helen Donaghue

Janna Fox, Natasha Artemeva



Teacher Evaluation In Second Language Education Helen Donaghue:

Teacher Evaluation in Second Language Education Amanda Howard, Helen Donaghue, 2014-12-18 Effective language learning depends on effective instruction In order to investigate whether or not this is taking place teachers classroom pedagogical practices both in service and pre service are frequently monitored by means of observation and feedback However research indicates that although this process has potential value for teacher learning and development there are also a number of attendant problems and it is therefore important that practitioners share their experience with others in the field in order to expand the existing knowledge base This volume investigates participant experiences looking beyond the materials used and examining the way in which language teachers are evaluated and supported throughout their careers Particular attention is given to the practices and frameworks involved outlining key approaches and discussing tools for investigation and collaboration The book highlights the importance of the use of talk to foster reflection and teacher learning the value of learning from experienced others and the importance of giving voice to all those involved in the process of development and evaluation

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The Routledge Handbook of English Language Teacher Education Steve Walsh, Steve Mann, 2019-07-03 The Routledge Handbook of English Language Teacher Education provides an accessible authoritative comprehensive and up to date resource of English language teacher education With an overview of historical issues theoretical frameworks and current debates this handbook provides unique insights into a range of teacher education contexts focusing on key issues relating to teacher and learner priorities language and communication current practices reflective practice and research Key features include a cross section of current theories practices and issues providing readers with a resource which can be used in a variety of contexts the use of data transcripts and tasks to highlight and illustrate a range of practices including examples of best practice snapshots of ELTE from a number of contexts taken from all around the world and examples of current technological advances contemporary thinking on reflective practice

and insights gained from recent research This wide ranging and international collection of chapters has been written by leading experts in the field The Routledge Handbook of English Language Teacher Education is sure to be core reading for students researchers and educators in applied linguistics TESOL and language education

The Career Trajectories of English Language Teachers Penny Haworth, Cheryl Craig, 2016-03-01 This volume identifies illustrates compares contrasts and provides informed reflective commentary on the diverse career trajectories of English language teachers teacher educators and researchers Increased migration and globalisation pressures have led to dramatic changes in English language teaching over the last few decades The resulting increased demand for well qualified English language teachers has also impacted positively on the status of this profession as developing a career in this field is now increasingly linked to advanced academic study as well as work possibilities in a wide range of diverse contexts This book provides insights into the career trajectories of English language teachers in Argentina Australia Brazil Canada Chile China the Czech Republic Greece Iceland India Malaysia Mexico New Zealand Thailand Turkey the United Kingdom the USA and the Middle East This book is likely to be of interest not only to teachers in the field of English language teaching but also to researchers with an interest in exploring teachers lives and careers in diverse contexts The insights provided in this book will no doubt inspire those who wish to develop or further develop a career trajectory in this intriguing field as well as provoke teacher educators to consider new ways to support those entering the field of English language teaching and those currently navigating its many complex challenges

International Perspectives on English Language Teacher Education T. Farrell, 2015-06-22 The chapters in this volume outline and discuss examples of teacher educators in diverse global contexts who have provided successful self initiated innovations for their teacher learners The collection suggests that a way forward for second language teacher preparation programs is through reflective practice as innovation

Evaluation Across Newspaper Genres Jonathan Ngai, 2022-05-08 Evaluation Across Newspaper Genres Hard News Stories Editorials and Feature Articles is the first book length study of evaluation or stance in three major newspaper genres hard news stories editorials and feature articles the last of which is a Cinderella genre in linguistic studies It offers a fresh approach to exploring the ways in which evaluation or stance contributes to the construction of the three newspaper genres each with a distinct communicative purpose Key features include using a 900 000 word comparable corpus of newspaper texts arranged by genre and topic domain drawing on a specially developed framework of analysis with a strong orientation to news values carrying out structural analysis by creating sub corpora of different parts of newspaper texts and adopting a functional approach to evaluation in newspaper discourse Evaluation Across Newspaper Genres amply demonstrates that evaluation plays a vital and yet dynamic role in the construction of hard news stories editorials and feature articles by performing a great variety of discourse functions In doing so the book also illuminates such important linguistic concepts as specificity variation and textual colligation Providing a new and unifying perspective on evaluation as a prime driver of text construction it will be of interest and use to researchers

teachers and students of English language applied linguistics and journalism

Second Language Prosody and Computer Modeling Okim Kang, David O. Johnson, Alyssa Kermad, 2021-09-13 This volume presents an interdisciplinary approach to the study of second language prosody and computer modeling. It addresses the importance of prosody's role in communication, bridging the gap between applied linguistics and computer science. The book illustrates the growing importance of the relationship between automated speech recognition systems and language learning assessment in light of new technologies and showcases how the study of prosody in this context in particular can offer innovative insights into the computerized process of natural discourse. The book offers detailed accounts of different methods of analysis and computer models used and demonstrates how these models can be applied to L2 discourse analysis toward predicting real world language use. Kang, Johnson, and Kermad also use these frameworks as a jumping off point from which to propose new models of second language prosody and future directions for prosodic computer modeling more generally. Making the case for the use of naturalistic data for real world applications in empirical research, this volume will foster interdisciplinary dialogues across students and researchers in applied linguistics, speech communication, speech science, and computer engineering.

