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Nota di contenuto	Part One: Role of Assessment and Learning Outcomes -- Chapter 1: New Changes in Assessment (Sahbi Hidri) -- Chapter 2: The Pedagogic Role of Assessment in Improving Learner Outcomes (Ekaterina Popkova) -- Chapter 3: Integrated Performance Assessment (Gabriel Díaz Maggioli) -- Part Two: Challenges in Assessing the Production Skills -- Chapter 4: Rubric-Based Assessment of the Productive Skills (Reza Vahdani Sanavi) -- Chapter 5: Can Teacher and Peer Formative Feedback Enhance L2 University Students' Oral Presentation Skills? (Diana Al Jahromi) -- Chapter 6: Summary Writing as a Form of Integrated Skills Assessment in Tertiary Settings (Elena Khvatova and Elena Krutskikh) -- Part Three: Test-Taking Strategies in Alternative and Standard Forms of Assessment -- Chapter 7: Classroom-Based

Assessment in Multi-Exam Preparation Classes: Choosing Alternative Assessment Techniques (Irimi-Renika Papakemmenou) -- Chapter 8: Readability of Syntactic Constructions for Transparency and Reliability of Input Texts for Unified State Exams in English (Elena Varlamova and Olga Safonkina) -- Part Four: Teacher Feedback and Challenges for Assessing Interactional and Intercultural Competence -- Chapter 9: Feedback on Evaluation: Teacher-Trainees' Preferences for Explicit Preferences for Explicit Evaluation in Post-Lesson Discussions (Irina Ivanova) -- Chapter 10: Integrating Teacher Feedback and Assessment to Improve L2 Writing (Viktoria Osidak, Tamara Kavytska and Viktoria Drobotun) -- Chapter 11: Strategy to Assess L2 Interactional Competence of University Students: Ukrainian Context (Olesia Liubashenko and Tamara Kavytska) -- Chapter 12: Integrating a 3D Tool of Assessing Intercultural Competence in Teacher Education (Olga Kvasova and Yuliia Trykashna) -- Part Five: Challenges in Formative Assessment -- Chapter 13: Enhancing Grammar Learning through Assessment at Tertiary Level (Viktoria Osidak and Olha Drahinda) -- Chapter 14: The Impacts of Explicit Teaching and Assessment of Grammar on Tertiary Level Students in an EFL Context (Haya Al Nuaimi).

Sommario/riassunto

"The series of investigations and reports in this book edited by Dr. Sahbi Hidri makes an important contribution to the expanding body of knowledge related to classroom assessment in language teaching. Wide-ranging in both the international contexts and focus on varied aspects of assessment, the book provides a rich resource and reference text exploring the multiple dimensions and challenges of effective language assessment." --Eddy White, University of Arizona, USA This edited book brings together fifteen original empirical studies from a variety of international contexts to provide a detailed exploration of language assessment, testing and evaluation. Language assessment has a key role in the development and implementation of language and educational policies at the national level, and this book examines some of the impacts - both positive and negative - of different skills testing and examination approaches on learning outcomes and individual students' language learning. This book will be of interest to scholars working in applied linguistics and language education, teacher training, testing and evaluation, as well as stakeholders such as practitioners, educators, educational agencies, and test developers. Sahbi Hidri is Assistant Professor in the Department of English at Tunis University, Tunisia, and Senior Specialist in Assessment at Abu Dhabi Women's College, UAE.
