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Titolo	Evaluation in Foreign Language Education in the Middle East and North Africa // edited by Sahbi Hidri, Christine Coombe
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Edizione	[1st ed. 2017.]
Descrizione fisica	1 online resource (XXII, 337 p. 28 illus., 18 illus. in color.)
Collana	Second Language Learning and Teaching, , 2193-7648
Disciplina	418.0071
Soggetti	Language and education Applied linguistics Language Education Applied Linguistics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Teacher Evaluation: What Counts as an Effective Teacher? -- EFL Teacher Evaluation: A Theoretical Perspective -- Faculty Performance Evaluation and Appraisal: A Case from Syria -- Ethicality in EFL Assessment: Bridging the Gap Between Theory and Practice -- Problematizing Teachers' Exclusion from Designing Exit Tests -- The Voice of Classroom Achievement Toward Native and Non-native Educators in ELT: An Evaluative Study.
Sommario/riassunto	This book presents evaluation cases from the Middle East and North Africa (MENA) context, investigating the various facets of evaluation in different parts of the MENA region and beyond. In 19 chapters, it explores cases from Tunisia, Saudi Arabia, Egypt, Sudan, Syria, the UAE, Turkey, Iran and Morocco. The book highlights the impact of evaluation on a range of stakeholders, arguing that it has repercussions at the individual, societal, economic, cultural and political levels, that it also has an ethical dimension, and that it is tailored to people's needs, helping them to remain abreast of the effectiveness and efficiency of programs. Further, the book explores controversial issues concerning different evaluation themes, such as teacher and staff evaluation, assessment practices, text genre analysis evaluation, assessment of productive skills, textbook and ICT evaluation, evaluation of ELT

certificates and programs, quality assurance, ESP needs analysis, assessment literacy, and dynamic assessment. It addresses key challenges, such as who the “right people” to implement evaluation are, and the appropriate use of evaluation results to avoid any misuse or harm to any stakeholder. In closing, the book calls for further research venues on the relevance of evaluation, testing and assessment in the MENA context and beyond.
