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The Routledge Handbook of Teaching English to Young Learners celebrates the 'coming of age' for the field of research in primary-level English Language Teaching. With 32 chapters written by international scholars from a wide geographical area including East Africa, Mexico, the South Pacific, Japan, France, the USA and the UK, this volume draws on areas such as second language acquisition, discourse analysis, pedagogy and technology to provide: An overview of the current state of the field, identifying key areas of TEYL. Chapters on a broad range of subjects from methodology to teaching in difficult circumstances and from Content and Language Integrated Learning (CLIL) to gaming. Suggestions of ways forward, with the aim of shaping the future research agenda of TEYL in multiple international contexts. Background research and practical advice for students, teachers and researchers. With extensive guidance on further reading throughout, The Routledge Handbook of Teaching English to Young Learners is essential reading for those studying and researching in this area.

England's school system performs below its potential and can improve significantly. This white paper outlines action designed to: tackle the weaknesses in the system; strengthen the status of teachers and teaching; reinforce the standards set by the curriculum and qualifications; give schools back the freedom to determine their own development; make schools more accountable to parents, and help them to learn more quickly and

systematically from good practice elsewhere; narrow the gap in attainment between rich and poor. The quality of teachers and teaching is the most important factor in determining how well children do. The Government will continue to raise the quality of new entrants to the profession, reform initial teacher training, develop a network of "teaching schools" to lead training and development, and reduce the bureaucratic burden on schools. Teachers will be given more powers to control bad behaviour. The National Curriculum will be reviewed, specifying a tighter model of knowledge of core subjects so that the Curriculum becomes a benchmark against which school can be judged. Schools will be given more freedom and autonomy, the Academies programme extended and parents will be able to set up "Free Schools" to meet parent demand. Accountability for pupil performance is critical, and much more information will be available to aid understanding of a school's performance. School improvement will be the responsibility of schools, not central government. Funding of schools needs to be fairer and more transparent, and there will be a Pupil Premium to target resources on the most deprived pupils.

Classroom Assessment and Educational Measurement explores the ways in which the theory and practice of both educational measurement and the assessment of student learning in classroom settings mutually inform one another. Chapters by assessment and measurement experts consider the nature of classroom assessment information, from student achievement to affective and socio-emotional attributes; how teachers interpret and work with assessment results; and emerging issues in assessment such as digital

technologies and diversity/inclusion. This book uniquely considers the limitations of applying large-scale educational measurement theory to classroom assessment and the adaptations necessary to make this transfer useful. Researchers, graduate students, industry professionals, and policymakers will come away with an essential understanding of how the classroom assessment context is essential to broadening contemporary educational measurement perspectives.

Studies in Applied Linguistics and Language Learning brings together new and original studies in the area of critical applied linguistics, language policy and planning, and language learning and teaching. The book, divided into three sections, first offers critical views on various aspects of language in society, ranging from the construction of national identity, language and justice, racial and identity issues in the ELT industry, to language in business discourse. It then reports on language policy in the school curriculum, language learning in tertiary education, and Aboriginal languages policy. In the third section, it addresses issues in language learning and teaching, such as the role of parents in literacy learning, multiple script literacy, and language learning and maintenance strategies.

CLIL

A Critical Ethnography of 'Westerners' Teaching English in China
Identity, Pedagogy, and Teacher Education
Shanghai in Shanghai

IMRET 5: Proceedings of the Fifth International Conference on Microreaction Technology

When trying to explain any success or failure in second language (L2) learning, the term 'motivation' is often used by teachers and students alike. Indeed, motivation is one of the key learner factors that determines the rate and success of L2 attainment: it provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals. This book takes a practical approach to teaching motivational strategies in the language classroom, and gives the teacher strategies that they can use to motivate language learners. Well-educated populations are important aspects of any contemporary society, as education increases national and global development and the positive expansion of communities to participate actively in civil matters also increases. Educational equality is based on the principles of administrative competence and fairness of access and distribution of resources, opportunities, and treatment, which ensures success for every person. Ensuring equal access to

quality education requires addressing a wide range of persistent inequalities in society and includes a stronger focus on how different forms of inequalities intersect to produce unequal opportunities or outcomes that affect marginalized and vulnerable groups. Policy and Practice Challenges for Equality in Education takes a multifaceted look at issues of equality and inequality in education as related to policy, practice, resource access, and distribution. As such, this book explores the potential practices in education that serve to mitigate and transform unproductive practices which have left societies scarred by social and educational inequalities. The chapters provide a critical analysis of the manifestations of inequalities in various educational contexts and discerns how broader social inequalities are informed by education-related matters. This book is ideal for sociologists, administrators, instructors, policymakers, data scientists, community leaders, practitioners, stakeholders, researchers, academicians, and students interested in educational equality and the unique challenges being faced worldwide.

