

Language Testing And Assessment Encyclopedia Of Language And Educationvolume 7

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researchers who conduct ethnography in science education tend to have a deep commitment for transforming science to improve the lives of people in underserved communities this edited volume explores how contemporary ethnographers in science education bring to light the local production of scientific knowledge and the ways it is implicated in larger social and political struggles ethnographies in science education contribute to understanding the experiences of linguistically racially and economically diverse populations who have been historically excluded from participation in science an anthropological approach has also been instrumental in explicating the situated practices by which students enact science in the classroom and in their lives beyond schools this edited volume brings together ethnographers in science education to contribute a global perspective on science teaching and learning in school and university classrooms at home and after school programs included are examples of ethnography in science education from the uk argentina canada and the usa in which contributors point to promising directions for theorizing the culture of science education as we undertake educational reform the authors in this volume argue that ethnography is not only a valid approach for the study of science education but also they contend that it is essential to the development of more equitable practices for instruction and learning this book was originally published as a special issue of ethnography and education

the testing and assessment of language competence continues to be a much debated issue in foreign language teaching and research this book is the first one to address the testing of four important dimensions of foreign language education which have been left largely unconsidered learner autonomy intercultural competence literature and literary competence and the integration of content and

language learning each area is considered through a theoretical framework followed by two empirical studies raising questions of importance to all language teachers how can one test literary competence can intercultural competence be measured what about the integrated assessment of content and language in clil and teaching is progress in autonomous learning skill gaugeable the book constitutes essential reading for anyone interested in the testing and assessment of seemingly largely untestable aspects of foreign language competence

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