



ASSESSING YOUNG LANGUAGE LEARNERS

Assessing young learners is not the same as assessing any other group of learners.

WHY?



Assessing Young Language Learners

Marianne Nikolov



Assessing Young Language Learners:

Assessing Young Language Learners Penny McKay, 2006 This book offers a comprehensive framework for the assessment of young language learners **Assessing Young Language Learners** Penny McKay, 2006 Publisher description In this book the author builds a comprehensive framework for the assessment of young language learners in both foreign language and second language learning situations She begins by considering why we need a special book on young learner assessment and describes the nature of young learner language learning The assessment approach is task based and is centred around tasks and techniques suitable for young learners with particular emphasis on classroom assessment Oral language assessment and reading and writing assessment are addressed in separate chapters as is the large scale testing of young learners Underpinned by sound theory the book is full of practical guidelines and draws on examples of assessment contexts issues and practices from around the world **Assessing Young Language Learners** Penny McKay, 2006

Assessing Young Learners Sophie Ioannou-Georgiou, Pavlos Pavlou, 2025-01-06 Assessing Young Learners helps teachers to assess children's progress in English in a way that is appropriate for young learners It offers jargon free and practical advice showing that assessment can be fun and motivating by integrating assessment into teaching thus helping teachers to plan future lessons and revision The book includes portfolios and preparation for the UCLES Young Learners tests Assessing Young Learners of English: Global and Local Perspectives Marianne Nikolov, 2015-10-29 This volume documents international national and small scale testing and assessment projects of English language education for young learners across a range of educational contexts It covers three main areas age appropriate can do statements and task types for teaching and testing learners between the ages of 6 to 13 innovative approaches to self assessment diagnostic testing self perception and computer based testing and findings on how young learners perform on vocabulary listening speaking pronunciation and reading comprehension tests in European and Asian contexts Early language learning has become a major trend in English language education around the globe As a result of the spread of teaching English to a growing number of young children assessment of and for learning have emerged as key issues In line with this development there is a clear and emerging need to make early language programs accountable and to assess both the progress children make over time and to quantify their achievement at various stages of development This volume informs stakeholders about the realistic goals of early language learning their efficiency and how much progress children make over time **The Age Factor and Early Language Learning** Marianne Nikolov, 2009 Offers readers chapters on the age factor in different educational contexts across three continents The book documents the development in research methods into early language learning and teaching It includes papers that discuss curriculum and assessment individual differences innovation in teacher education and the role of target language **Assessing Oral Strategic Competence of Young Language Learners** Jun Wang, Yan Jin, 2024-11-11 This book presents an empirical study that develops and validates a learning oriented self assessment

instrument for assessing the strategic competence SC of young language learners in oral communication specifically within the context of early English education in China The instrument s development followed a multi phased research design encompassing three interconnected stages conceptualisation operationalisation and validation Each phase employed distinct methods data collection techniques and analyses tailored to specific research objectives By adopting an integrative approach this book clarifies the crucial yet elusive concept of SC It not only contributes to the field of language assessment but also underscores the importance of explicit SC instruction in language education for young learners Focusing on real world classroom scenarios and offering practical solutions for integrating SC instruction into current teaching paradigms this book will appeal to educators researchers and policymakers interested in language testing and assessment foreign language education and applied linguistics

Assessing the Language of Young Learners Angela Hasselgreen,Gwendydd

Caudwell,2016-10-01

Examining Young Learners: Research and Practice in Assessing the English of School-age Learners

Szilvia Papp,Shelagh Rixon,2018 The proposed book on child second language L2 development and assessment will be a state of the art account of what we currently know about how children learn L2s in formal contexts and how that knowledge impacts on the design development and evaluation of language assessment products for young learners The uniqueness of child L2 development within the classroom is highlighted by considering children s L2 needs typical patterns of development and the role of instruction and assessment in how children learn Common issues shared in child L2 acquisition studies language testing and educational assessment are explored by linking research carried out within the educational academic and testing communities Several case studies are described from different educational contexts around the world where teaching and assessment of young language learners takes place In particular the book presents the Cambridge English approach to assessing young learners of English and presents a framework for the development research and validation activities around the Cambridge English suite battery for children

English Language Proficiency Assessments for Young Learners Mikyung Kim Wolf,Yuko Goto Butler,2017-05-25

