

Marianne Nikolov *Editor*

Assessing Young Learners of English: Global and Local Perspectives

And Assessing Young Learners English Perspectives

Marianne Nikolov, Stela Letica Krevelj

And Assessing Young Learners English Perspectives:

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

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

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.

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.

[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.

[An Integrated Language Perspective in the Elementary School](#) Christine Pappas, Barbara Zulandt Kiefer, Linda S. Levstik, 1990 Grade level 1-2-3-4-5-6-7 p e i t

Critical Perspectives on Bilingual Education Research Raymond V. Padilla, Alfredo Benavides, 1992 This thought provoking collection of papers cuts across discipline boundaries to challenge professionals in linguistics research, bilingual education, including bilingual special education and public policy. The call is clear: each element in the triad of research, education, practice and policy making must support the other.

Early Childhood Education in Comparative Perspective Qiuping Cao, 1990

American Educational Research Association Annual Meeting Program American Educational Research Association, 2005

Assessment for Instruction in Early Literacy Lesley Mandel Morrow, Jeffrey K.

Smith,1990 Bringing you new ideas for the instruction and assessment of young readers page 4 of cover **Child Development and Education** Teresa M. McDevitt, Jeanne Ellis Ormrod, 2010 Topically organised this text helps students understand development in action It uses case studies practice features basic developmental issues tables trends tables and observation guidelines tables YC Young Children, 2005 *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 Quality Education in the Early Years Lesley Abbott, Rosemary Rodger, 1994 Assessing the young Learners' Progress: Tests Nicole Hahn, 2006-09-24 Seminar paper from the year 2005 in the subject Didactics for the subject English Pedagogy Literature Studies grade 2 0 University of Wuppertal course Teaching English to very young children 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 **Helping Young**

Children Learn Language and Literacy Carol Vukelich,James F. Christie,Billie Enz,2002 As a resource book designed for teachers of preschool and kindergarten students the text provides classroom strategies case studies classroom management techniques and home school connections to facilitate teaching the language arts Strategies for the bilingual classrooms are also included *Piagetian Perspective for Preschools* Ruth A. Saunders,Ann M. Bingham-Newman,1984 *Language, Literacy, and the Child* Lee Galda,Bernice E. Cullinan,Dorothy S. Strickland,1997 In the Second Edition of this popular textbook Galda Cullinan and Strickland continue to show new teachers how to use children s literature to support English language arts teaching and learning in kindergarten through eighth grade classrooms LANGUAGE LITERACY AND THE CHILD presents current theories and research alongside practical classroom applications With this organization the authors provide theoretically sound literature based practices and teaching ideas to help students as they begin to teach

Educational Perspectives ,1993

Embracing the Melody of Appearance: An Emotional Symphony within **And Assessing Young Learners English Perspectives**

In some sort of consumed by displays and the ceaseless chatter of quick communication, the melodic splendor and mental symphony created by the written word often diminish into the backdrop, eclipsed by the relentless sound and interruptions that permeate our lives. However, nestled within the pages of **And Assessing Young Learners English Perspectives** a marvelous literary treasure filled with natural feelings, lies an immersive symphony waiting to be embraced. Constructed by a masterful musician of language, that interesting masterpiece conducts visitors on an emotional trip, well unraveling the hidden tunes and profound affect resonating within each carefully crafted phrase. Within the depths of this touching analysis, we will examine the book's key harmonies, analyze their enthralling publishing style, and submit ourselves to the profound resonance that echoes in the depths of readers' souls.

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