



Teacher Evaluation in Second Language Education

Amanda Howard, Helen Donaghue

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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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