

Assessing young learners' vocabulary learning via communicative tasks

Mark Feng Teng

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Assessing Young Language Learners

Pauline Rea-Dickins



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 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

[Assessing the Language of Young Learners](#) Angela Hasselgreen, Gwendydd Caudwell, 2016-10-01

Assessing Young Language Learners Pauline Rea-Dickins, 2000 **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

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 **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

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

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

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.

Learning Foreign Languages in Primary School María del Pilar García Mayo, 2017-06-16. This book presents research on the learning of foreign languages by children aged 6-12 years old in primary school settings. The collection provides a significant and important contribution to this often overlooked domain and aims to provide research based evidence that might help to inform and develop pedagogical practice. Topics covered in the chapters include the influence of learner characteristics on word retrieval, explicit second language learning and language awareness, meaning construction, narrative oral development, conversational interaction and how it relates to individual variables, first language use, feedback on written production, intercultural awareness raising and feedback on diagnostic assessment. It will be of interest to undergraduate and graduate students, researchers, teachers and stakeholders who are interested in research on how children learn a second language at primary school.

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.

Meaningful Assessments of the Young Child Margaret B. Puckett, Janet K. Black, 2008. This book is not for the tired and timid but for those committed professionals who wish to think through a plan that is coherent, cohesive, learner and family focused and work through the development of a defensible, reliable and valid, authentic assessment system. KEY TOPICS

Discusses emerging research in the area of brain development research and its implication for assessment practices Provides information on the standards movement and how these standards can have either a negative or positive impact on developmental goals Adds a developmental continuum as an appendix to help teachers focus on emerging development rather than on perceived deficits in children Provides an added chapter on portfolio systems Places more emphasis on the discussions of diversity and inclusion MARKET For educators and school administrators Current Index to Journals in Education ,2001 Young English Language Learners Eugene E. Garcia, Ellen C. Frede, 2010-07-30 It is well known that the number of non English speakers is on the rise in the United States What is less well known is that the largest proportion of this population is children under the age of 5 These young English language learners ELLs often demonstrate achievement gaps in basic math and reading skills when they start school How best to educate this important and growing preschool population is a pressing concern for policymakers and practitioners The chapters in this important book provide up to date syntheses of the research base for young ELLs on critical topics such as demographics development of bilingualism cognitive and neurological benefits of bilingualism and family relationships as well as classroom assessment and teacher preparation practices Each chapter reviews the research and answers the following questions What does the research clearly indicate for policy and practice How solid is this database and what findings are emerging What should the research agenda be for young ELLs **Publications of the Modern Language Association of America** , *Linguistics and Language Behavior Abstracts* ,2008 **Early Learning of Modern Foreign Languages** Marianne Nikolov, 2009 Modern languages are offered to young learners at an increasingly early age in many countries yet few publications have focused on what is available to children in different contexts This volume fills this gap by documenting the state of the art in researching young language learners using a variety of research methods It demonstrates how young children progress and benefit from an early exposure to modern languages in different educational contexts and how affective cognitive social linguistic and classroom related factors interact in the processes A special strength is the range of languages although English is the most widely learnt language chapters focus on various target languages Croatian French English German Italian Spanish and Ukrainian and the contexts include China Croatia Greece Hungary Ireland Norway Poland the Ukraine and the United Kingdom

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