

Assessing Language Teachers Professional Skills And Knowledge

Aymen Elsheikh,Christine Coombe,Okon Effiong

Assessing Language Teachers' Professional Skills and Knowledge Rosemary Wilson,Monica Poulter,2015-01-31
The growth in English language teaching worldwide and the related increase in teacher training programmes of all kinds highlight the need for greater accountability in the assessment of teachers. The need for formal summative assessment has taken on greater importance in training programmes and requires procedures which do not always sit easily with the development process, while transparency of assessment procedures is also increasingly demanded by the candidates themselves. This edited volume discusses key issues in assessing language teachers' professional skills and knowledge and provides case study illustrations of how teacher knowledge and teaching skills are assessed at pre-service and in-service levels within the framework of the Cambridge English Teaching Qualifications. The volume provides: - discussion of ways in which the changing nature of English language teaching has impacted on teacher education and assessment - examples of specific assessment procedures for both teaching knowledge and practical classroom skills - accounts of the ways in which the Cambridge English Teaching Qualifications have been integrated into and adapted for local contexts. This is the first volume of its kind wholly dedicated to language teacher assessment and as such will be of interest to language teachers and teacher educators as well as to researchers and postgraduate students--

Language Assessment Literacy and the Professional Development of Pre-Service Foreign Language Teachers Giraldo, Frank,2022-07-03
Language teachers the world over inevitably need to engage in assessing their students' language ability for various purposes – diagnostic, progress, achievement, etc. Because language assessment is a major task for language teachers, language teaching programs should provide pre-service teachers with opportunities to problematize assessment in the foreign or second language classroom. Educating pre-service teachers for assessment should lead to positive consequences on their in-service work. In this book, the author provides a research-based approach to plan, design, implement, and evaluate a language assessment course for pre-service teachers. The following are some of the central issues addressed in the book: • A conceptualization of Language Assessment Literacy (LAL) -the central construct in the book- and its relationship with language teachers' professional development. • A theoretically and empirically driven approach for

planning and designing a language assessment course. • A hands-on approach to teaching language assessment to pre-service language teachers. • Suggestions for teaching the design of assessments for the four language skills. • Suggestions for language teacher educators to discuss and derive ideas for assessment in their language teaching programs. • Real sample items and tasks for teaching and assessing pre-service teachers' LAL. The author constantly invites teacher educators to reflect upon the theory, research, and practice presented in the book. In doing so, he encourages these stakeholders to plan and teach language assessment courses that foster the LAL of pre-service teachers', an overlooked stakeholder group in LAL discussions.

Assessing English Language Learners Guillermo Solano Flores, 2016-01-29 *Assessing English Language Learners* explains and illustrates the main ideas underlying assessment as an activity intimately linked to instruction and the basic principles for developing, using, selecting, and adapting assessment instruments and strategies to assess content knowledge in English language learners (ELLs). Sensitive to the professional development needs of both in-service and pre-service mainstream teachers with ELLs in their classrooms and those receiving formal training to teach culturally and linguistically diverse students, the text is designed to engage readers in viewing assessment as a critical part of teaching appreciating that assessments provide teachers with valuable information about their students' learning and thinking becoming aware of the relationship among language, culture, and testing understanding the reasoning that guides test construction recognizing the limitations of testing practices being confident that assessment is an activity classroom teachers (not only accountability specialists) can perform Highlighting alternative, multidisciplinary approaches that address linguistic and cultural diversity in testing, this text, enhanced by multiple field-tested exercises and examples of different forms of assessment, is ideal for any course covering the theory and practice of ELL assessment.

