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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. Introduction: Learning-Oriented Language Assessment—Insights for Evidence-Based Practices -- 2 A Review of Formative Language Assessment Research and Implications for Practitioners -- 3 Is It Possible to Implement Learning-Oriented Assessment Principles in Test Preparation? Evidence from a High-Stakes Standardised EFL Test in China -- 4 Assessment for Learning in the Brazilian High-School EFL Context: The Case of Digital Genres -- 5 An Investigation into EFL Learners' Perspectives Towards Dynamic Assessment -- 6 Exploring the Consistency Between Self- and Teacher Assessment: Using Co-Constructed Assessment Descriptors in EAP Writing in China -- 7 Developing a Learner-Centered Assessment of Academic Writing for Graduate EFL Students -- 8 Language Teacher Autonomy and Written

Feedback: The Case of a Hong Kong Elementary English Teacher -- 9
Assessing Depth of Word Knowledge of Beginner Learners of French, German and Spanish Aged 11–14 in England -- 10 Developing Learning-Oriented Language Assessment Literacy in Pre-service Language Teachers -- 11 Padlet as a Formative Assessment Tool in the Online Language Classroom: Action Research -- 12 Application of Virtual Reality Speaking Assessment Tasks in an EFL Context -- 13 Technology-Mediated Tasks for Formative Assessment in an e-Portfolio Environment -- 14 Mobile-Assisted Language Assessment for Adult EFL Learners: Recommendations from a Systematic Review -- 15 Pro-Gamer Inspired Speaking Assessment -- 16 Developing Language Teacher Cognition about Technology-Enhanced Assessment: A Case of Student Teachers in a TESOL Programme -- 17 Product to Process: The Efficacy of Hybrid Feedback in Academic Writing Classrooms for Fostering Process-Oriented Writing -- 18 Development and Content Validation of an E-portfolio to Assess and Promote Learner Autonomy

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Sommario/riassunto

"This edited volume of 17 practical chapters document innovative practices of learning-oriented language assessment from nine countries. It is arguably the first exploration into learning-oriented language assessment for teachers and teacher trainers and offers excellent examples worthy of replication by teachers." -Antony Kunnan, Duolingo "It gives me great pleasure to applaud the efforts of the co-editors and authors in producing this timely collection. These evidence-based and practical chapters are underpinned by ten learning-oriented language assessment principles proposed by the editors in their introductory chapter. Plenty of food for thought for language teachers and researchers." -David Carless, University of Hong Kong This edited book documents practices of learning-oriented language assessment through practitioner research and research syntheses. Learning-oriented language assessment refers to language assessment strategies that capitalise on learner differences and their relationships with the learning environments. In other words, learners are placed at the centre of the assessment process and its outcomes. The book features 17 chapters on learning-oriented language assessment practices in China, Brazil, Turkey, Norway, UK, Canada, Japan, Saudi Arabia, and Spain. Chapters include teachers' reflections and practical suggestions. This book will appeal to researchers, teacher educators, and language teachers who are interested in advancing research and practice of learning-oriented language assessment. Sin Wang Chong is Senior Lecturer (Associate Professor) in Language Education at the University of Edinburgh, UK. Sin Wang is Associate Editor of Higher Education Research & Development and Innovation in Language Learning and Teaching. Hayo Reinders is TESOL Professor and Director of Research at Anaheim University, USA, and Professor of Applied Linguistics at KMUTT, Thailand. He is founder of the global Institute for Teacher Leadership and editor of Innovation in Language Learning & Teaching. .

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