While Designing Tasks underpins this new title, the material has

been thoroughly updated and includes four new chapters. Tens of thousands of Western 'teachers', many of whom would not be considered teachers elsewhere, are employed to teach English in public and private education in China. Little has previously been known, except anecdotally, about their experiences, about the effect they have on education in the context, or on students' perceptions of 'the West' that result from this contact. This book is an ethnographic study of Westerners' lived experiences teaching English in Shanghai, China. It is based on three years of groundbreaking research into the pre-service training, classroom practices, personal identities and motives, and local socially constructed roles of a group of 'backpacker teachers' from the UK, the USA and Canada. It is a study that goes beyond the classroom, addressing broader questions about the sociology, and politics, of transnational education and China's evolving relationship with the outside world.

Intelligent System Design

Proceedings of Intelligent System Design: INDIA 2019

Autonomy and Independence in Language Learning

Potential, Evaluation, Challenges

***Handbook of Formative Assessment
Encyclopedia of Language and Education***

Activated Sludge Separation Problems: Theory, Control Measures, Practical Experiences, Second Edition, describes the most common activated sludge separation problems and explains the main reasons for the growth of the different filamentous microorganisms in activated sludge. The book summarizes the identification techniques for important groups of activated sludge microorganisms both based on conventional microscopic analysis and using the biological molecular tools available today (FISH and PCR). This new edition, with 70% new and updated material, also provides explanation of basic activated sludge process principles and of parameters necessary for process control and operation. The theory of secondary clarifies is described to the extent necessary for understanding the construction and operation of secondary clarifiers. The activated sludge reactor and secondary clarifies are treated as one system and the interactions are explained. The wide range of experiences around the world is documented and the methods to avoid the proliferation of these organisms are presented and critically reviewed. Activated Sludge Separation Problems consists of six chapters, presenting up-to-date

technical and scientific aspects of these processes. The new edition also features an extended list of literature references for further reading. The book will be a valuable help for students of environmental engineering, wastewater specialists, plant operators and designers of activated sludge plants. It is also useful for specialists in wastewater operation laboratories, especially for those studying activated sludge separation properties.

English Language Education in a Global World Practices, Issues and Challenges

This book presents a collection of high-quality, peer-reviewed research papers from the 6th International Conference on Information System Design and Intelligent Applications (INDIA 2019), held at Lendi Institute of Engineering & Technology, India, from 1 to 2 November 2019. It covers a wide range of topics in computer science and information technology, including data mining and data warehousing, high-performance computing, parallel and distributed computing, computational intelligence, soft computing, big data, cloud computing, grid computing and cognitive computing.

This book focuses on education for environmental sustainability, in particular the area of solid waste management. Presenting the latest

studies from different countries, industries and education sectors on the approaches and innovative ideas to educate future citizens regarding sustainable development of our planet, it is of interest to educators, academics, tertiary students, policy-makers, environmental scientists, social scientists and practitioners who have been involved in education, policy, science, and technological innovation for solid waste management.

Adapting and Writing Language Lessons

International Perspectives

Classroom Assessment and Educational Measurement

Early Language Learning

Classroom Observation Tasks

The importance of teaching

Formative assessment has recently become a focus of renewed research as state and federal policy-makers realize that summative assessments have reached a point of diminishing returns as a tool for increasing student achievement. Consequently, supporters of large-scale testing programs are now beginning to consider the potential of formative assessments to improve student achievement. The mission of this handbook is to comprehensively profile this burgeoning field of study. Written by leading

international scholars and practitioners, each chapter includes a discussion of key issues that dominate formative assessment policy and practice today, as well as those that are likely to affect research and practice in the coming years. Key features include: Comprehensive – nineteen chapters cover all aspects of formative assessment including classroom assessment, large-scale applications, technological applications, applications for special needs students, K-12 and post-secondary applications, psychometric considerations, case studies, and discussion of alternative assessment formats such as portfolios and performance assessments. Integrative – thoughtful attention is given to the integration of large-scale and classroom assessments. Practical – provides practical guidance on how to conduct formative assessments that generate credible information to guide instruction. Global – provides perspectives from leading international scholars and practitioners whose expertise spans diverse settings, student populations, and educational systems. Accessible Style – although grounded in the latest research, the book’s style and tone has been carefully crafted to make it accessible to both the textbook and professional markets. It will also be a critical reference book for researchers in teacher preparation, educational administration, and educational policy studies.