English Language Proficiency Assessments for Young Learners provides both theoretical and empirical information about assessing the English language proficiency of young learners Using large scale standardized English language proficiency assessments developed for international or U S contexts as concrete examples this volume illustrates rigorous processes of developing and validating assessments with considerations of young learners unique characteristics In this volume young learners are defined as school age children from approximately 5 to 13 years old learning English as a foreign language EFL or a second language ESL This volume also discusses innovative ways to assess young learners English language abilities based on empirical studies with each chapter offering stimulating ideas for future research and development work to improve English language assessment practices with young learners English Language Proficiency Assessments for Young Learners is a useful resource for students test developers educators and researchers in the area of language testing and assessment

Assessing Young Language

Learners Pauline Rea-Dickins,2000 *Integrating Assessment into Early Language Learning and Teaching* Danijela Prošić-Santovac,Shelagh Rixon,2019-08-07 The volume unites research and practice on integrating language learning teaching and assessment at preschool and early school age It includes chapters written by experts in the field who have studied some of the very youngest pre primary children through to those up to the age of 12 in a variety of private and state contexts across Europe The collection makes a much needed contribution to the subject of appropriate assessment for children with the focus of many chapters being classroom based assessment particularly formative assessment or the case for developing assessment skills in relation to even the youngest children As a whole the book provides useful case study insights for policymakers teacher educators researchers and postgraduate students with interest in or responsibility for how children are assessed in their language learning It also provides practical ideas for practitioners who wish to implement greater integration of assessment and learning in their own contexts

The Concise Companion to Language Assessment Antony John Kunnan,2024-09-04 The Concise Companion to Language Assessment provides a state of the art overview of the crucial areas of language assessment teaching and learning Edited by one of the foremost scholars in the field The Concise Companion combines newly commissioned articles on innovations in assessment with a selection of chapters from The Companion to Language Assessment the landmark four volume reference work first published in 2013 Presented in eight themes The Concise Companion addresses a broad range of language assessment methods issues and contexts Forty five chapters cover assessment conceptualization development research and policy as well as recent changes in language assessment technology learning oriented assessment teacher based assessment teacher assessment literacy plurilingual assessment assessment for immigration and more Exploring the past present and future possibilities of the dynamic field The Concise Companion to Language Assessment Contains dedicated chapters on listening speaking reading writing vocabulary pronunciation intercultural competence and other language skills Describes fundamental assessment design and scoring guidelines as well as advanced concepts in scenario based assessment and automated performance scoring Provides insights on different assessment environments such as classrooms universities employment immigration and healthcare Covers various qualitative and quantitative research methods including introspective methods classical reliability and structural equation modeling Discusses the impacts of colonialism and discrimination on the history of language assessment Explores the use of AI in writing evaluation plagiarism and cheating detection and other assessment contexts Sure to become a standard text for the next generation of applied linguistics students The Concise Companion to Language Assessment is an invaluable textbook for undergraduate and graduate courses in applied linguistics language assessment TESOL second language acquisition and language policy

Assessing the Young Learners' Progress Nicole Hahn,2007-07 Seminar paper from the year 2005 in the subject English Pedagogy Didactics Literature Studies grade 2 0 University of Wuppertal course Teaching English to very young children 10 entries in the bibliography language English abstract In 1999 Rea Dickens and

