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978-0-521-66614-5 - Classroom Decision-Making: Negotiation and Process Syllabuses in Practice

Edited by Michael P. Breen and Andrew Littlejohn

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CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo

Cambridge University Press

The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org

Information on this title: www.cambridge.org/9780521661928

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First published 2000

Reprinted 2005

A catalogue record for this publication is available from the British Library

ISBN 978-0-521-66192-8 hardback

ISBN 978-0-521-66614-5 paperback

Transferred to digital printing 2008

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Contributors

Michael P. Breen is Professor of Language Education and Director of the Centre for English Language Teaching at the University of Stirling, Scotland. He has taught in primary and secondary schools and five universities and has been directly involved in teacher education for 27 years. He became interested in the practicalities of teacher–student negotiation in the late 1970s from which he deduced the potential of process syllabuses for language classrooms.

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Andrew Littlejohn teaches for the Institute of Education, University of London and is the author of a number of textbooks. His first experience of negotiated classroom work was in the Middle East in the early 1980s since when he has been refining the process involved and supporting teachers in attempting negotiation, particularly through the design of classroom materials.

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years and has been working as a teacher educator for over two decades. She has used negotiation not only with children of 6 to 14 years but also with pre- and in-service students.

Lucy Norris is Director of Studies at the Cairns Language Centre, Australia and a tutor for the Cambridge/RSA CELTA scheme. Fourteen years in ELT embraces European and Asian teaching contexts, and her interest in negotiation arises from learning and teaching exchanges in cross-cultural settings. She has initiated negotiation into the Cairns Language Centre's curriculum to good student and teacher response.

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Kari Smith has the Chair of the Education Department, Oranim School of Education of the Kibbutz Movement, Haifa University, Israel. She has 21 years' experience in teaching and 11 years' in teacher education working with teachers of all subjects in the secondary school. Her main interest is alternative approaches to assessment which would involve learners in the process.

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writing and trains graduate students in this approach in writing-pedagogy seminars.

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Acknowledgements

We would like to give our thanks to the many, many teachers and students who, over the years, have offered their insights, uncertainties and experiences of negotiated classroom work and who have been the inspiration for developing this collection. We would also like to thank the contributors for their patience in awaiting the publication of the book. At Cambridge University Press, we would like to thank Alison Sharpe and Mickey Bonin who made the collection possible; thanks also to Martin Mellor for his careful editorial support. We also received many useful, constructive comments from four anonymous readers. Thanks go to them and also to Alison Hill and Emma McEvoy for their detailed work on parts of the text.