This is a user-friendly guide to the theory and practice of task-based learning

for the classroom teacher. The book shows how the task-based approach can be used to deal with all ages and levels, including mixed-ability classes, integrated skills and corpus work, and grammatical analysis.

With English becoming the world's foremost lingua franca, the pressure to improve English language education (ELE) has been steadily increasing. Consequently, the nature of ELE has changed drastically in the last decade. This has not only brought about a number of changes in the way English is taught and learnt, but it has also led to various innovative practices around the world. As a result, this edited book aims to shed light on the new theoretical and methodological developments in the field of ELE as well as the major issues and difficulties faced by practitioners in different parts of the globe. One very important variable that the book takes into account is the role that English already plays in a particular society since this may affect the views that teachers and students hold of the language. This in turn can significantly influence the way English is taught and learnt in given political, economic and socio-cultural settings. The purpose of this book is therefore to provide a comprehensive overview of the pedagogical methods, policies and problems that underlie English language education in ten different regions across the world, including: the USA, Canada, the UK, Australia, New Zealand, India, Singapore, Japan, China and Hong Kong. In

doing so, the different chapters in the book emphasize the importance of responding to linguistic and other forms of diversity in order to develop English language education in a globalized world. This book will be useful for teachers and students of English language, for English language curriculum and materials developers, and for those involved in educational policy-making and language acquisition research. Written by experts in the field, the range of content covered in the book's chapters will also help policy-makers, researchers and practitioners develop effective English language education practices and policies, and propose solutions to emerging issues in English language teaching and learning in different environments around the world. The newly-developed arguments and concerns pertaining to English language education will serve as future reference for professionals interested in this area of expertise.

Through the experiences of six students who wish to become high school teachers, this book explores the process of what it means to be a teacher and proposes ten principles for identity development.

Content and Language Integrated Learning

The Alchemy of English

Peer Review of Learning and Teaching in Higher Education

A Cognitive Approach to Language Learning

Policy and Practice Challenges for Equality in Education
Qualities of Effective Principals

The Second Handbook of English Language Teaching provides a comprehensive examination of policy, practice, research and theory related to English language teaching in international contexts. Over 70 chapters focus on the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second-language acquisition and pedagogy. In countries around the globe, English has become the second language taught most frequently and intensively. In many countries, particularly in Asia, government policies have made English a part of the curriculum from primary school on. Demand for English teaching by parents and adult learners is fueled by the desire to increase economic competitiveness, globalization of the workforce, immigration, and a move toward lifelong learning. Immigration has led to an increased demand for English-language teaching even in countries where English is the dominant language. Within bilingual education, more and more programs are adopting the option of immersion education, in which a second language is used as the medium of instruction. This volume illustrates the implementation

immersion education in North America, Europe, Asia, the Pacific, and Africa, showing its use in programs ranging from preprimary to tertiary level and demonstrating how it can function in foreign language teaching, for teaching a minority language to members of the language majority, for reviving or supporting languages at risk of extinction, and for helping learners acquire a language needed for wider communication or career advancement. A final section reviews lessons learned from experiences with immersion and explores new directions the approach is taking. This text will be of interest to teachers, teacher educators, and others involved in bilingual education.

This work documents the findings of a research project which investigated the ways in which teachers and students used formative assessment to improve the teaching and learning of science in some New Zealand classrooms. It will be of interest to graduate students and researchers, as well as teacher educators, curriculum developers, and assessment specialists.

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.

