

Approaches to Self-assessment in Foreign Language Learning



M Oskarsson

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Approaches To Self Assessment In Foreign Language Learning

Norbert Pachler, Ana Redondo



Approaches To Self Assessment In Foreign Language Learning:

Approaches to Self-assessment in Foreign Language Learning Mats Oskarsson, 1978 **Approaches to Self-Assessment in Foreign Language Learning** Mats Oskarsson, Council of Europe, 1980 **Self-assessment of Foreign Language Skills** Mats Oskarsson, 1984 *Living Languages: An Integrated Approach to Teaching Foreign Languages in Primary Schools* Catherine Watts, Clare Forder, Hilary Phillips, 2012-10-03

Living Languages is simply bursting with practical and original ideas aimed at teachers and trainee teachers of foreign languages in primary schools. Written by a team of experienced linguists, this book will inspire and motivate the foreign language classroom and the teachers who work within it. *Living Languages* comprises eight chapters and is structured around the integrated classroom merging language learning with different aspects of the wider curriculum such as multimedia performance celebrations and festivals, creativity and alternative approaches to teaching languages. Downloadable resources are also included with the book containing additional teaching materials and the associated films and audio recordings which make this a fully developed and effective teaching resource. Over 50 real life case studies and projects are presented, all of which have been tried and tested in the classroom with several having won recent educational awards. Ideas and activities outlined in this unique resource include Languages across the curriculum helping to cement cross curricular links and embed new languages in different contexts; linking subjects such as history, science, PE and mathematics with French, German and Spanish; Arts and crafts projects in Languages; making and doing including making books, creating beach huts and cooking biscuits; Languages celebrations and festivals projects including the German Christmas market, Spanish Day of the Dead, celebrating Mardi Gras and the European Day of Languages among many others. Continuing Professional Development to inspire primary teachers to continue their individual professional development. The chapter contains concrete examples of others' experiences in this area and includes details of support organisations and practical opportunities. Each project is explored from the teachers' perspective with practical tips, lesson plans and reflections woven throughout the text such as what to budget, how to organise the pre-event period, how to evaluate the activity and whom to contact for further advice in each case. Activities and examples throughout are given in three languages: French, German and Spanish.

Interdisciplinary Approaches to Adaptive Learning: A Look at the Neighbours Stefan De Wannemacker, Geraldine Clarebout, Patrick De Causmaecker, 2011-04-21. This book constitutes the refereed proceedings of the First International Conference on Interdisciplinary Research on Technology Education and Communication ITEC 2010 held in Kortrijk, Belgium, in May 2010. The 11 revised full papers presented were carefully reviewed and selected from 38 submissions. The papers address all current issues within the fields of computer sciences, applied linguistics, methodology and educational technology with special emphasis on topics such as distributed decision support, agent-based systems, heuristic optimization, heuristics for data mining, distributed search, pervasive learning, mobile learning, electronic language learning environments, language testing, CorpusCALL, authoring systems, statistical

modelling item response theory data mining electronic assessment adaptive and adaptable learning environments instructional design game based learning learner characteristics mobile learning Language Learning and Working Competences Council of Europe. Council for Cultural Co-operation. Education Committee, Council of Europe, 2000-01-01

