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	Titolo	Testing Lecture Comprehension Through Listening-to-summarize Cloze Tasks : The Trio of Task Demands, Cognitive Processes and Language Competence / / by Haiping Wang
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	ISBN	981-10-6202-1
	Edizione	[1st ed. 2018.]
	Descrizione fisica	1 online resource (XIII, 207 p. 16 illus.)
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		Applied Linguistics
		Assessment, Testing and Evaluation
	Lingua di pubblicazione	Inglese
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	Nota di bibliografia	Includes bibliographical references at the end of each chapters.
	Nota di contenuto	Chapter 1 Introduction -- Chapter 2 The Theory of Academic Lecture Comprehension -- Chapter 3 Using Listen-to-summarize Tasks to Assess Lecture Comprehension -- Chapter 4 Task Characteristics of TEM 8 Mini-lecture Comprehension -- Chapter 5 Exploring Task Demands of TEM 8 Min-lecture Tasks -- Chapter 6 Employing Tap Methods to Explore Listeners' Cognitive Processes -- Chapter 7 Designing Recalling Tasks to Explore Listeners' Mental Representations of Two Mini-lecture -- Chapter 8 Linking Task Demands, Cognitive Processes and Language Competence -- Chapter 9 Conclusion and Recommendations.
	Sommario/riassunto	This book explores the effectiveness of listen-to-summarize tasks as a tool to assess lecture comprehension ability. It especially focuses on listen-to-summarize tasks that represent listeners' meaning building and the discourse construction of the lecture for listening assessment purposes. It discusses in depth the nature of lecture comprehension and introduces the approaches to assessing it. It also presents teachers' and students' perceptions of listen-to-summarize task demands and their respective implications. By observing interactions between test-takers' cognitive processes and the task itself, the book

explores the effectiveness of these tasks. It also examines the discrepancy in cognitive processes between different language competence levels in detail, shedding light upon current research on lecture comprehension assessment and offering insights into listening comprehension instruction.