Rixon conducted a survey about the relationship between assessment and learning 120 European teachers and teacher trainers were asked if the main purpose of their assessment was to help their teaching and 97% answered in the affirmative Rea Dickens and Rixon examined afterwards what the teachers really assessed and how they did so They found a strong mismatch between curricular aims pedagogy and test content Cameron Lynne Teaching languages to very young learners Cambridge University press 2001 page 217 The assessment focused mainly on the children s achievements but neglected on other curricular aims such as language and social awareness The assessment of young learners should serve teaching by providing feedback on the children s learning progress so that the content and the difficulty of subsequent teaching units can be effectively adjusted to the learners needs This paper offers the reader an overview about the theoretical ideas and principles which should be kept in mind when implementing an assessment Furthermore the guidelines of lower Saxony are introduced They illustrate the expectations of the German school system towards assessment in class Afterwards the paper gives an overview about psycholinguistic tests such as Blitztest and F Test Additionally the paper answers the question of origin and purpose of the Cambridge Young Learners Test Finally material which should support the teacher in the efficiency assessment of the pupils is represented considering the example of Ginger *Implementing E-assessment for Learning in Primary EFL Writing* Xi Chen,2025-01-08 This book examines how e assessment can be implemented in primary English as a Foreign Language EFL writing in an examination oriented context It provides valuable insights on e assessment for learning E AfL to teacher educators and teachers in both local and global contexts especially teacher educators undertaking professional development programs of assessment in examination oriented contexts For researchers and graduate students who are interested in e assessment for learning E AfL and writing assessment this book provides them with valuable resources to further their understanding of E AfL research and broadens writing assessment scholarship For pre and in service teachers and program administrators the book serves as a practical and accessible guidebook proffering effective guidance to empower teacher learning of assessment and to apply pedagogic principles to assessment design English Language Teacher Education Studies ,2025-04-03 We are experiencing rapid globalization and technological advancement and the field of English language teacher education is as a result undergoing transformative changes This book explores contemporary challenges and innovations in English Language Teaching research and practice that reflect the complexities of modern language teacher education and professional development DOI <https://doi.org/10.52501/cc.255> **Language and Learning in Multilingual Classrooms** Elizabeth Coelho,2012-06-25 This book is a research based practical guide for educators who work with students whose linguistic and cultural background is different from their own Illustrated with many practical examples of classroom activities projects and teaching strategies the book is also an introduction to immigrant education for school administrators and educational planners in communities or regions that are in the process of developing plans and programs for newcomer students Although the focus is on first generation immigrant children many of the

recommended approaches and instructional strategies described in this book can be used or adapted for use with second generation children and historical linguistic and cultural minorities such as children from Aboriginal communities in North America or children of Roma background in Europe

Challenges and Innovations in Speaking Assessment Larry Davis, John M. Norris, 2024-09-19 The assessment of second language speaking ability has played a central role in the evolution of language testing theory and practice Educational Testing Service ETS has been a primary innovator in all dimensions of speaking assessment since the 1970s addressing critical challenges through the advent of new test designs scoring practices and measurement technologies to make especially large scale standardized testing of speaking ability a reality This volume presents a sample of key ETS research and development efforts related to speaking assessment over the years The contributors highlight diverse contributions to conceptualizing the speaking construct designing speaking test tasks scoring speech samples marshalling technologies for test delivery and automated scoring and developing end to end speaking assessment procedures The first part emphasizes how some of the earliest large scale speaking assessments were designed and put into practice The second part features research and development related to speaking assessments in the TOEIC and TOEFL testing suites emphasizing their validity and scoring The third part introduces research based innovations in testing new and more nuanced speaking constructs and in using automated scoring of speech to address diverse assessment needs The volume will appeal to language testing professionals and test score users in illuminating how ETS has influenced the development of speaking assessment as well as pointing to multiple directions for future research and practice

Hands-On English Language Learning: Early Years Jennifer E. Lawson, 2009-09-04 The Hands On English Language Learning program is a resource for classroom teachers specialist teachers working with English language learners and other educational professionals who support these students To assist your students in developing language skills this resource includes specific curricular connections for each lesson to identify links to subject area themes in language arts mathematics science social studies health physical education and the arts integrated class activities to promote learning in context for all students in the classroom suggested activities focus on curricular topics in all subject areas while supporting English language learners relevant topics such as the classroom and school clothing food hobbies and interests plants and animals of Canada the world and the environment age appropriate high interest learning activities that foster the development of essential English language vocabulary and skills in listening speaking reading writing viewing and representing activities in keeping with the philosophy of all Portage Main Press Hands On programs that are student centred and focus on real life hands on experiences access to digital reproducibles Find download instructions in the Appendix of the book

The Routledge Handbook of Language Testing Glenn Fulcher, Luke Harding, 2021-12-15 This second edition of The Routledge Handbook of Language Testing provides an updated and comprehensive account of the area of language testing and assessment The volume brings together 35 authoritative articles divided into ten sections written by 51 leading specialists

from around the world There are five entirely new chapters covering the four skills reading writing listening and speaking as well as a new entry on corpus linguistics and language testing The remaining 30 chapters have been revised often extensively or entirely rewritten with new authorship teams at the helm reflecting new generations of expertise in the field With a dedicated section on technology in language testing reflecting current trends in the field the Handbook also includes an extended epilogue written by Harding and Fulcher contemplating what has changed between the first and second editions and charting a trajectory for the field of language testing and assessment Providing a basis for discussion project work and the design of both language tests themselves and related validation research this Handbook represents an invaluable resource for students researchers and practitioners working in language testing and assessment and the wider field of language education

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