A Guide for Language Teachers and Teacher Educators

Studies in Applied Linguistics and Language Learning

Motivational Strategies in the Language Classroom

Building Reading and Academic Language Skills Across the Curriculum

English Language Education in China, Japan, and Singapore

English as an International Language in Asia: Implications for Language Education

This volume explores the implications of different approaches to helping student teachers to learn from practising teachers. It puts particular emphasis on an approach based on research into that expertise and designed to give student teachers access to it. This is the first collection of research studies to explore the potential for mixed methods to shed light on foreign or second language learning by young learners in instructed contexts. It brings together recent studies undertaken in Cameroon, China, Croatia, Ethiopia, France, Germany, Italy, Kenya, Mexico, Slovenia, Spain, Sweden, Tanzania and the UK. Themes include English as an additional language, English as a second or foreign language, French as a modern foreign language, medium of instruction controversies and content and language integrated learning (CLIL). The volume reviews the choice of research methodologies for early language learning research in schools with a particular focus on mixed methods and proposes that in the multidisciplinary context of early language learning this paradigm allows for a more comprehensive understanding of the evidence than other approaches might provide. The collection will be of interest to in-service and trainee teachers of

young language learners, graduate students in the field of TESOL and early language learning, teacher educators, researchers and policymakers.

"What emerges from Kachru's fine work is the potential demarcation of an entire field, rather than merely the fruitful exploration of a topic. . . . [Kachru] is to be congratulated for having taken us as far as he already has and for doing so in so stimulating and so productive a fashion." -- World Englishes "A potent addition to theoretical, sociolinguistic, attitudinal and methodological explorations vis-à-vis the spread and functions of, and innovations in, English from the viewpoint of a non-Western scholar." -- The Language Teacher Winner of the Joint First Prize, Duke of Edinburgh English Language Book Competition of the English-Speaking Union of the Commonwealth, 1987

The aim of this publication is to assist teacher educators and language teachers in shifting the focus from linguistic competence to intercultural communicative competence. The printed booklet of the present guide contains the introductions to: definitions of key terms in intercultural communication; planning and designing intercultural

communication courses and workshops; teaching/training methods and materials; and assessing intercultural communicative competence. The materials on the accompanying CD-ROM include: the theoretical background to teaching language and culture; detailed workshop and course planning guidelines; teaching materials and activities based on literature, films and songs; guidelines and tasks for assessment and descriptors of competences; intercultural communication workshop reports; and our research articles about the intercultural dimension of foreign language teaching (FIT).--Publisher's description.

Formative Assessment and Science Education

The Routledge Handbook of Teaching English to Young Learners

Environmental Sustainability and Education for Waste Management

Second Handbook of English Language Teaching

Developing and Assessing Intercultural Communicative Competence

Learning Teaching From Teachers: Realising The Potential Of School-Based Teacher Education

CLIL (Content and Language Integrated Learning) has emerged since the millennium as a major trend in education. Written by Do Coyle,

Philip Hood and David Marsh and drawing on their experience of CLIL in secondary schools, primary schools and English language schools across Europe, this book gives a comprehensive overview of CLIL. It summarises the theory which underpins the teaching of a content subject through another language and discusses its practical application, outlining the key directions for the development of research and practice. This book acknowledges the uncertainty many teachers feel about CLIL, because of the requirement for both language and subject knowledge, while providing theoretical and practical routes towards successful practice for all.

The topics of autonomy and independence play an increasingly important role in language education. They raise issues such as learners' responsibility for their own learning, and their right to determine the direction of their own learning, the skills which can be learned and applied in self-directed learning and capacity for independent learning and the extents to which this can be suppressed by institutional education. This volume offers new insights into the principles of autonomy and independence and the practices associated with them focusing on the area of EFL teaching. The editors'

introduction provides the context and outlines the main issues involved in autonomy and independence. Later chapters discuss the social and political implications of autonomy and independence and their effects on educational structures. The consequences for the design of learner-centred materials and methods is discussed, together with an exploration of the practical ways of implementing autonomy and independence in language teaching and learning . Each section of the book opens with an introduction to give structure to the development of ideas and themes, with synopses to highlight salient features in the text and help build upon the material of previous chapters.

Grounded in research and practice, this resource shows elementary teachers how to use formative assessment to build students' language and literacy skills across the curriculum.

