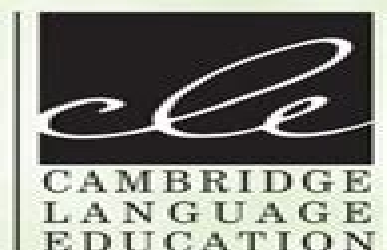


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**CLASSROOM-BASED
EVALUATION**
IN
**SECOND LANGUAGE
EDUCATION**



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Evaluating Second Language Education

**Andrew R. Corin, Betty Lou
Leaver, Christine M. Campbell**



Evaluating Second Language Education:

Classroom-Based Evaluation in Second Language Education Fred Genesee, John A. Upshur, 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 *Evaluating Second Language Education* J. Charles Alderson, Alan Beretta, 1992-02-27 Counter Responsibility for planning language teaching programs now carries with it a strong element of accountability Evaluation of the whole process of course design development and implementation is therefore a necessary area of activity for course designers language planners and researchers This book brings together accounts of recent work in this increasingly important field and will be a valuable resource both for those already engaged in evaluation and for those in training Part One presents a review of the literature covering past developments in the wider field of educational evaluation as well as specifically in second language education Part Two contains a series of eight original case studies written by scholars involved in evaluations in widely divergent settings The focus in each case is on how the evaluator addresses the difficulties central to each study and the findings are also included The final Part Three provides practical guidance for evaluators offering suggestions about how to set up and carry out evaluations in any given setting Publisher's website **Evaluating Second Language Education** J. Charles Alderson, Alan Beretta, 1992-02-27 Counter Responsibility for planning language teaching programs now carries with it a strong element of accountability Evaluation of the whole process of course design development and implementation is therefore a necessary area of activity for course designers language planners and researchers This book brings together accounts of recent work in this increasingly important field and will be a valuable resource both for those already engaged in evaluation and for those in training Part One presents a review of the literature covering past developments in the wider field of educational evaluation as well as specifically in second language education Part Two contains a series of eight original case studies written by scholars involved in evaluations in widely divergent settings The focus in each case is on how the evaluator addresses the difficulties central to each study and the findings are also included The final Part Three provides practical guidance for evaluators offering suggestions about how to set up and carry out evaluations in any given setting Publisher's website 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

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

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

Evaluating Second Language Courses Dale Griffiee,Greta Gorsuch,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

Useful Assessment and Evaluation in Language Education

John McE. Davis, John M. Norris, Margaret E. Malone, Todd H. McKay, Young-A Son, 2018-03-01 The specific and varied ways in which assessment and evaluation can impact learning and teaching have become an important language education research concern particularly as educators are increasingly called on to implement these processes for improvement accountability or curricular development purposes Useful Assessment and Evaluation in Language Education showcases contemporary research that explores innovative uses of assessment and evaluation in a variety of educational contexts Divided into three parts this volume first examines theoretical considerations and practical implementations of assessment conducted for the purpose of enhancing and developing language learning Part 2 addresses novel assessment development and implementation projects such as the formative use of task based assessments technology mediated language performance assessment validation of educational placement tests for immigrant learners and the use of assessment to help identify neurolinguistic correlates of proficiency The final section of the book highlights examples of argument based approaches to assessment and evaluation validation extending this critical framework to quality assurance efforts in new domains Adding to research on traditional and conventional uses of testing and evaluation in language education this volume captures innovative trends in assessment and evaluation practice that explicitly aim to better inform and enhance language teaching and learning

Toward Useful Program Evaluation in College Foreign Language Education John Marvin Norris, 2009 This volume reports on innovative useful evaluation work conducted within U S college foreign language programs Each case is reported by program internal educators who walk readers through critical steps from identifying evaluation uses users and questions to designing methods interpreting findings and taking actions