English Language Learners and the New Standards Margaret Heritage, Aída Walqui, Robert Linqanti, 2020-01-15 In *English Language Learners and the New Standards*, three leading scholars present a clear vision and practical suggestions for helping teachers engage ELL students in simultaneously learning subject-area content, analytical practices, and language. This process requires three important shifts in our perspective on language and language learning—from an individual activity to a socially engaged activity; from a linear process aimed at correctness and fluency, to a developmental process, focused on comprehension and communication; and from a separate area of instruction to an approach that embeds language development in subject-area activities. In *English Language Learners and the New Standards*, the authors: Clarify the skills and knowledge teachers need to integrate content knowledge and language development Show how teachers can integrate formative assessment in ongoing teaching and learning Discuss key leverage points and stress points in using interim and summative assessments with ELLs Provide classroom vignettes illustrating key practices Finally, the authors explain the theories and research that underlie their vision and examine the role of policy in shaping pedagogy and

assessment for ELL students.

Content Knowledge in English Language Teacher Education Darío Luis Banegas,2020-02-20 Content Knowledge in English Language Teacher Education provides original professional experiences and research accounts of teaching language in the specific context of English language teacher education programmes in diverse international settings, with contributions from Argentina, Australia, Chile, China, Ecuador, Japan, Mexico, the USA and Turkey. The volume focuses on how teacher educators plan and deliver modules which help future teachers understand English as a system and develop English language proficiency. The contributors describe and analyse their professional practices in designing, delivering and evaluating modules or courses on understanding the English language as a system, i.e. content knowledge, exploring the teaching of elements such as phonetics, phonology, grammar, pragmatics, philology, and discourse analysis. In addition, they draw on their vast professional experience to explore how to successfully develop competence and language skills in English so that teachers can become models and proficient users of the language for their students. The contributions range from more historical and functionally linguistic focused chapters to more sociocultural explorations of teaching English to future teachers including interculturality, multilingualism, World Englishes, critical thinking skills, academic writing, and literacy through literature. The accounts shed light on the diverse practices of educators from many different countries, contexts, and cultural and linguistic backgrounds, drawing links between policy and practice, to locate much of English language teacher education and curriculum development outside the so-called 'inner circle' of native English-language speaking contexts, practitioners, and researchers.

Toward a Reconceptualization of Second Language Classroom Assessment Matthew E. Poehner,Ofra Inbar-Lourie,2020-02-03 This book responds to the call for praxis in L2 education by documenting recent and ongoing projects around the world that see partnership with classroom teachers as the essential driver for continuing to develop both classroom assessment practice and conceptual frameworks of assessment in support of teaching and learning. Taken together, these partnerships shape the language assessment literacy, the knowledge and skills required for theorizing and conducting assessment activities, of both practitioners and researchers. While united by their orientation to praxis, the chapters offer considerable diversity with regard to languages taught, learner populations included (varying in age and proficiency level), specific innovations covered, research methods employed, and countries in which the work was conducted. As a whole, the book presents a way of engaging in research with practitioners that is likely to stimulate interest among not only language assessment scholars but also those studying second language education and language teacher education as well as language teaching professionals themselves.

Language Teaching Competences Richard Rossner,2017-04-04 This book explains in practical detail how an understanding of competences can have an impact on all aspects of professional development. Areas covered include: • key

terminology • factors leading to the development of teaching competence frameworks • in-depth exploration of the European Profiling Grid and the Equals Framework for Language Teacher Training and Development • practical advice on using language teaching competences for assessment and self-assessment in a range of teaching contexts

Teaching Language Teachers Gabriel Díaz-Maggioli, 2012 Teaching Language Teachers: Scaffolding Professional Learning provides an updated view of as well as a reader-friendly introduction to the field of Teaching Teachers, with special reference to language teaching. By taking a decidedly Sociocultural perspective, the book addresses the main role of the Teacher of Teachers (ToT) as that of scaffolding the professional learning of aspiring teachers. Each of the eight chapters deals with a particular view of this scaffolding process, from understanding and reviewing the learning needs of aspiring teachers, to designing and delivering courses and materials, observing teachers, teaching online and engaging in continuous professional development. Authoritatively written, though accessible to newcomers to the field, this book will prove to be an invaluable addition to the library whether you are a seasoned teacher educator, a new coordinator, director of studies, supervisor or teacher trainer.

