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Altri autori (Persone)	ZhangLawrence Jun
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Nota di contenuto	Introduction -- Understanding Classroom based Assessment -- Language Teachers Conceptions of Classroom-based Assessment -- Methodology -- Teachers Conceptipons and Practices of CBA Insights from the Survey Study -- Teachers CBA Practices at Natural Classroom Settings and Underlying Rationales Insights from the Survey Study -- Discussion -- Summary, Implications, Limitations and Recommendations -- Appendixes.
Sommario/riassunto	This book investigates conceptions and practices of teachers of young learners of English as a foreign language (EFL) regarding classroom-

based assessment (CBA) in the Chinese context. Specifically, it sets out to examine teachers' conceptions about the purposes and processes of classroom-based assessment, the effects of teacher attributes (teaching experience, and previous education in assessment) and work environments (school type and grade level) on their conceptions, CBA practices, and the relationship between these conceptions and practices regarding CBA. Utilising a mixed-methods research approach, this book serves as an insightful research resource, contributing significantly to the field of L2 education and assessment, both within the context of Chinese young EFL learner classrooms and on a global scale. It depicts a comprehensive picture of CBA for young EFL learners from the perspective of teachers, providing a valuable resource for policymakers, teacher educators, and alike. .