Reconsidering Context in Language Assessment Janna Fox, Natasha Artemeva, 2022-04-06 This volume reconsiders the problem of context in language testing and other modes of assessment from the perspective of transdisciplinarity. Transdisciplinary assessment research brings together collaborators who draw on the strengths of their differing backgrounds and expertise in order to address high stakes, complex, socially relevant problems. Traditional treatments of context in language assessment research have generally been informed by individualist cognitive theories within measurement and psychometrics. The additive potential of alternative social theories including theories of genre, situated learning, distributed cognition, and intercultural communication has largely been overlooked. In this book, the benefits of socio-theoretical reconsiderations of context are discussed and further exemplified in transdisciplinary research studies that investigate the use of assessment in classroom and workplace settings. The book offers a renewed view of context in arguments for the validity of assessment practices and will be of interest to assessment researchers, practitioners, and students in applied linguistics, education, educational psychology, language testing, and other related disciplines and fields.

Intonation in L2 Discourse María Dolores Ramírez-Verdugo, 2021-07-11 Grounded in a systemic functional linguistic (SFL) approach, this book applies a contrastive interlanguage corpus-based approach to investigate the nature and role of L2 intonation and its pragmatic function in spoken discourse. The volume offers a brief overview of SFL theories and frameworks with a clear focus on Halliday's model of phonology and the proposal of developing a grammar of speech. Integrating a SFL framework with a corpus linguistic-informed approach, the book uses this foundation as a jumping off point from which to explore the prosodic complexities involved in English language teaching and learning for L2 learners, highlighting its various functions as illustrated in examples from the UAM English Learner Spoken Corpus. A final chapter synthesizes these findings.

toward critically reflecting on future directions for the study of L2 speech prosody This book will be key reading for graduate students and researchers in applied linguistics and English language teaching **Analysing Discourses in Teacher**

Observation Feedback Conferences Fiona Copland, Helen Donaghue, 2021-06-07 This volume focuses on the post observation feedback conference a common feature of teacher education programs and highlights the importance of such talk in the development and evaluation of teachers and other professionals The book adopts a linguistic ethnographic approach which provides a framework for examining the contextual nature of the talk and how it is embedded within wider social contexts and structures such as evaluation regimes Drawing on data from a range of settings including pre service teacher education medical education and teacher appraisal programs Copland and Donaghue examine the feedback conference from a range of perspectives including face identity and genre and show how a nuanced understanding of discussions can support teacher trainers supervisors and observers to provide appropriate and useful feedback A concluding chapter brings together brief vignettes from researchers active in the field to point to future directions for further study This book will be of particular interest to students and researchers in discourse analysis language education linguistic anthropology and professional communication as well as pre and in service teachers **Language Teacher Identity Tensions** Zia Tajeddin, Bedrettin Yazan, 2024-03-26

Addressing the critical issue of teacher identity tensions this edited volume looks at the tensions between teachers instructional beliefs values and priorities and the contextual constraints and requirements It examines how teachers deal with these tensions to avoid demotivation and burnout which play a significant role in identity construction Tensions are inseparable from growth and transformation but have the potential to disrupt teacher identity construction Therefore continual efforts to resolve tensions in teaching are inevitable The process of resolution or reconciliation might be extended and teachers could need support in that process to minimize the possible negative impacts on their identities This process can simultaneously generate positive outcomes for teachers growth and learning Therefore how teachers perceive respond to and grapple with tensions are critical experiences that offer windows into the complexities of teacher identity negotiation The volume paints a picture of the personal professional and political dimensions of teacher identity tensions in various international contexts The chapters draw on empirical studies with clear pedagogical implications to illustrate what identity tensions language teachers face in and outside the classroom during their career trajectory how language teachers cope with identity tensions in their professional life and how teacher educators can integrate identity tensions into teacher learning activities This book is beneficial for students and lecturers in applied linguistics educational linguistics and educational psychology It will also be helpful of interest to teacher educators teacher education researchers teacher supervisors and MA and doctoral students interested in research on language teacher identity **Language, Mobility and Study Abroad in**

the Contemporary European Context Rosamond Mitchell, Henry Tyne, 2021-05-11 This collection explores student mobility and study abroad programmes across Europe presenting original research on personal linguistic and intercultural

development during study abroad experiences The volume synthesizes work from the 2016 2020 Cost Action 15130 Study Abroad Research in European Perspective research network offering a multidisciplinary account of the intersection of language learning and study abroad in Europe amidst the changing contemporary higher education landscape as well as new directions for future research The initial section comprises short survey chapters outlining key themes and literature connecting traditional study abroad research with new multilingual and transnational realities This is supported by a main section containing original empirical studies in a wide range of European contexts and a short afterword bringing together policy and pedagogical proposals Taken together the collection shines a light on the impact of the internationalisation of higher education on linguistic dimensions of student mobility while including a range of lesser studied settings and languages New insights are offered on language learning identity interculturality student agency and motivation and transnational social networks in the study abroad context This book will be of particular interest to students researchers and institutions interested in the intersection of language learning and study abroad including such areas as multilingualism higher education and applied linguistics Chapter 8 of this book is freely available as a downloadable Open Access PDF at [http www taylorfrancis com](http://www.taylorfrancis.com) under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license

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