

1

**Developing the assessment literacy of teachers in Chinese language classrooms [Recurso electrónico] : a focus on assessment task design / Kim Koh ... [et al.]**

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 284-286

A teacher's assessment literacy refers to her or his demonstrated understanding of the principles behind selecting and designing tasks, judging student work, and interpreting and using assessment data to support student learning. This study examines the development of the task design aspect of assessment literacy in 12 Chinese language teachers as they participated in a two-year authentic assessment professional development program. By analysing the quality of assessment tasks designed by the teachers over time, we found that, although teachers quickly grasped many aspects of task design, they found it difficult to incorporate certain knowledge manipulation criteria into their assessments. The study provides insights into the contextual and discipline-embedded challenges that face language teachers with regard to assessment.

Language teaching research. -- 2018 (May), v. 22, n. 3, p. 264-288

1. Authentic assessment 2. Authentic intellectual quality 3. Chinese language teaching 4. Professional development 5. Teachers' assessment literacy

---

2

**Is fluency being 'neglected' in the classroom? [Recurso electrónico] : teacher understanding of fluency and related classroom practices / Parvaneh Tavakoli, Ann-Marie Hunter**

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 346-349

This article reports on a study examining second language (L2) teachers' understanding of speech fluency and their self-reported classroom practices for promoting it. Qualitative and quantitative data collected from 84 L2 teachers in England were analysed to answer the research questions. In addition to the descriptive statistics and lexical frequency analysis used to explore teacher understanding of fluency, Rossiter, Derwing, Manimtim and Thomson's (2010) framework was employed to analyse the teachers' reported classroom practices. The results suggest that teachers often define fluency in a broad sense, with many using fluency and speaking ability interchangeably. Similarly, a large majority of the activities reported by the teachers were useful for enhancing speaking practice rather than focusing on fluency specifically. The findings underline the interaction between teacher understanding and their methodology (Borg, 2003), and highlight a mismatch between what fluency research recommends and what teachers do in class. Though the study highlights the complex and multifaceted nature of L2 oral fluency, we argue that adopting a narrower understanding could help teachers take a more active and practical approach to promoting fluency in the classroom.

Language teaching research. -- 2018 (May), v. 22, n. 3, p. 330-349

1. Defining fluency 2. Promoting fluency 3. Classroom practice 4. Teacher understanding

---

3

**Language teacher cognitions and intercultural language teaching [Recurso electrónico] : the New Zealand perspective / Jo Oranje, and Lisa F Smith**

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 327-329

The New Zealand school curriculum was last revised in 2007, at which time a new emphasis was placed on culture in language teaching. The practice of intercultural language teaching is implicit in the curriculum document and explicit in the curriculum guide, which features a set of principles for intercultural communicative language teaching (iCLT). This article presents a study on the extent to which New Zealand language teachers' beliefs and practices are aligned with intercultural language teaching (ILT). A questionnaire administered to New Zealand language teachers included a number of items used in a seminal seven-nation comparative study conducted by Lies Sercu and her colleagues, as well as other items developed from relevant literature. Expanding on previous studies' use of item-by-item analyses, multi-item scales to measure alignment of New Zealand teacher's beliefs

and practices with ILT were developed, which yielded good internal reliabilities. The findings revealed an apparent mismatch between beliefs and practices, with teachers being favourably disposed towards ILT but not practising the approach in their classrooms. Interpretation of the data using concepts from teacher cognition research suggested that the differences represented tensions between teachers' abstract, theoretical beliefs and their concrete, practical beliefs. We argue that supporting teachers' applied knowledge of developing intercultural communicative competence (ICC) will allow them to recognize that those beliefs need not be discordant.

Language teaching research. -- 2018 (May), v. 22, n. 3, p. 310-329

1. ICC 2. Intercultural 3. Language teaching 4. New Zealand 5. Teacher cognitions

---

#### 4

#### **Research in language teaching over two decades [Recurso electrónico] : a retrospective of the first 20 volumes of 'Language Teaching Research' / Paul Stapleton, Qing Shao**

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 366-369

Since 1997, Language Teaching Research (LTR) has published hundreds of research articles, most of which have reported on empirical studies whose broad purpose was to increase understanding on how second or foreign language teaching can be improved. These articles, as a collective whole, can be viewed as an artifact of the research issues and topics that interested LTR scholars in the time period around the beginning of the 21st century. Moreover, because of the journal's special focus on research, a survey of the first 20 years of LTR's articles holds the potential to monitor the field at large over that time period. Via a survey that examines the main focuses of each of the 359 articles under categories as 'Instructional effects', 'Teacher cognition' and 'Learner behavior', this study serves as an extant inventory of research interests over the first 20 years of the journal's existence.

Language teaching research. -- 2018 (May), v. 22, n. 3, p. 350-369

1. Instructional effects 2. Language teaching research 3. Research interests 4. Retrospective study 5. Second language acquisition

---

#### 5

#### **Understanding and addressing the challenges of learning computer-mediated Dynamic Assessment [Recurso electrónico] : a teacher education study / Levi McNeil**

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 305-307

Although the second language literature on Dynamic Assessment (DA) – the unity of assessment and instruction into a singular activity to promote cognitive development – shows promising results, very little has been written about how to educate teachers to use it. This two-cycle, exploratory action research study aimed to understand and address the challenges that the pre- and in-service teachers faced while participating in a graduate course introducing computer-mediated DA. Data from reflective journals, surveys, and transcripts from synchronous online DA tutoring sessions showed that the teachers in Cycle 1 experienced problems managing the levels of the mediating strategies that they used, which was related to the issues of utilizing course-embedded supports, dealing with task pressures, and understanding the DA concept. After modifying the course to attend to these issues, the study found that the Cycle 2 teachers exhibited greater control over the mediating strategies they employed during tutoring sessions than the teachers in Cycle 1. This study presents a contextualized account of certain issues that may arise when introducing DA and ways to manage them. More broadly, the findings underscore the importance of teacher educators investigating their own practices, and highlight the need to connect the concepts that teachers are studying with meaningful and well-supported opportunities for use.

Language teaching research. -- 2018 (May), v. 22, n. 3, p. 289-309

1. Computer-mediated communication 2. Dynamic Assessment 3. Exploratory action research 4. Teacher education

---