

Assessing Young Language Learners

Anthony Pickens

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Assessing Young Language Learners Cambridge Language Assessment

Antony John Kunnan



Assessing Young Language Learners Cambridge Language Assessment:

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

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

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

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 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

The Concise Companion to Language Assessment Antony John Kunnan, 2024-10-01 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 *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

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

A Practical Guide to Language Assessment Ildiko Porter-Szucs,Cynthia J. Macknish,Suzanne Toohey,2025-02-03 An essential resource on effective language assessment invaluable for a new generation of teachers and education researchers A Practical Guide to Language Assessment helps educators at every level redefine their approach to language assessment Grounded in extensive research and aligned with the latest advances in language education this comprehensive guide introduces foundational concepts and explores key principles in test development and item writing Authored by a team of experienced language teacher educators this book addresses the potential impacts of poorly designed tools and prepares teachers to make informed effective assessment decisions Perfect for developing test blueprints and crafting effective assessment tools including those for young learners A Practical Guide to Language Assessment bridges the gap between theory and practice to provide the real world training educators need to successfully navigate the complexities of modern language assessment Clear and accessible chapters highlight the critical role of well designed assessments emphasize the importance of selecting appropriate tools to accurately measure student proficiency and discuss recent innovations and emerging needs With practical examples and a focus on current innovations including ungrading and the use of AI A Practical Guide to Language Assessment Explains the foundational concepts of language assessment with practical examples and clear explanations Bridges theoretical principles with practical applications enabling educators to create effective test blueprints and assessment items and tasks Provides up to date coverage of timely topics such as the integration of AI in assessments and the ethical and legal considerations of language testing Features a wealth of in depth examples of how theoretical concepts can be operationalized in practice A Practical Guide to Language Assessment is an essential read for students in language education as well as teachers assessment managers professional development trainers and policymakers in language program evaluation

Successful Teacher: Personality and Other Correlates Elena Mirela Samfira,Tiberiu Sandu Dughi,Jesus de la Fuente,2023-11-08 The question of what makes a good teacher has been asked by practitioners policymakers and researchers Teachers are important drivers of student success in the immediate term such as academic success Nowadays the education process is influenced by various factors which can all have a strong effect on the quality of teaching and learning Having the intention to create high quality teaching and learning it is very important to clearly determine what those factors are and what kind of effect they have on the education process Different teacher characteristics and competencies have been distinguished in the literature as being

relevant predictors of their instructional quality Even though educational psychology has emphasized the significance of the personality role in the education process the empirical evidence on the relationship between teacher characteristics and instructional quality is not yet conclusive Certainly there is much more to find out

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

Investigations in Teaching and Learning Languages Danuta Gabrys-Barker, Ewa Piechurska-Kuciel, Jerzy Zybert, 2014-07-08 The book presents most recent investigations into foreign language teaching and learning discussed by prominent scholars in the field A wide variety of topics ranges from theoretical approaches to foreign language instruction to a discussion of findings of empirical research in language learning and pedagogy The theoretical part of the volume tackles issues which constitute the backbone to the understanding of the processes involved in language development learning and teaching and thus contribute to applied research The empirical articles in Parts Two and Three of the volume report on studies focusing on such important issues as various dimensions of awareness language cross cultural competence or affectivity and specific methodologies implemented in different educational settings such as for instance dyslexic learners or in teacher training programmes

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

Early Foreign Language Learning and Teaching Marianne Nikolov, Stela Letica Krevelj, 2024-10-15 Over the past six decades the field of teaching modern foreign languages to young learners has come a long way from the early surmises about the advantages of a young start to today's widespread integration of foreign languages into curricula in public and private schools The chapters in this book bring together internationally renowned researchers who have been vocal in establishing early language teaching and learning as an independent area of research and novice voices who represent a new generation of devoted researchers to present a state of the art volume on the topic The authors address key questions about young learner second foreign language L2 FL development methodological issues when conducting research with young learners L2 FL teaching pedagogy language education policy technology enhanced learning and assessment Together the chapters capture the reality of early FL development in the context of a globalized world and will be of great interest to researchers and postgraduate students of SLA and Applied Linguistics specifically in the field of early language development and teaching languages to young learners

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

Assessment and Learning in Content and Language Integrated Learning (CLIL) Classrooms Mark deBoer, Dmitri Leontjev, 2020-11-17 This volume builds a conceptual basis for assessment promoting learning in Content and Language Integrated Learning CLIL classrooms and proposes practical assessment approaches and activities that CLIL teachers can apply in the classroom CLIL as an educational context is unique as language and content learning happen simultaneously The efficacy of such instruction has been studied extensively but assessment in CLIL classrooms has drawn much less attention The present volume aims to fill this gap Arranged based on different ways that content and language are integrated in CLIL the chapters in this book together build a solid theoretical basis for assessment promoting learning in CLIL classrooms The authors discuss how assessment eliciting this integration yields insights into learners abilities but more importantly how these insights are used to promote learning The contributors to the volume together build the understanding of classroom based assessment as cyclic

of teaching learning and assessment as inter related and of content and language in CLIL classrooms as a dialectical unity This volume will spark interest in and discussion of classroom based assessment in CLIL among CLIL educators and researchers enable reflection of classroom assessment practices and foster collaboration between CLIL teachers and researchers The assessment approaches and activities discussed in the volume in turn will help educators understand the scope of applications of assessment and inspire them to adapt these to their own classrooms

Language Assessment Literacy Dina Tsagari,2020-04-21 The field of language testing and assessment has recognized the importance and

underlying theoretical and practical underpinnings of language assessment literacy LAL an area that is gradually coming to prominence This book addresses issues that promote the concept of LAL for language research teaching and learning covering a range of topics It brings together 14 chapters based on high stakes and classroom based studies authored by academics professionals and researchers in the field The text examines diverse issues through a multifaceted approach presenting high quality contributions that fill a gap in a research area that has long been in need of theoretical and empirical attention

Handbook of Early Language Education Mila Schwartz,2022-03-30 This is the first international and interdisciplinary handbook to offer a comprehensive and an in depth overview of findings from contemporary research theory and practice in early childhood language education in various parts of the world and with different populations The contributions by leading scholars and practitioners are structured to give a survey of the topic highlight its importance and provide a critical stance The book covers preschool ages and looks at children belonging to diverse ethno linguistic groups and experiencing different histories and pathways of their socio linguistic and socio cultural development and early education The languages under the scope of this handbook are identified by the contributors as immigrant languages indigenous endangered heritage regional minority majority and marginalized as well as foreign and second languages all of which are discussed in relation to early language education as the key concept of the handbook In this volume early language education will refer to any kind of setting both formal and informal e g nursery kindergarten early childhood education centers complementary early schooling etc in which language learning within a context of children s sociolinguistic diversity takes place before elementary school

Communicative proficiency and linguistic development Inge Bartning,Maisa Martin,Ineke Vedder,2010 The Common European Framework of Reference for Languages CEFR has become the yardstick for teaching and testing language skills in Europe and elsewhere Yet little is known about the relationships between the communicative levels established using the can do statements of the CEFR and the developmental stages of grammatical and lexical development described by Second Language Acquisition SLA research This book presents empirical research by members of the SLATE network Second Language Acquisition and Testing in Europe aimed at bridging this gap The studies deal with several target languages including Dutch English Finnish French Italian Norwegian and Spanish with adult adolescent and child learners in both formal and informal contexts

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