

Contents

The authors and series editors	ix
Introduction	xi
Section One: Explanation—The principles of evaluation	
1 What is evaluation?	3
1.1 Introduction	3
1.2 Evaluation in education	4
1.3 Evaluation and innovation	7
1.4 Evaluation and management	14
1.5 Evaluation and context	19
1.6 Summary	22
2 Purposes for evaluation	23
2.1 Introduction	23
2.2 General evaluation purposes	23
2.3 Specific topic-related purposes for evaluation	27
2.4 Materials	28
2.5 Teachers and teaching	34
2.6 Evaluating learner outcomes	43
2.7 Summary	55
3 How can teachers evaluate their classrooms?	56
3.1 Introduction	56
3.2 Measurement-based evaluation	56
3.3 Descriptive data-based evaluation	58
3.4 Evaluation and the classroom teacher	66
3.5 Summary	73
4 A framework for curriculum evaluation	74
4.1 Introduction	74
4.2 The evaluation framework	74
4.3 Summary	75

	Section Two: Demonstration—The practice of evaluation	
5	Project evaluation	79
5.1	Introduction	79
5.2	The Communicational Teaching Project (Bangalore)	79
5.3	The context	79
5.4	Aims	80
5.5	Design and procedures	80
5.6	Findings	81
5.7	Summary	82
6	Evaluation of methodology	83
6.1	Introduction	83
6.2	The context	83
6.3	Aims	83
6.4	Design and procedures	83
6.5	Findings	85
6.6	Summary	87
7	Evaluation of a foreign language teaching programme	88
7.1	Introduction	88
7.2	The context and aims	88
7.3	Design and procedures	89
7.4	Feedback from the evaluation	93
7.5	Summary	95
8	Evaluating teacher feedback on oral errors	96
8.1	Introduction	96
8.2	Aims	96
8.3	Design and procedures	97
8.4	Findings	99
8.5	Summary	100
9	Evaluation of materials: dictionaries	101
9.1	The context	101
9.2	Aims	101
9.3	Design and procedures	101
9.4	Findings	102
9.5	Summary	103

10	Evaluation of materials: book reviews	104
10.1	Introduction	104
10.2	The context and aims	107
10.3	Summary	107
11	Teacher evaluation	108
11.1	Introduction	108
11.2	Grading teachers: context and aim	108
11.3	Design and procedures	108
11.4	Teacher evaluation: self-development	109
11.5	The context	109
11.6	Aims	110
11.7	Design and procedures	110
11.8	Evaluation of the evaluation	113
11.9	Summary	113
12	Evaluating learner outcomes: product	114
12.1	Introduction	114
12.2	The context and aims	114
12.3	Procedure	114
12.4	Examination results	114
12.5	Feedback	117
12.6	Summary	117
13	Evaluating learner outcomes: process	118
13.1	The context	118
13.2	Aims	118
13.3	Design and procedures	118
13.4	Summary	122
14	Syllabus evaluation	123
14.1	Introduction	123
14.2	The context	123
14.3	Aims	123
14.4	Design and procedures	124
14.5	Findings	129
14.6	Feedback	130
14.7	Summary	131

Section Three: Exploring evaluation potential		
15	General principles	135
15.1	Introduction	135
15.2	The framework for an evaluation	135
16	Evaluation procedures	137
16.1	Planning evaluation procedures	137
16.2	Writing items for a questionnaire	137
16.3	Self-evaluation questionnaire	138
16.4	Observation sheets	139
16.5	Preparing questions for an interview	139
17	Evaluation of classroom methodology	141
17.1	Error correction	141
17.2	Presenting structure items	142
17.3	Evaluating the use of different learning activities	144
18	Evaluation of materials	145
18.1	Materials evaluation: workplan	145
18.2	Materials evaluation: classroom use	151
19	Teacher evaluation	153
19.1	Motivating learners	153
19.2	Teacher leadership styles	154
19.3	Question types	155
19.4	Homework: setting, marking, and giving feedback	156
19.5	Teacher self-evaluation	157
20	Evaluating learner outcomes	159
	Glossary	163
	Further reading	165
	Notes on examinations	166
	Bibliography	167
	Index	171