

Development And Evaluation Of Interactive English

Elizabeth Campbell Stephens

Development and Evaluation of the Interactive English Language Literacy System (i-ELLS) for Online Reading Comprehension Nor Fariza Mohd Nor,2011

Interactive Learning Systems Evaluation Thomas Charles Reeves,John G. Hedberg,2003 Describes how to evaluate interactive learning systems, both in their initial development and later in regard to effectiveness and efficiency. These include web-based systems, computer-aided learning, etc.

The Design, Development, and Evaluation of Literacy Education : Application and Practice (LEAP) Elizabeth Campbell Stephens,1995

Interactive Language Teaching Wilga M. Rivers,1987-02-27 Teachers and writers describe the approaches and techniques they have incorporated into their own teaching. The paperback edition is designed to help classroom teachers make language classes more participatory and communication oriented. A distinguished group of innovative teachers and writers describe, in a collection of essays, the approaches and techniques they have incorporated into their own teaching.

Content-based Second Language Teaching and Learning Marjorie Hall Haley,Theresa Y. Austin,2013-02 Teachers get the opportunity to put practical, how-to second language teaching methods to work in their classrooms with English Learners or world language students. Here are practical suggestions and ideas culled from the psycholinguistics and socio-cultural fields of study, offering today's teachers an engaging perspective on interactive, content-based language teaching and learning. Offering more methodological approaches to teaching English Learners than virtually any other book on the market, it's the ideal resource for undergraduate, pre-service, and mainstream general educator teachers who are learning how to teach English Learners or world language students in their classrooms. Novice teachers get the chance to interact with the text, reflect and consult with colleagues, partners, and classmates by reflecting and responding, revisiting their responses, and completing activities related to the content.

Interactive Evaluation Practice Jean A. King,Laurie Stevahn,2012-04-12 You've taken your introduction to evaluation course and are about to do your first evaluation project. Where do you begin? *Interactive Evaluation Practice: Managing the Interpersonal Dynamics of Program Evaluation* helps bridge the gap between the theory of evaluation and its practice, giving students the specific skills they need to use in different evaluation settings. Jean A. King and Laurie Stevahn present readers

with three organizing frameworks (derived from social interdependence theory from social psychology, evaluation use research, and the evaluation capacity building literature) for thinking about evaluation practice. These frameworks help readers track the various skills or strategies to use for distinctive evaluation situations. In addition, the authors provide explicit advice about how to solve specific evaluation problems. Numerous examples throughout the text bring interactive practice to life in a variety of settings.

Assessing Young Learners of English: Global and Local Perspectives Marianne Nikolov,2015-10-29 This volume documents international, national, and small-scale testing and assessment projects of English language education for young learners, across a range of educational contexts. It covers three main areas: age-appropriate ‘can do statements’ and task types for teaching and testing learners between the ages of 6 to 13; innovative approaches to self-assessment, diagnostic testing, self- perception, and computer-based testing; and findings on how young learners perform on vocabulary, listening, speaking, pronunciation, and reading comprehension tests in European and Asian contexts. Early language learning has become a major trend in English language education around the globe. As a result of the spread of teaching English to a growing number of young children, assessment of and for learning have emerged as key issues. In line with this development, there is a clear and emerging need to make early language programs accountable and to assess both the progress children make over time and to quantify their achievement at various stages of development. This volume informs stakeholders about the realistic goals of early language learning, their efficiency, and how much progress children make over time.

Teaching English to Speakers of Other Languages David Nunan,2015-02-11 David Nunan’s dynamic learner-centered teaching style has informed and inspired countless TESOL educators around the world. In this fresh, straightforward introduction to teaching English to speakers of other languages he presents teaching techniques and procedures along with the underlying theory and principles. Complex theories and research studies are explained in a clear and comprehensible, yet non-trivial, manner without trivializing them. Practical examples of how to develop teaching materials and tasks from sound principles provide rich illustrations of theoretical constructs. The content is presented through a lively variety of different textual genres including classroom vignettes showing language teaching in action, question and answer sessions, and opportunities to ‘eavesdrop’ on small group discussions among teachers and teachers in preparation. Readers get involved through engaging, interactive pedagogical features and opportunities for reflection and personal application. Each chapter follows the same format so that readers know what to expect as they work through the text. Key terms are defined in a Glossary at the end of the book. David Nunan’s own reflections and commentaries throughout enrich the direct, up-close style of the text.

Instructional Design: Creating an Interactive Digital Product for Education Julia Meier,2020-11-19

Interactive Notebooks and English Language Learners Marcia J. Carter,Anita C. Hernandez,Jeannine D. Richison,2009

Gives you straightforward instructions for launching the Notebook. You'll find plenty of student examples as well as nitty-gritty teaching advice such as suggestions for instructional sequencing and planning-in shoeverthinghign you need to get going wand be successful in supporting English learners' acquisition of academic English. -- from back cover.

Evaluating Children's Interactive Products Panos Markopoulos, Janet C Read, Stuart MacFarlane, Johanna Hoysniemi, 2008-05-24 Evaluating Children's Interactive Products directly addresses the need to ensure that interactive products designed for children — whether toys, games, educational products, or websites — are safe, effective, and entertaining. It presents an essential background in child development and child psychology, particularly as they relate to technology; captures best practices for observing and surveying children, training evaluators, and capturing the child user experience using audio and visual technology; and examines ethical and legal issues involved in working with children and offers guidelines for effective risk management. Based on the authors' workshops, conference courses, and own design experience and research, this highly practical book reads like a handbook, while being thoroughly grounded in the latest research. Throughout, the authors illustrate techniques and principles with numerous mini case studies and highlight practical information in tips and exercises and conclude with three in-depth case studies. This book is recommended for usability experts, product developers, and researchers in the field. * Presents an essential background in child development and child psychology, particularly as they relate to technology. * Captures best practices for observing and surveying children, training evaluators, and capturing the child user experience using audio and visual technology. * Examines ethical and legal issues involved in working with children and offers guidelines for effective risk management.