Performance-Based Assessment in 21st Century Teacher Education Winter, Kim K., Pinter, Holly H., Watson, Myra K., 2019-03-01 Performance-based assessments can provide an adequate and more direct evaluation of teaching ability. As performance-based assessments become more prevalent in institutions across the United States, there is an opportunity to begin more closely analyzing the impact of standardized performance assessments and the relationship to variables such as success entering the workforce, program re-visioning for participating institutions, and the perceptions and efficacy of teacher candidates themselves. Performance-Based Assessment in 21st Century Teacher Education is a collection of innovative research that explores meaningful and engaging performance-based assessments and its applications and addresses larger issues of assessment including the importance of a balanced approach of assessing knowledge and skills. The book also offers tangible structures for making strong connections between theory and practice and offers advice on how these assessments are utilized as data sources related to preservice teacher performance. While highlighting topics including faculty engagement, online programs, and curriculum mapping, this book is ideally designed for educators, administrators, principals, school boards, professionals, researchers, faculty, and students.

Assessing 21st Century Skills Laura Greenstein, 2012-07-23 Provides K-12 classroom teachers with strategies for measuring student mastery beyond paper and pencil tests and suggests ways to diagnose learning and inform interventions in an accountable and reliable way. Included are vignettes and visual elements to help illustrate and apply the concepts.

Perspectives on Language Assessment Literacy Sahbi Hidri, 2020-06-08 Perspectives on Language Assessment Literacy describes how the elements of language assessment literacy can help teachers gather information about when and how to assess learners, and about using the appropriate assessment tools to interpret results in a fair way. It provides

highlights from past and current research, descriptions of assessment processes that enhance LAL, case studies from classrooms, and suggestions for professional dialogue and collaboration. This book will help to foster continuous learning, empower learners and teachers and make them more confident in their assessment tasks, and reassure decision makers that what is going on in assessment meets international benchmarks and standards. It addresses issues like concepts and challenges of assessment, the impacts of reflective feedback on assessment, the ontogenetic nature of assessment literacy, the reliability of classroom-based assessment, and interfaces between teaching and assessment. It fills this gap in the literature by addressing the current status and future challenges of language assessment literacy. This book will be of great interest for academics, researchers, and post-graduate students in the fields of language assessment literacy and English language teaching.

Online World Language Instruction Training and Assessment Carmen King Ramírez, Barbara A. Lafford, James E. Wermers, 2021 US World Languages (WL) departments have been rapidly growing their online language programs. Coupled with the widespread implementation of virtual teaching in response to COVID-19, there has been a tremendous increase in online teaching and learning of languages. Even with many resources and preparation time, there are few resources assessment tools that evaluate the quality of online content and instruction. This book will fill the gap. King Ramirez, Lafford, and Wermers provide critical pedagogical approach to CALL teacher education (CTE) training and assessment of online language instructors by combining best practices with assessment tools to provide support and guidance to WL teachers and administrators to help build successful and strong online programs. They walk readers through the process, taking a holistic approach to address all facets of learning and environment, including equitable and fair trainings. The authors provide extensive rubrics and tools to help improve WL teaching online and explain important considerations in adapting them to each program's needs. In addition, there will be free worksheets on the press website (press.georgetown.edu) to further lead readers to success--

The Role of Language Teacher Associations in Professional Development Aymen Elsheikh, Christine Coombe, Okon Effiong, 2018-11-30 Providing a timely and much-needed resource on LTAs, the book helps readers recognize the importance and nature of teachers' professional development, while also contributing to the process of educational change. In order to achieve a suitable level of educational and policy change, a research base for LTAs is called for. This book represents a step in the right direction, introducing readers to essential research on the central role of LTAs in language teachers' development. Although pre-service and in-service education programs, to be found at government and/or private institutions, are of great value, it is impossible to prepare teachers for all the challenges they will face throughout their careers. In response, many professional associations also provide a wide range of professional development activities for their teacher members. The book will be of interest to language teachers, graduate students, teacher educators and researchers,

educational leaders and policymakers, as well as teacher associations.

