

Chinese Journal of Applied Linguistics

Vol. 46, No. 2, May 2023

Contents

Developing Assessment Literacy for Classroom-Based Formative Assessment

Guest Editors: Peter Yongqi GU & Ricky LAM

Developing Assessment Literacy for Classroom-Based Formative Assessment	<i>Peter Yongqi GU & Ricky LAM</i>	155
Assessment Literacy in a Better Assessment Future	<i>Susan M. BROOKHART</i>	162
Assessment Literacy: Changing Cultures, Enculturing Change in Hong Kong	<i>Chris DAVISON</i>	180
Developing Classroom-Based Formative Assessment Literacy: An EFL Teacher's Journey	<i>Jiayi LI & Peter Yongqi GU</i>	198
A Tale of Two Teachers: Construction of Novice University English Teachers' Assessment Identity	<i>Ling GAN & Ricky LAM</i>	219
How Personal, Experiential, and Contextual Factors Mediate EFL Teachers' Conceptions of Assessment: A Narrative Study	<i>Yueting XU, Jiayu CHEN & Liyi HE</i>	237
Teachers' Qualitatively Different Ways of Experiencing Assessment Feedback: Implications for Teacher Assessment Literacy	<i>Rachel GOH & Kelvin Heng Kiat TAN</i>	253
Peer Review Circles: The Value of Working in Triadic Groups and Oral Observational Peer Feedback in the Development of Student Feedback Literacy	<i>Marie YEO</i>	270
A Difficulty-Informed Approach to Developing Language Assessment Literacy for Classroom Purposes	<i>Armin BERGER</i>	289
Understanding and Implementing Learning-Oriented Assessment: Evidence From Three Chinese Junior High School EFL Teachers	<i>Ruijin YANG & Lyn MAY</i>	308
Chinese Abstracts		326

中国应用语言学(英文)

第46卷 第2期 2023年5月

目 录

发展基于课堂的形成性评估素养

特约主编: 顾永琦 / 林志强

发展基于课堂的形成性评估素养	顾永琦 / 林志强	155
未来评估素养展望	苏珊·布鲁克哈特	162
评估素养: 改变文化, 并让改变适应香港的文化	克莉丝·戴维森	180
发展教师课堂形成性评估素养——以一位中学英语教师为例	李加义 / 顾永琦	198
大学英语新手教师测评身份建构——两位新手教师的个案	甘凌 / 林志强	219
个人、经历和环境因素如何影响英语教师的评估观——一项叙事研究	许悦婷 / 陈嘉雨 / 何莉怡	237
教师对评估反馈的不同理解与实践——对教师评估素养的启示	吴瑞萍 / 陈兴杰	253
同伴反馈圈: 三人小组中口头观察同伴反馈在学生反馈素养发展中的价值	玛丽·杨	270
了解课堂语言评估难度, 提高教师语言评估素养	阿明·伯格	289
理解和实践“面向学习的测评”: 来自三位初中英语教师的证据	杨瑞锦 / 梅林	308
中文提要		326