The Cambridge Guide to Second Language Assessment

Christine Coombe, 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

Evaluating Second Language Vocabulary and Grammar

Instruction Frank Boers, 2021-03-14 Providing a much needed critical synthesis of research on teaching vocabulary and grammar to students of a second or foreign language this book puts the research into perspective in order to distil recommendations for language teaching Boers evaluates a comprehensive range of both well established and lesser known

research strands and classroom practices to draw out the most effective instructional approaches to teaching words multiword expressions and grammar patterns Chapters discuss learning as a by product of communicative activities language focused instruction diverse types of exercises mnemonic techniques and more with a view to building bridges between the available research on such instructional approaches and how they are commonly implemented in actual language courses and textbooks This book helps teachers make research informed decisions regarding their instructional approaches to words phrases and patterns and direct researchers to specific areas in need of further inquiry Boers not only demonstrates how research findings can inform effective teaching but also calls for a deeper appreciation on the part of researchers of the realities of the teaching profession making this a worthwhile text for preservice teachers teacher educators graduate students and scholars

The Routledge Handbook of Second Language Acquisition and Language Testing Paula Winke,Tineke Brunfaut,2020-12-28 This Handbook with 45 chapters written by the world s leading scholars in second language acquisition SLA and language testing dives into the important interface between SLA and language testing shared ground where researchers seek to measure second language performance to better understand how people learn their second languages The Handbook also reviews how to best measure and evaluate the second language L2 learners personal characteristics backgrounds and learning contexts to better understand their L2 learning trajectories Taking a transdisciplinary approach to research the book builds upon recent theorizing and measurement principles from the fields of applied linguistics cognitive science psychology psycholinguistics psychometrics educational measurement and social psychology The Handbook is divided into six key sections 1 Assessment concepts for SLA researchers 2 Building instruments for SLA research 3 Measuring individual differences 4 Measuring language development 5 Testing specific populations and 6 Measurement principles for SLA researchers

Second Language Educational Experiences for Adult Learners John M. Norris,John McE. Davis,Veronika Timpe,Veronika Timpe-Laughlin,2017-04-21 Second Language Educational Experiences for Adult Learners explains the latest research on adult learning and then applies that work to specifically address second language learning In the foundational chapters this book introduces some of the differences between language learning for adults In the second half of the volume the authors move to consider educational design in chapters on curriculum materials assessment and technology This is an essential book for researchers and students interested in the science of language learning or anyone looking to better understand the science of adult education

The Handbook of Technology and Second Language Teaching and Learning Carol A. Chapelle,Shannon Sauro,2017-09-05 The Handbook of Technology and Second Language Teaching and Learning presents a comprehensive exploration of the impact of technology on the field of second language learning The rapidly evolving language technology interface has propelled dramatic changes in and increased opportunities for second language teaching and learning Its influence has been felt no less keenly in the approaches and methods of assessing learners language and researching language teaching and learning Contributions from

a team of international scholars make up the Handbook consisting of four parts language teaching and learning through technology the technology pedagogy interface technology for L2 assessment and research and development of technology for language learning It considers how technology assists in all areas of language development the emergence of pedagogy at the intersection of language and technology technology in language assessment and major research issues in research and development of technologies for language learning It covers all aspects of language including grammar vocabulary reading writing listening speaking pragmatics and intercultural learning as well as new pedagogical and assessment approaches and new ways of conceiving and conducting research and development The Handbook of Technology and Second Language Teaching and Learning demonstrates the extensive multifaceted implications of technology for language teachers learners materials developers and researchers [Second Language Pronunciation Assessment](#) Talia Isaacs,Pavel

