

Educational Linguistics

Marianne Nikolov *Editor*

Assessing Young Learners of English: Global and Local Perspectives

 Springer

Assessing Young Learners Of English Global And Local Perspectives Educational Linguistics

Marianne Nikolov



Assessing Young Learners Of English Global And Local Perspectives Educational Linguistics:

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 Teaching Practices and Equitable Learning in Children's Language Education Giannikas, Christina Nicole, 2021-03-26 Educating children and leading them towards the path of bilingualism is a valuable and challenging task for any educator Effective language teaching can contribute to young learners cognitive growth develop their problem solving skills enhance their comprehension abilities and provide children with the satisfaction of succeeding in the challenge of learning a foreign language All these issues must be taken under consideration when researching children and their teachers The current literature indicates that further material is needed to provide professionals with different classroom situations and enhance the art of teaching children Teaching Practices and Equitable Learning in Children s Language Education focuses on various perspectives of efficient practices approaches and ideas for professional development in the field of young language learners The chapters in this book link the theoretical understanding and practical experience of teaching children languages by concentrating on teaching practices material design classroom management reading speaking writing and more This book is designed for inservice and preservice teachers administrators teacher educators practitioners stakeholders researchers academicians and students interested in the field of early language learning and applied linguistics at large **Foreign Language Proficiency in Higher Education** Paula Winke, Susan M. Gass, 2018-12-18 This volume comprises of chapters that deal with language proficiency relating to a wide range of language program issues including curriculum assessment learners and instructors and skill development The chapters cover various aspects of a broad based proficiency initiative focusing on numerous aspects of foreign language learning including how skills develop how assessments can inform curriculum how learners and instructors view proficiency and proficiency assessment and how individual use of technology furthers language learning The concluding chapter points the way forward for issues and questions that need to be addressed **Children's**

Additional Language Learning in Instructional Settings Yuko Goto Butler, 2025-05-08 This book provides the first comprehensive overview of young children's language learning in pre primary and primary education. It collates research to date on language development and pedagogy among children learning a language in addition to their home language(s) in instructional settings, providing readers with a thorough understanding of the topic and directions for further study. The book promotes a learner-centered approach to research and teaching and encourages critical reflection on how best to conduct research among children. It recognizes the substantial diversity of young language learning experiences and pays attention to individual differences and variability in children's language development, embracing an ecological perspective sensitive to contextual factors. Closing the gap between research and practice, each chapter opens with pedagogical or policy-related questions, explores relevant theories and research findings from instructed second language acquisition, and offers discussion questions and recommended reading for further reflection and study. This will be invaluable reading for all those who are undertaking research and working with young language learners.

Facing Diversity in Child Foreign Language Education Joanna Rokita-Jaśkow, Agata Wolanin, 2021-04-29 This edited book uses the concept of diversity in child foreign language education as a major organizing principle. Since a foreign language most typically English is taught globally to an increasing number of children, the variability in the process and varied learning outcomes are inescapable phenomena. This book has been constructed on the premise that heterogeneity first concerns young language learners who, due to the disparity in the pace of development, need appropriately tailored educational solutions, and second, it refers to a diversity of contexts in which learning takes place. The contexts can be defined on a macroscale (e.g. different countries), mesoscale (e.g. different institutions), and microscale (e.g. specific learner groups). The book consists of four thematic strands. In Part One, the learner's internal causes of heterogeneity of young language learners are clarified. Part Two presents a sample of classroom studies in which learner variables such as gender, learner preferences, and special needs are taken into account. Part Three looks at teaching materials and how they meet learners' needs. Finally, Part Four highlights diversity issues that teachers should be prepared to face.

Preschool Bilingual Education Mila Schwartz, 2018-05-23 This volume provides an up-to-date collection of key aspects related to current preschool bilingual education research from a socio-linguistic perspective. The focus is on preschool bilingual education in multilingual Europe, which is characterized by diverse language models and children's linguistic backgrounds. The book explores the contemporary perspectives on early bilingual education in light of the threefold theoretical framework of child's teachers and parents' agencies in interaction in preschool bilingual education. Five significant theoretical concepts are promoted in this volume: the ecology of language learning, an educational partnership for bilingualism, a notion of agency in early language development and education, language-conducive contexts, and language-conducive strategies. The volume examines preschool bilingual education as embedded in specific socio-cultural contexts on the one hand and highlights its universal features on the other. The book is a fundamental read for scholars and

students of second language teaching preschool education and bilingual education in multilingual and multicultural societies

The Palgrave Handbook of Motivation for Language Learning Martin Lamb, Kata Csizér, Alastair Henry, Stephen Ryan, 2020-01-11 This handbook offers an authoritative one stop reference work for the dynamic and expanding field of language learning motivation The 32 chapters have been specially commissioned from the field's most influential researchers and writers Together they present a compelling picture of the motivations people have for learning languages the diverse ways we can research motivation and the implications for promoting and sustaining learners motivation The first section outlines the main theoretical approaches to language learning motivation the next section presents ways in which motivation theory has been applied in practice the third section showcases examples of motivation research in particular contexts and with particular types of language learners and the final section describes the exciting directions that contemporary research is taking promising important new insights for academics and practitioners alike *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