Language Assessment Literacy Dina Tsagari, 2020-04-21 The field of language testing and assessment has recognized the importance and underlying theoretical and practical underpinnings of language assessment literacy (LAL), an area that is gradually coming to prominence. This book addresses issues that promote the concept of LAL for language research, teaching, and learning, covering a range of topics. It brings together 14 chapters based on high-stakes and classroom-based studies authored by academics, professionals and researchers in the field. The text examines diverse issues through a multifaceted approach, presenting high-quality contributions that fill a gap in a research area that has long been in need of theoretical and empirical attention.

Teacher Involvement in High-Stakes Language Testing Daniel Xerri, Patricia Vella Briffa, 2018-04-27 This book advocates that teachers should play an active role in high-stakes language testing and that more weight should be given to teacher judgement. This is likely to increase the formative potential of high-stakes tests and provide teachers with a sense of ownership. The implication is that the knowledge and skills they develop by being involved in these tests will feed into their own classroom practices. The book also considers the arguments against teacher involvement, e.g. the contention that teacher involvement might entrench the practice of teaching to the test, or that teachers should not be actively involved in high-stakes language testing because their judgement is insufficiently reliable. Using contributions from a wide range of international educational contexts, the book proposes that a lack of reliability in teacher judgement is best addressed by means of training and not by barring educators from participating in high-stakes language testing. It also argues that their involvement in testing helps teachers to bolster confidence in their own judgement and develop their assessment literacy. Moreover, teacher involvement empowers them to play a role in reforming high-stakes language testing so that it is more equitable and more likely to enhance classroom practices. High-stakes language tests that adopt such an inclusive approach facilitate more effective learning on the part of teachers, which ultimately benefits all their students.

What English Language Teachers Need to Know Volume I Denise E. Murray, MaryAnn Christison, 2010-09-13 Designed for pre-service teachers and teachers new to the field of ELT, *What English Teachers Need to Know I* and *II* are companion textbooks organized around the key question: What do teachers need to know and be able to do in order for their students to learn English? The focus throughout is on outcomes, that is, student learning. Volume I, on understanding learning, provides the background information that teachers need to know and be able to use in their classroom: the characteristics of the context in which they work how English works and how it is learned their role in the larger professional sphere of English language education Volume II, on facilitating learning, covers the three main facets of teaching: planning instructing assessing The texts work for teachers across different contexts (countries where English is the dominant language, one of the official languages, or taught as a foreign language); different levels (elementary/primary, secondary, college or university, or

adult education), and different learning purposes (general English, workplace English, English for academic purposes, or English for specific purposes).

Early Language Learning and Teacher Education Subhan Zein, Sue Garton, 2019-02-26 Language teacher education is widely identified as one of the most important areas that needs addressing in order to improve early language instruction, yet research into teacher education for early language teachers remains relatively sparse. This volume responds to this gap by compiling studies with diverse methodological tenets from a wide range of geographical and educational contexts around the world. The volume aims to enhance understanding of early language teacher education as well as to address the need to prepare early language teachers and assist them in their professional development. The chapters focus on the complexity of teacher learning, innovations in mentoring and teacher supervision, strategies in programme development and perceptions, and knowledge and assessment in early language learning teacher education. The volume offers comprehensive coverage of the field by addressing various aspects of teacher education in different languages. The contributions highlight examples of research into current practice in the professional enhancement of early language learning teachers, but with an emphasis on the implications for practitioners.

