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This book combines insights from language assessment literacy and critical language testing through critical analyses and research about challenges in language assessment around the world. It investigates problematic practices in language testing which are

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relevant to language test users such as language program directors, testing centers, and language teachers, as well as teachers-in-training in Graduate Diploma and Master of Arts in Applied Linguistics programs. These issues involve aspects of language testing such as test development, test administration, scoring, and interpretation/use of test results. Chapters in this volume discuss insights about language testing policy, testing world languages, developing program-level language tests and tests of specific language skills, and language assessment literacy. In addition, this book identifies two needs in language testing for further examination: the need for collaboration between language test developers, language test users, and

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language users, and the need to base language tests on real-world language use.

Critical Autoethnography and Intercultural Learning shows how critical autoethnographic writing in a field such as intercultural education can help inform and change existing research paradigms. Engaging storytelling and insightful analysis from emerging scholars of diverse backgrounds and communities shows the impact of lived experience on teaching and learning. Different areas of intercultural learning are considered, including language education; student and teacher mobilities; Indigenous education; backpacker tourism; and religious learning. The book provides a worked

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Example of how critical autoethnography can help shift thinking within any discipline, and reflects critically upon the multidimensional nature of migrant teacher and learner identities. This book will be essential reading for upper-level students of qualitative research methods, and on international education courses, including language education.

Virtual teams are work arrangements where team members are geographically dispersed and work interdependently using electronic communication media to accomplish one or more organizational tasks. Over

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the past several decades, there has been an explosive growth in organizational use of virtual teams to organize work. In the competitive market, virtual teams represent a growing response to the need for faster time to market, low cost, and rapid solutions to complex organizational problems. Organizations are increasingly investing in virtual teams to enhance their performance and competitiveness. However, there are unsolved issues of design and implementation of collaboration technologies for virtual teams and their collaborative convergence. Collaborative Convergence and Virtual Teamwork for Organizational Transformation is an innovative collection of research that analyzes and discusses successful organizational transformation that

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requires a holistic understanding of the issues linked to team and workplaces, communication and integration, technological barriers, and sociocultural factors. The chapters highlight topics such as collaboration technologies in virtual teamwork, collaboration technologies ' impact on organizational transformation, as well as web-based tools, collaborative learning tools, group decision support systems, workflow automation systems, and more. This book is ideally intended for business professionals, managers and practitioners, stakeholders, researchers, academicians, and students looking for the latest research in virtual teamwork and its impact on organizational transformation.

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As teaching strategies continue to change and evolve, and technology use in classrooms continues to increase, it is imperative that their impact on student learning is monitored and assessed. New practices are being developed to enhance students' participation, especially in their own assessment, be it through peer-review, reflective assessment, the introduction of new technologies, or other novel solutions. Educators must remain up-to-date on the latest methods of evaluation and performance measurement techniques to ensure that their students excel. Learning and Performance Assessment: Concepts, Methodologies, Tools, and Applications is a vital reference source that examines emerging perspectives on the theoretical and practical

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aspects of learning and performance-based assessment techniques and applications within educational settings. Highlighting a range of topics such as learning outcomes, assessment design, and peer assessment, this multi-volume book is ideally designed for educators, administrative officials, principals, deans, instructional designers, school boards, academicians, researchers, and education students seeking coverage on an educator ' s role in evaluation design and analyses of evaluation methods and outcomes.

Starting from studies on language attrition, this book goes deeper into the area of educational technologies. Considering that language attrition might be a reverse

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process of language acquisition, proper use of educational technologies could promote language acquisition but slow down or diminish language attrition. This book attempts to combine the threshold hypothesis and regression hypothesis with use of educational technologies so that language attrition could be hindered. Chinese Mandarin Attrition among Tertiary Students in Malaysia was identified to pave a solid way for researches on both threshold hypothesis and regression hypothesis. Language attrition in terms of mandarin Chinese, the threshold and regression hypotheses were also discussed in this monograph. This book also covers topics related to educational technologies such as clickers, QQ, multimedia, together

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with blended learning and indicators of satisfaction.

This book includes in-depth reviews of literature and plentiful data to support the studies, which is worth reading. Readers will acquire something new in the fields of language attrition and educational technologies since few studies have been conducted combining these both areas.

Foregrounding the diversity that characterises various educational settings, this book discusses how histories and geographies of oppression, exclusion and marginalisation have impacted on teacher education. Contributors draw on first-hand experiences of living and working in countries including Brazil, China, South

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Papers, New Zealand and Malawi. Positioned in a geographical and metaphorical ' Global South ', the book draws critical attention to debates which have been otherwise marginalised in relation to those conducted in the ' Global North '. Chapters address difference and diversity on both a conceptual and empirical level, acknowledging the significance of various global trends including increased migration and urbanisation; and broadening understandings of race, religion, gender, sexuality and dis/ability. Taken together, these chapters reveal the extent of the work which still remains to be done in the field of teacher education for diversity. The issues discussed are of global significance, making this text key reading for teachers,

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teacher educators, and those concerned with the advancement of social justice and reduction of inequality through education.

This book reports in detail the newly developed Communicative Listening Comprehension Test (CLCT) for the National College English Test (CET) of China. Following the principles of communicative testing in general and test construction approach proposed by Bachman and Palmer (1996) in particular, the project develops CLCT for CET-4 and CET-6. The research begins with the construction of frameworks of listening task characteristics and communicative listening ability. Subsequently, based on a survey of Chinese college

Access Free Past Cet4 Exam Papers And Annotations 20076 20116 10 New Type Students' English listening needs and an analysis of listening tasks in influential English listening course books and public tests, CLCT-4 and CLCT-6 test specifications are developed. Finally, sample papers are produced and a series of posteriori studies are conducted to examine the difficulty and usefulness of the newly developed notes-completion task type in two CLCT tests. As an example of successful integration of communicative testing theories and test construction practice, this research provides valuable insights into listening test development for other large-scale tests.

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Transformative Teaching Around the World compiles inspiring stories from Fulbright-awarded teachers whose instructional practices have impacted schools and communities globally. Whether thriving or struggling in their classrooms, instructing in person or online, or pushing for changes at high or low costs and risk levels, teachers devote intense energy and careful decision-making to their students and fellow staff. This book showcases an expansive variety of educational practices fostered across international contexts by real teachers: active and empowering learning strategies, critical thinking and creative problem-solving, cultural responsiveness and sustainability, humanistic integration of technology, and more. Pre- and in-

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service teachers, teacher educators, online/blended instructors, and other stakeholders will find a wealth of grounded, motivating approaches for transforming the lives of learners and their communities.

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