Trofimovich,2016-12-22 This book is open access under a CC BY licence It spans the areas of assessment second language acquisition SLA and pronunciation and examines topical issues and challenges that relate to formal and informal assessments of second language L2 speech in classroom research and real world contexts It showcases insights from assessing other skills e g listening and writing and highlights perspectives from research in speech sciences SLA psycholinguistics and sociolinguistics including lingua franca communication with concrete implications for pronunciation assessment This collection will help to establish commonalities across research areas and facilitate greater consensus about key issues terminology and best practice in L2 pronunciation research and assessment Due to its interdisciplinary nature this book will appeal to a mixed audience of researchers graduate students teacher educators and exam board staff with varying levels of expertise in pronunciation and assessment and wide ranging interests in applied linguistics [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 [Handbook of Foreign Language Communication and Learning](#) Karlfried Knapp,Barbara Seidlhofer,H. G. Widdowson,2009 The Handbooks of Applied Linguistics provide a state of the art description of established and emerging areas of Applied Linguistics Each volume gives an overview of the field explains the most important traditions and their findings identifies the gaps in current research and gives perspectives for future directions

The Handbook of Language Teaching Michael H. Long, Catherine J. Doughty, 2011-07-05 Bringing together an international and interdisciplinary team of contributors this Handbook is a wide ranging and invaluable reference guide to language teaching A comprehensive reference work on language teaching which combines the latest research findings coverage of core topics and examples of teaching experience from a variety of languages and settings Provides a unique breadth of coverage including the psycholinguistic underpinnings of language learning social political and educational contexts program design materials writing and course design teaching and testing teacher education and assessment and evaluation Offers a balanced evaluation of the major positions and approaches including examining the increasingly important social and political context of language teaching Written by an international and interdisciplinary group of authors from a dozen different countries English is only one of the many languages used as examples throughout the volume

Second Language Testing for Student Evaluation and Classroom Research Greta Gorsuch, Dale Griffee, 2017-10-01 Second Language Testing for Student Evaluation and Classroom Research and its accompanying Student Workbook are introductory level resources for classroom teachers of all levels of experience and early career graduate students in applied linguistics TESOL and second foreign language teaching programs The book gives a balance between practice and theory for student evaluation and also aims for readers to use testing to connect to classroom research and to their own teaching Indeed Second Language Testing for Student Evaluation and Classroom Research aims at self discovery and empowerment for readers even as second language testing as a field undergoes major shifts in scope and areas of concern Second Language Testing offer a strong basis for readers who wish to analyze and improve their own classroom tests and for readers who wish to evaluate standardized tests they are required to use or are thinking of using We work with the general idea OK now that I know test X has these strengths and weaknesses what do I do Or Alright here are students scores now how do I use them in my teaching At the same time our book provides more in depth treatments of key testing topics for those readers who want to know Why and How Why these terms Why this or that analysis Why does it work How does it work What do these numbers mean How do I use them and how do I explain them to my students my colleagues my supervisors Second Language Testing for Student Evaluation and Classroom Research includes five Appendices for those readers whose interests continue into more advanced areas Our information and observations on issues such as rater training Appendix B are current and discerning and our Reference section and Glossary would be valued by any advanced testing practitioner or researcher Second Language Testing is useful to readers at varied levels of engagement at their choice Second Language Classroom Research Jacquelyn Schachter, Susan M. Gass, 2013-11-05 In an attempt to fill the gap left by the many published studies on classroom second language research this book explores a variety of human social and political issues involved in the carrying out of such studies Many journals are chock full of the results of classroom research with evidence to support one claim or another about the efficacy of one teaching method or another Many textbooks are replete with statistical procedures to be

used and with experimental designs to fit varying situations Too often overlooked in these treatments are the human social and political issues involved in carrying out research in classrooms that are not one's own What are the problems going to be when one attempts work such as this What does one do on discovering that an administrator's agenda is different than one had thought What does one do when a teacher resents intrusions into her classroom This book offers a view on those kinds of issues as presented and managed by successful classroom researchers themselves The authors present their own experiences including on occasion their trials and tribulations and how they dealt with them They lay themselves open to criticism in doing so but they make their contributions much the richer as well The classroom contexts extend to different countries and range from elementary schools to universities Some of the issues presented are the necessarily collaborative nature of the research the question of meshing pedagogically sound and experimentally acceptable practices the often strong possibility that political and social decisions will interrupt the research the perennial question of reporting out the results and the training of graduate student researchers

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