As this elements of language curriculum a systematic approach to program development it could strike manner of one of the four elements of language curriculum design and development that we have just discussed. 

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Using a systems approach, this book examines the major schools of philosophy of education, considers the relationship of education to major ideologies including Nationalism, Liberalism, Conservatism, and Marxism, and analyzes the impact of philosophy and ideology on educational theory and practice through the theories of Essentialism, Perennialism, Social Reconstruction, and Critical Theory. Previously published as Philosophical and Ideological Perspectives on Education, and as New Perspectives on Philosophy and Education, this new version follows the content and organizational framework of these earlier editions. For each chapter it includes definitions of terms, historical contributors and antecedents, a general discussion of the particular philosophy, ideology, or theory, and relationships and application to education, especially to schools, curriculum, instruction, and to teachers and students.

Applied Linguistics and Language Teacher Education

Nat Bartels 2006-07

This volume outlines the general principles of Learning Oriented Assessment (LOA), placing it in the context of European language learning policy. The authors pose three key questions central to LOA: ‘What is learning?’, ‘What is to be learned?’ and ‘What is to be assessed?’ It focuses on the use of evidence, and how it can be collected and used to feed back into learning. The book also includes a state-of-the-art summary of research on knowledge acquisition and use which provides applied linguists with a solid basis for developing their ideas about their students learning and use of the knowledge presented in their classes.

ELT in Asia in the Digital Era: Global Citizenship and Identity

Suwarsih Madya 2018-06

This proceedings book captures a wide range of timely themes for readers to be able to foresee the digital era’s impact on English teaching in non-English speaking countries. English used in the global environment, the frequent mobile communication, and the use of AI-based translators are bringing about dramatic changes in our English language learning and teaching. Who can provide us the wisdom to know what to do? These scholars going through these complex environmental changes! A collection of puzzle pieces may bring us a better contour for the future than a perfectly edited book. It’s valued a pleasure reading these insightful pieces to gain wisdom for the future of ELT practices in global contexts.

Learning Oriented Assessment

Neil Jones 2016-05

This volume outlines the general principles of Learning Oriented Assessment (LOA), placing it in the context of European language learning policy. The authors pose three key questions central to LOA: ‘What is learning?’, ‘What is to be learned?’ and ‘What is to be assessed?’ It focuses on the use of evidence, and how it can be collected and used to feed back into learning. The book also includes a state-of-the-art summary of research on knowledge acquisition and use which provides applied linguists with a solid basis for developing their ideas about their students learning and use of the knowledge presented in their classes.