

> Classroom Decision-Making Negotiation and process syllabuses in practice



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# Classroom Decision-Making

Negotiation and process syllabuses in practice

Edited by

Michael P. Breen and Andrew Littlejohn





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# **Contributors**

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Eddie Edmundson is the British Council Director for North East Brazil. He has 31 years' experience in ELT as a teacher, teacher trainer and manager in Latin America. His interest in negotiation stems from work on student self-evaluation in 1986.

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Yvonne Haig has been involved in ESL/EFL education for 23 years, both in Australia and Western Samoa. She has worked as a teacher, advisory teacher, administrator, consultant and sessional teacher educator. She is presently undertaking a PhD at Edith Cowan University, Western Australia. She believes negotiation is the 'way to go' even though her natural inclinations are towards a benevolent dictatorship.

Suzanne Irujo is Professor Emerita of Education at Boston University, USA. After 10 years in a bilingual/ESL classroom, she worked as a teacher educator for 15 years. As an education consultant, she continues to negotiate the content of courses and workshops.

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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.

Michael McCarthy is Professor of Applied Linguistics at the University of Nottingham, UK. He has 32 years' experience as a language teacher and teacher trainer. He is joint Director (with Ronald Carter) of the Cambridge and Nottingham (CANCODE) five-million-word conversational corpus project.

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Elaine Martyn has been a Language Instructor in the English Centre at The University of Hong Kong for seven years. She has also taught EFL in Nigeria, China and Pakistan. Her interest in syllabus negotiation, self-access and self-directed learning derives from her belief that negotiation empowers students as they build communication skills in meaningful interactions.

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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.

Kaye Oates, as the administrator of Graylands Intensive Language Centre, Western Australia, has been responsible for co-ordinating the implementation of negotiated evaluation as a tool for assessment. She has been involved in ESL/EFL as a teacher, teacher educator and administrator in Australia and Papua New Guinea.

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Stefaan Slembrouck is Professor of English Language and Linguistics at the University of Gent, Belgium. Although a discourse analyst by vocation, the nature of modern-languages degrees in Belgian universities has granted him some 8 years of intensive teaching experience in TEFL.

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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#### Contributors

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

Susan Spencer now works as a Language and Curriculum Development teacher for the Cambridgeshire Multicultural Service at Chesterton Community College in Cambridge, UK. She has worked as a project co-ordinator, consultant, manager and teacher in Britain, Indonesia, Bangladesh and Tanzania.

Kate Wolfe-Quintero is an Associate Professor of ESL and Director of two ESL programmes at the University of Hawaii at Manoa, USA. For the past several years, she has explored issues surrounding negotiation in her own graduate courses as well as with graduate students who teach in the Department of ESL.

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