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## **CONSTRUCTING (IN)COMPETENCE**

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### **DISABLING EVALUATIONS IN CLINICAL AND SOCIAL INTERACTION**

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Psychology Press Competence and incompetence are constructs that emerge in the social milieu of everyday life. Individuals are continually making and revising judgments about each other's abilities as they interact. The flexible, situated view of competence conveyed by the research of the authors in this volume is a departure from the way that competence is usually thought about in the fields of communication disabilities and education. In the social constructivist view, competence is not a fixed mass, residing within an individual, or a fixed judgment, defined externally. Rather, it is variable, sensitive to what is going on in the here and now, and coconstructed by those present. Constructions of competence are tied to evaluations implicit in the communication of the participants as well as to explicit evaluations of how things are going. The authors address the social construction of competence in a variety of situations: engaging in therapy for communication and other disorders, working and living with people with disabilities, speaking a second language, living with deafness, and giving and receiving instruction. Their studies focus on adults and children, including those with disabilities (aphasia, traumatic brain injury, augmentative systems users), as they go about managing their lives and identities. They examine the all-important context in which participants make competence judgments, assess the impact of implicit judgments and formal diagnoses, and look at the types of evaluations made during interaction. This book makes an argument all helping professionals need to hear: institutional, clinical, and social practices promoting judgments must be changed to practices that are more positive and empowering.

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## **HANDBOOK FOR ARABIC LANGUAGE TEACHING PROFESSIONALS IN THE 21ST CENTURY**

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Taylor & Francis Drawing on the collective expertise of language scholars and educators in a variety of subdisciplines, the **Handbook for Arabic Language Teaching Professionals in the 21st Century, Volume II**, provides a comprehensive treatment of teaching and research in Arabic as a second and foreign language worldwide. Keeping a balance among theory, research and practice, the content is organized around 12 themes: Trends and Recent Issues in Teaching and Learning Arabic Social, Political and Educational Contexts of Arabic Language Teaching and Learning Identifying Core Issues in Practice Language Variation, Communicative Competence and Using Frames in Arabic Language Teaching and Learning Arabic Programs: Goals, Design and Curriculum Teaching and Learning Approaches: Content-Based Instruction and Curriculum Arabic Teaching and Learning: Classroom Language Materials and Language Corpora Assessment, Testing and Evaluation Methodology of Teaching Arabic: Skills and Components Teacher Education and Professional Development Technology-Mediated Teaching and Learning Future Directions The field faces new challenges since the publication of Volume I, including increasing and diverse demands, motives and needs for learning Arabic across various contexts of use; a need for accountability and academic research given the growing recognition of the complexity and diverse contexts of teaching Arabic; and an increasing shortage of and need for quality of instruction. Volume II addresses these challenges. It is designed to generate a dialogue—continued from Volume I—among professionals in the field leading to improved practice, and to facilitate interactions, not only among individuals but also among educational institutions within a single country and across different countries.

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Springer Science & Business Media **Rasch Analysis in the Human Sciences** helps individuals, both students and researchers, master the key concepts and resources needed to use Rasch techniques for analyzing data from assessments to measure variables such as abilities, attitudes, and personality traits. Upon completion of the text, readers will be able to confidently evaluate the strengths and weakness of existing instrumentation, compute linear person measures and item measures, interpret Wright Maps, utilize Rasch software, and understand what it means to measure in the Human Sciences. Each of the 24 chapters presents a key concept using a mix of theory and application of user-friendly Rasch software. Chapters also include a beginning and ending dialogue between two typical researchers learning Rasch, "Formative Assessment Check Points," sample data files, an extensive set of application activities with answers, a one paragraph sample research article text integrating the chapter topic, quick-tips, and suggested readings. **Rasch Analysis in the Human Sciences** will be an essential resource for anyone wishing to begin, or expand, their learning of Rasch measurement techniques, be it in the Health Sciences, Market Research, Education, or Psychology.

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