What does it take to be a good school principal? No two principals work in exactly the same way, but research shows that effective principals do focus on a core set of factors that are critical to fostering success for all students. In *Qualities of Effective Principals*, James H. Stronge, Holly B. Richard, and Nancy Catano delineate these factors

and show principals how to successfully balance the needs and priorities of their school and continuously develop and refine their leadership skills. Throughout the book, the authors provide readers with helpful tools and extensive research that will help them to

- *Develop a blueprint for sustained school leadership**
- *Create an effective school climate for learning**
- *Select, support, and retain high-quality teachers and staff**
- *Assess instructional high quality**
- *Build a foundation for organizational management**
- *Create, maintain, and strengthen community relationships**
- *Make contributions to the professional educational community**
- *Define their critical role in student achievement**

This book also includes practical skills checklists, quality indicators and red flags for effective leadership, and an extensive annotated bibliography. Qualities of Effective Principals is an excellent resource for both experienced and new principals committed to developing and leading strong schools that help all students succeed.

English Language Education in a Global World

Young Learner English Language Policy and Implementation

Argument-Based Validation in Testing and Assessment

A Resource Book for Language Teachers and Trainers Teaching Selves Implications for Policy and Practice

This book highlights the potential and the challenges of corpora in language education with a particular focus on the teacher's perspective. For this purpose, the study explores the relevance of the corpus approach to central paradigms underlying contemporary language education. Furthermore, a critical analysis investigates the persisting gap between research findings and their implementation in teaching practices. As a result, key factors in advancing the popularisation of corpora in language education are identified. A survey and a case study verify this gap and, importantly, underline the pivotal role of adequate teacher education if corpus-based language teaching is to make any significant impact on current teaching practices.

IMRET 5 featured more than 80 oral and poster communications, covering the entire interdisciplinary field from design, production, modeling and characterization of microreactor devices to application of microstructured systems for production, energy and transportation, including many analytical and biological applications. A particularly strong topic was the investigation of the potential of microstructuring of reactors and systems components for process

intensification. Perspectives of combining local, in situ, data acquisition with appropriate microstructuring of actuators and components within chemical and biological devices were explored in order to enhance process performance and facilitate process control.

Classroom Observation Tasks shows how to use observation to learn about language teaching. It does this by providing a range of tasks which guide the user through the process of observing, analysing and reflecting, and which develop the skills of observation. It contains a bank of 35 structured tasks which are grouped into seven areas of focus: the learner, the language, the learning process, the lesson, teaching skills and strategies, classroom management, and materials and resources. This book is suitable for teachers, trainee teachers, teacher trainers and others involved in school-based teacher support, teacher development and trainer training. It has a comprehensive introduction to the tasks and a rationale covering the theoretical issues involved and places the responsibility for professional growth in the hands of the teacher.

Young Learner English Language Policy and Implementation: International Perspectives Over the past three decades, there has been a huge expansion across the world in school programmes for the teaching of English to young learners. Much of this growth is due to global forces which currently demand ever-

increasing levels of communication in English across continents. This publication, resulting from the conference *The Way Forward: Learning from International Experience of TEYL* held in Bangalore, India, in 2008, seeks to address these issues, responding to concerns that there is often insufficient guidance available to decision-makers at ministry level regarding the policy and practical implications of an early start for English. *Young Learner English Language Policy and Implementation: International Perspectives* is a collection of 28 papers which reflect the insights of a group of academics, policy makers, senior educationalists and practitioners who have been important contributors internationally, regionally or in their own countries, to debates about YL policy and implementation. These papers represent a significant contribution to current thinking on effective YL language policy formulation, the design of appropriate programmes for implementation and the sustainable implementation of policy at local and national levels. Three themes were evident in many of the conference presentations and are also reflected in these papers: the specific impact of global factors on policy decisions and classroom practices; the challenges of policy and its implementation; broader and more local language issues and their impact on policy. The first section of this book contains country-specific case studies which provide analyses of a range of policy issues in state school provision for TEYL,

including some recommendations for policy makers in planning and shaping their future national provision. The second section includes accounts of innovations, experiments or small-scale projects in the YL field from the state and private sectors, across a range of countries. This volume will be of considerable interest to a wide range of policy makers in ministries and educational institutions, researchers, teacher educators and anyone concerned with YL English language policy and implementation. For ESP SIG titles published by Garnet Education, please visit the Journals and Academic Papers section.