Psycholinguistic Approaches to Instructed Second Language Acquisition Daniel R. Walter, 2023-04-03 This book applies a psycholinguistic perspective to instructed second language acquisition seeking to bridge the gap between second language acquisition research and language teaching practices It challenges the traditional divide between conscious and unconscious processes or explicit and implicit learning and re envisions this as a continuum of the varying levels of consciousness which can be applied by learners to different language behaviors in the second language classroom It applies this model to learner development and the classroom context discussing pedagogical applications for instructors at all levels This book will be of interest to researchers and graduate students in second language acquisition psycholinguistics and language pedagogy The accessible discussion of research findings pedagogical approaches and classroom tasks and activities make this book particularly relevant for language teachers providing the tools needed to apply second language acquisition research in their classroom Self-assessment of Foreign Language Skills Mats Oskarsson, 1984 A review of research in self assessment techniques for foreign language skills is based on a survey of the literature and the results of a survey of teachers researchers and administrators in adult education centers in many areas of the world Two late 1970s surveys of self assessment research and pilot experiments concerning the general validity and usefulness of learners estimates are described and more recent research is reviewed A growing body of research on the use of self assessment procedures for continuous evaluation purposes is also examined and the survey results are reported The pattern emerging is of consistent overall agreement of self estimates and external criteria but the need for practice in autonomous learning and self directed evaluation is emphasized in some of the sources and it is suggested that teacher training in these areas is a further prerequisite for effective development of self evaluation techniques A variety of self assessment aids are described and illustrated and it is noted that the kind of instrument seeming to yield the most accurate information consists of descriptions of concrete linguistic situations that the learner can interpret and evaluate in behavioral terms Implications of the findings and areas needing further study are discussed Author MSE **Emerging Technologies for Education** Weijia Jia, Yong Tang, Raymond S. T. Lee, Michael Herzog, Hui Zhang, Tianyong Hao, Tian Wang, 2022-01-28 This book constitutes the refereed conference proceedings of the 6th International Symposium on Emerging Technologies for Education SETE 2021 held in Zhuhai China in November 2021 35 full papers were accepted together with 8 short papers out of 58 submissions The papers focus on the following subjects Emerging Technologies for Education Digital Technology Creativity and Education Education Technology Edtech and ICT for Education Education AI Adaptive Learning Emotion and Behaviour Recognition and Understanding in Education as well as papers from the International Symposium on User Modeling and Language Learning

UMLL2021 and the International Workshop on Educational Technology for Language Learning ETLL 2021 *English Teaching Forum*, 2000

Individual Differences in Second/Foreign Language Speech Production: Multidisciplinary Approaches and New Sounds Peijian Paul Sun, Boping Yuan, Xun Yan, Jimin Kahng, 2023-09-01

Second foreign language L2 speech production is a complex process requiring individuals combined efforts to utilize various processing components such as conceptualiser, formulator and articulator. Since the publication of Pim Levelt's book *Speaking From Intention to Articulation* in 1989, a considerable number of studies have examined L2 speech production in the field of neuroscience with a particular focus on the link between speech perception and speech production. Undeniably, a neurolinguistic examination of speech production can enrich our understanding of how human brains compute linguistic information at a cognitive level. However, it is insufficient by only focusing on the neurocognitive dimension of speech production given that individuals' speech production can be subject to various individual differences factors, either cognitively, affectively or socio-culturally. It is therefore necessary to move beyond the neurocognitive understanding of speech production by taking every possible perspective into consideration. Individual difference as an umbrella term covers psychological traits, personal characteristics, cognitive and emotional components that distinguish learners from each other. Given that individual difference factors can reveal disparities in L2 learning and performance among learners, such factors have attracted researchers' growing interest concerning their influences on L2 speech processing, their relationships with L2 speech performance and their contributions to L2 speech development. Nevertheless, our understanding of L2 speech production is not only insufficient compared to other L2 skills such as writing and reading but also limited to the neurocognitive account of L2 speech production. More research therefore is in urgent need to uncover the influence of various individual differences factors on L2 speech production from multidisciplinary perspectives.

A Production-Oriented Approach to Teaching Foreign Languages Qiufang Wen, 2024-11-16

This book introduces and explains the production-oriented approach (POA) to teaching foreign languages, a new approach developed by the author through 15 years of rigorous experimentation. Addressing the common challenge of separating input from output in language learning, the book details POA procedures in three phases: motivating, enabling and assessing. It explores the theoretical underpinnings of the POA, including sociocultural usage-based linguistic second language acquisition and curriculum theories. The author presents a series of case studies showcasing the POA in practice. She also provides a comparative analysis with the task-based approach and project-based learning, highlighting similarities and differences between the two. This book will be essential reading for teachers and scholars in applied linguistics, modern foreign languages, language acquisition and language education, offering valuable insights and practical guidance for enhancing language teaching effectiveness.