Teaching by Principles H. Douglas Brown, 1994 ESL/EFL teachers and trainees will welcome this methodology text, which considers all practical classroom techniques and activities in terms of solid foundation stones of research on second language acquisition. -- Readers develop an overall approach to language teaching from which their classroom practices can emerge. -- The text has user-friendly, readable prose, interactive end-of-chapter exercises for discussion and action, and end-of-chapter recommendations for further reading.

Teaching Languages with Technology Euline Cutrim Schmid, Shona Whyte, 2014-11-03 This book draws on theories of second language acquisition (SLA) to illustrate how interactive white board technology can be exploited to support language acquisition. It examines interaction, collaboration and negotiation of meaning and focus on form in the communicative language classroom in primary, secondary and vocational schools. In recent years new technologies have been incorporated into second and foreign language education as tools for implementing teaching methodologies. IWBs have established their role in the field of computer-assisted language learning (CALL) and are an effective and inspiring tool which motivates both teachers and learners. Although the number of IWBs in classrooms has rapidly increased over the past decade in many parts of the world, teacher training materials and pedagogical support for the design, evaluation and implementation of IWB-based

materials in the foreign language classroom has not kept pace. Research also shows that language teachers do not always use IWBs in pedagogically sound ways. There is a real need for the development of training models and examples of good practice which can support teachers in developing the necessary competencies for exploiting the IWB in ways consistent with current theories of language teaching pedagogy. This book provides that best practice and gives a full account of in-depth research in an accessible manner.

Examining Young Learners: Research and Practice in Assessing the English of School-age Learners Szilvia Papp, Shelagh Rixon, 2018-06-28 An account of how children learn L2s in formal contexts and how that knowledge impacts on the design, development, and evaluation of their language assessment products.

Research Perspectives on English for Academic Purposes Matthew Peacock, John Flowerdew, 2001-03-15 This volume of specially commissioned articles examines theory and practice in EAP.

Understanding by Design Grant P. Wiggins, Jay McTighe, 2005 What is understanding and how does it differ from knowledge? How can we determine the big ideas worth understanding? Why is understanding an important teaching goal, and how do we know when students have attained it? How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in today's high-stakes, standards-based environment? Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of *Understanding by Design*. Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998, the authors have greatly revised and expanded their original work to guide educators across the K-16 spectrum in the design of curriculum, assessment, and instruction. With an improved UbD Template at its core, the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks. Readers will learn why the familiar coverage- and activity-based approaches to curriculum design fall short, and how a focus on the six facets of understanding can enrich student learning. With an expanded array of practical strategies, tools, and examples from all subject areas, the book demonstrates how the research-based principles of *Understanding by Design* apply to district frameworks as well as to individual units of curriculum. Combining provocative ideas, thoughtful analysis, and tested approaches, this new edition of *Understanding by Design* offers teacher-designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike.

Language Teaching with Video-Based Technologies Michael Thomas, Christel Schneider, 2020-07-03 This book explores the implications of technology-mediated project-based language learning for CALL teacher development, focusing on the role of video-based instruction in elucidating challenges and opportunities to promote learner creativity in the language classroom. The volume builds on existing literature on project-based language learning by extending the focus on the affordances of machinima, digital video created by teachers and learners to capture experience in 3D immersive games

or virtual worlds. Drawing on data from a large-scale research project featuring case studies that examine different facets of CALL teacher education, the book calls attention to language learning and teaching strategies that encourage both learners and teachers to develop innovative approaches in the language classroom and how such approaches promote the integration of lifelong learning skills alongside traditional linguistic competencies. Offering a dynamic contribution to the growing literature on the interface of language learning and teaching and technology, this book will appeal to students and researchers in applied linguistics and language and education, as well as those interested in the latest developments in CALL.

Teaching English Carol Evans, Alyson Midgley, Phil Rigby, Lynne Warham, Peter Woolnough, 2009-03-26 Reflective practice is at the heart of effective teaching, and this book helps you develop into a reflective teacher of English. Everything you need is here: guidance on developing your analysis and self-evaluation skills, the knowledge of what you are trying to achieve and why, and examples of how experienced teachers deliver successful lessons. The book shows you how to plan lessons, how to make good use of resources and how to assess pupils' progress effectively. Each chapter contains points for reflection, which encourage you to break off from your reading and think about the challenging questions that you face as a new teacher. The book comes with access to a companion website, www.sagepub.co.uk/secondary, where you will find: - Videos of real lessons so you can see the skills discussed in the text in action - Links to a range of sites that provide useful additional support - Extra planning and resource materials. If you are training to teach English this book will help you to improve your classroom performance, by providing you with practical advice, but also by helping you to think in depth about the key issues. It also provides examples of the research evidence that is needed in academic work at Masters level, essential for anyone undertaking an M-level PGCE.

Developing Online Language Teaching Regine Hampel, 2015-03-24 When moving towards teaching online, teachers are confronted every day with issues such as online moderation, establishing social presence online, transitioning learners to online environments, giving feedback online. This book supports language teaching professionals and researchers who are keen to engage in online teaching and learning.

Resources in Education, 1998

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