The Role of Language Teacher Associations in Professional Development
Complexity and Mixed Methods

A Framework for Task-based Learning

Fostering Empathy Through Museums

Microreaction Technology

Task-Based Language Teaching

Fostering Empathy through Museums features fifteen case studies with clear take-away ideas, and lessons learned by vividly illustrating a spectrum of approaches in the way museums are currently employing empathy, a critical skill that is relevant to personal, institutional, economical, and

societal progress. The need is rapidly growing for empathy to serve as a lens through which we find our purpose and connection in a complex world. This demand brings with it an appetite to cultivate it through safe and trusted platforms. Museums are uniquely equipped to undertake this important mission. This book will help museum staff and leadership at all levels working at a variety of museums (from animal sanctuaries to art museums, from historic house museums to children's and science museums) to better understand the multitude of ways how empathy can be cultivated, and employed in museum setting. *Fostering Empathy through Museums* will provide inspiration, examples, and lessons learned from a balanced spectrum of museums currently employing empathy in museum setting: as an educational tool to better connect their content with the audience, as an integral element of a museum's institutional values and behavior, and as a phenomenon that is worthy of exploration on its own and as an intentional outcome. This publication provides museum professionals as well as formal and informal

learning educators to receive an overview of the variety of approaches to empathy in museums, and to create a shared language and methodologies that could enable them to utilize and nurture empathy as a "shared vision" that would serve not only their organizational mission, but also the greater good. Empathy can be a tool, or an intentional outcome depending on the institution's objectives. Regardless of the choice, the ideas presented in this book are intended to inform and inspire institutions to unlock exciting possibilities in the areas of improved visitor experience, creative community partnerships, and contribution to social progress by bringing empathy to public discourse through institutional strategies, exhibitions, experiences, and programs. The book also provides ideas for future strategies where empathy is considered as a "shared vision" by museums, and a product of a museum experience that might lead to positive social impact.

Even as Anglophone power wanes in Asia, and China and India rise, the role of the English language in the region

continues to develop. How are students in Asian nations such as Vietnam, Malaysia and China itself being taught English? This much-needed overview analyzes the differing language education policies of selected countries that also include Indonesia, Japan and Sri Lanka. Noting ASEAN's adoption of English as its sole working language, it traces the influence of globalization on English language education in Asia: in many systems, it pushes local languages off the curriculum and is taught as a second language after the national one. Informed by a comprehensive review of current research and practice in English teaching in Asia, this volume considers the many different roles English is playing across the region, as well as offering an informed assessment of the prospects of English—and Chinese—being a universal language of communication.

Made up of eight volumes, the Encyclopedia of Language and Education is the first attempt at providing an overview of the subject.

This book is intended for teachers and students of applied

linguistics.

Activated Sludge Separation Problems

Corpora in Language Teaching and Learning

Formative Assessment for Literacy, Grades K-6

Theory, Control Measures, Practical Experiences

The Impact of the Internet on English Language Teaching

The Internet and ELT

Carol A. Chapelle shows readers how to design validation research for tests of human capacities and performance. Any test that is used to make decisions about people or programs should have undergone extensive research to demonstrate that the scores are actually appropriate for their intended purpose. *Argument-Based Validation in Testing and Assessment* is intended to help close the gap between theory and practice, by introducing, explaining, and demonstrating how test developers can formulate the overall design for their validation research from an argument-based perspective.

Incorporating both theoretical and practical perspectives, this volume of papers explores varied aspects of peer review of teaching in higher education. The section on theory features contributions from academics based in Europe, North America and Australia. It provides a number of models demonstrating ways in which collegial peer commentary can

enhance the quality of learning and teaching. The chapters examine in detail the importance of communication and leadership, and deploy evidence from one-on-one interviews that evince the value of considering collegiality, emotions, attitudes, and spaces in peer review. The analysis shows how these factors are central to the ways in which lecturers and teachers communicate with each other to create constructive opportunities for learning. The chapters on practical considerations detail the peer review process and include case studies from institutions in Africa, Europe, North America and Australia, which focus on different areas of the topic, including peer review as a quality assurance mechanism, peer review in distance education, peer review in foundation courses, and peer review embedded within a department and across a university. The book ends with an international perspective on the role of peer review in ensuring a holistic approach to quality enhancement in learning and teaching.

Practices, Issues and Challenges
The Spread, Functions, and Models of Non-native Englishes
Immersion Education