Language Teacher Education for Global Englishes Ali Fuad Selvi, Bedrettin Yazan, 2021-05-30 This practical resource book showcases both the theory and practical application for teacher educators in diverse contexts bringing a global Englishes perspective into their teacher education courses, both at pre- and in-service levels. The recent Global Englishes paradigm serves as a promising response to the complexity of identity, interaction, use, and instruction surrounding the English language. It is increasingly important to enhance teachers' knowledge base—their specialized knowledge, skills, competencies, and commitments—vis-à-vis the changing needs of English Language Teaching. The chapters in the book provide accessible theoretical orientation to different aspects of the Global Englishes paradigm, from instructional materials to language assessment, and are complemented by a range of practical applications that promote teacher development. The volume is recommended as a viable professional development resource for teacher educators who are looking for activities and resources in preparing teachers for diverse teaching contexts, realities, affordances, and constraints.

Understanding the World Language edTPA Susan A. Hildebrandt, Peter B. Swanson, 2016-07-01 In *Understanding the World Language edTPA: Research-Based Policy and Practice*, two researchers in the forefront of world language edTPA discuss the new beginning teacher portfolio, including its required elements, federal and state policies concerning teacher evaluation, and research from their own programs. Higher education faculty members and language teacher preparation program coordinators who would like to better understand edTPA requirements and gain suggestions for necessary programmatic changes will find this book of interest. The book is composed of eight chapters. The authors begin by describing edTPA and how it became a national trend to assess beginning teacher ability. In Chapter 2, the authors present

ideas about curricular changes that may need to occur in traditional world language teacher education programs, as well as suggestions to assist teacher candidates as they begin to develop their portfolios. Afterward, the authors discuss the context for learning (Chapter 3) and they begin with assessment, moving to planning, and then to instruction (Chapters 4, 5, 6). In each chapter, the authors discuss the work sample that teacher candidates must create, an analysis of a high-scoring portfolio, and steps to stimulate teacher candidates' professional thinking. In Chapter 7, the authors present activities for the methods classroom. In the final chapter, the authors provide a critical analysis of edTPA, in general, and the world language edTPA, in particular. Understanding the World Language edTPA: Research-Based Policy and Practice provides readers with a much-needed guide to inducting teacher candidates into the new portfolio requirements, while helping higher education faculty make appropriate curricular changes to accommodate edTPA.

Standards-Based Instruction and Assessment for English Language Learners Mary Ann Lachat, 2004-04-15

Provide a superior education for students from diverse cultural and linguistic backgrounds! Education reform initiatives emphasize that all students must be held to the same standards of academic achievement. Yet assessment and instructional practices in American schools were neither created nor designed to be responsive to the range of diversity represented in today's classroom. Standards-Based Instruction and Assessment for English Language Learners explores the issues that must be addressed to ensure the academic success of English Language Learners (ELLs). Providing an overview of what standards-based educational reforms means for the fast-growing population of ELLs in America's schools, author Mary Ann Lachat offers practical guidelines to help school administrators and classroom teachers implement effective practices for culturally diverse learners. The manual includes useful tools for conducting a schoolwide assessment and designing professional development plans for teachers. Bridging research to policy and practice implications, this unique manual examines The characteristics of ELLs in America's schools How language and culture affect learning Language development issues for ELLs What teachers need to know about assessment for ELLs Standards-based learning practices that support the success of ELLs Help fulfill our nation's unprecedented commitment to educate all children to be effective thinkers, communicators, and problem-solvers. In increasingly diverse classrooms, an understanding of standards-based instruction and assessment for ELLs is essential for achieving both excellence and equity in our education system. Designed primarily for principals, classroom teachers, directors of bilingual education, Title 1 coordinators, and other administrators responsible for ELLs, this innovative volume is also an extraordinary resource for bilingual education and ESL teachers.

Assessing Language Teachers Professional Skills And Knowledge Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the power of words has are more evident than ever. They have the capability to inspire, provoke, and ignite change. Such is the essence of the book **Assessing Language Teachers Professional Skills And Knowledge**, a literary masterpiece that delves deep to the significance of words and their affect our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall effect on readers.

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