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

Revisiting the Assessment of Second Language Abilities: From Theory to Practice Sahbi Hidri, 2018-01-12 This book presents an overview of revisiting the assessment of language abilities It also showcases how the measurement of such constructs can result in negative or positive washback and how outcomes might be conducive to repercussions that decide on the future of many stakeholders The 23 chapters were selected among tens of chapters received from different contexts that addressed the issue of revisiting the assessment of language abilities such as Tunisia Ukraine Algeria Russia KSA Sudan Egypt Canada Kurdistan UK USA Iran Turkey etc These contexts have highlighted the necessity to revisit the different constructs which should be assessed with a clear and straightforward foundation on students learning objectives and their actual language ability To do so most of the chapters present hands on use of relevant statistical tests that might serve in revisiting the construct definition both theoretically and operationally Perhaps the sole and intricate question that the authors of these contributions ask is what it means to revisit the assessment of the construct of individualized language ability and how In addition the book accentuates the momentousness and significance of reflecting on test fairness and validation as the mainspring and backbone for democratization of assessment This book appeals to a broad readership such as English Language Teaching ELT practitioners language teachers students testing organizations policy makers test designers writers of test specifications testing experts researchers program evaluators especially in the Middle East and North Africa MENA as well as other international contexts

Investigating Pragmatics in Foreign Language Learning, Teaching and Testing Eva Alcón Soler, Alicia Martínez Flor, 2008 The book focuses on investigating pragmatic learning teaching and testing in foreign language contexts The volume brings together research that investigates these three areas in different formal language learning settings and focuses on different foreign languages The book should be of interest to graduate students and researchers working in the area of second language acquisition

Reading and Writing Skills: Cognitive, Emotional, Creative, and Digital Approaches María Isabel de Vicente-Yagüe Jara, Elena Jiménez-Pérez, Pedro García Guirao, Olivia López Martínez, 2023-12-14

The Action-oriented Approach Enrica Piccardo, Brian North, 2019-07-24 This book presents the background to the current shift in language education towards action oriented action based teaching and provides a

theorization of the Action oriented Approach AoA It discusses the concepts and theories that paved the way for the AoA and explores their relevance for the way language education is conceived and implemented in the classroom In the process it revisits the concept of competence and discusses the dynamic notions of mediation and plurilingualism The authors explain the way in which the Common European Framework of Reference for Languages CEFR and its recent update the CEFR Companion Volume broaden the scope of language education in particular in relation to the actional turn The book provides scholars and practitioners with a research informed description of the AoA explains its implications for curriculum planning teaching and assessment and elaborates on its pedagogical implications *Resources in Education* ,2001-10

International Education and Foreign Languages National Research Council,Division of Behavioral and Social Sciences and Education,Center for Education,Committee to Review the Title VI and Fulbright-Hays International Education Programs,2007-07-18 International Education and Foreign Languages reviews the Department of Education s Title VI and Fulbright Hays Programs which provide higher education funding for international education and foreign language programs This book offers a timely look at issues that are increasingly important in an interconnected world It discusses the effect of the nation s lack of expertise in foreign languages and cultural knowledge on national security and global competitiveness and it describes the challenges faced by the U S educational system and the federal government in trying to address those needs The book also examines the federal government s recent proposal to create a new National Security Language Initiative the role of the Department of Education and current efforts to hold higher education programs accountable This book provides information and recommendations that can help universities educators and policy makers establish a system of foreign language and international education that is ready to respond to new and unanticipated challenges around the world

A Practical Guide to Teaching Foreign Languages in the Secondary School Norbert Pachler,Ana Redondo,2023-08-29 How can you effectively motivate young people to engage with foreign language learning How can young people engage with new ideas and cultural experiences within and outside the classroom The new and fully revised edition of A Practical Guide to Teaching Foreign Languages in the Secondary School offers straightforward advice and inspiration for training teachers newly qualified teachers NQTs and teachers in their early professional development Offering a wide range of strategies for successful teaching in the languages classroom this third edition includes separate chapters on the core skills of reading writing speaking and listening and new chapters on pronunciation and the science of learning The chapters provide detailed examples of theory in practice based on the most up to date research and practice as well as links to relevant sources supporting evidence informed practice and cover Strategies for planning engaging lessons Integrating formative and summative assessment Digital tools and services for teaching and learning Helping pupils develop better listening skills Effective speaking activities The role of scaffolds and models in developing writing skills Teaching grammar The intercultural dimension of language teaching The role of multilingualism in foreign language education Engaging with critical pedagogy A

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