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 Innovative Practices in Early English Language Education David Valente, Daniel Xerri, 2023-02-08 This book shines a light on novel and less familiar domains of early English language education for children aged 3 to 12 in mainstream and out of school settings Enveloping the volume is the making of creative connections to wider educational philosophies which extend beyond the confines of a narrow linguistic lens In reconciling the theory practice divide in English language education each chapter presents a synthesis of research issues leading to a practical showcase of ideas Organised in two main parts the first focuses on innovations within classroom practice curriculum development and child centred assessment exploring areas which have either received insufficient attention and or have been reimaged through fresh perspectives The second part explores innovations in pre and in service teacher education contexts and focuses on lesser known and or underexplored topics including bridging general and language education multilingualism in depth learning metacognition and pragmatics This is a timely publication for teacher educators and practitioners alike

Engaging Children in Applied Linguistics Research Annamaria Pinter, 2023-10-19 Based on a range of case studies this pioneering book demonstrates the multiple benefits when children actively participate in research *The Art and Science of Language Teaching* Lara Bryfonski, Alison Mackey, 2023-12-21 This user friendly book is designed for language teachers of all levels and languages who seek to inform their classroom practices with current research findings on second language acquisition Ideal for courses on second language learning and teaching teacher reading groups and professional development workshops each chapter begins with a story of a real teaching scenario and a concise summary of what cutting edge language teaching research says and what it does not say about the topic Throughout the twenty one chapters the authors connect language research to the classroom challenge misunderstandings around language pedagogy and provide solutions Each chapter concludes with classroom activities and instructional strategies that can be used immediately in professional development workshops or in the classroom Additional resources are available online to supplement the activities found in the book Applicable across all languages and levels this book is suitable for teachers of diverse backgrounds teaching in diverse contexts *Board Games in the CLIL Classroom* Thomai Alexiou, Athanasios Karasimos, 2023-12-18 The present book explores how modern board gaming and language teaching can be beneficially combined to achieve optimal impact Modern board games have a lot to offer language learners and teachers and they should play a much more significant role in what has been labelled Content and Language Integrated Learning or CLIL Modern board games require cooperation problem solving active discovery interpretation and analysis Most importantly modern board games allow students to explore a hypothetical environment without the risk of language errors The key ingredient of the present book is game based learning and teaching theory or GBLTT a theoretical framework which measures learning outcomes based on gaming and learning procedures GBLTT is focused on balancing information and gameplay as well as

putting a focus on the ability of each learner to retain language competence and to put their subject to realistic situations

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 Useful Assessment and Evaluation in Language Education John McE. Davis, John M. Norris, Margaret E. Malone, Todd H. McKay, 2018 This volume derived from papers presented at the 2016 GURT conference seeks to explore research and examples of practice of assessment and evaluation in language education The specific and varied ways in which assessment and evaluation are able to impact learning and teaching have become an important language education research concern particularly as educators are increasingly called upon to implement these processes for improvement accountability or curricular development purposes This volume is divided into three parts each exploring a different element of the conversation around assessment Connecting assessment learners and learning Innovating framing and exploring assessment in language education and Validity evaluation ICT-Based Assessment, Methods, and Programs in Tertiary Education Meri Yilan, Serpil, Koruyan, Kasim, 2020-04-17 The use of information and communication technologies ICTs in education has revolutionized learning Shifting beyond traditional mode of education the integration of ICTs has become an advantage for students at tertiary education when used for the right purpose to enhance learning The use of technology brings forth a flexible and accessible mode of education and bridges the gap of learning across borders This enables students at tertiary level to have access to other universities and academic resource materials globally thereby expanding their knowledge Thus it is crucial to consider the development of technology in education as part of a comprehensive pedagogical framework and take into account new developments in ICTs ICT Based Assessment Methods and Programs in Tertiary Education is an essential research publication that provides relevant theoretical frameworks and recent empirical research findings on integrating ICTs in tertiary education to enhance learning and allow students to take more control of their learning Highlighting topics such as assessment language learning and e learning this book is ideal for teachers professionals academicians researchers administrators curriculum designers instructional designers and students

Young Learners' Oracy Acquisition and Development in International Foreign Language Learning Contexts

Dimitra Karoulla-Vrikki, Lucilla Lopriore, 2025-02-11 This volume presents research on oracy development in early language learning with a particular focus on the pedagogical implications for growingly plurilingual classrooms The chapters offer empirical results from diverse international contexts which reveal common and differing experiences of teaching methodologies and assessment practices learners attitudes and motivation and young learners skill development processes Together they explore the effects of language policy collaborative learning and teacher intervention on the development of children s listening and speaking skills in a second or foreign language The book will be of interest to researchers in early second language acquisition as well as students on EFL TESOL and ESL courses It will be particularly useful to pre primary and primary teachers in multilingual classrooms and can be used in teacher education and professional development programmes to promote reflection on current teaching practices *Teaching English in the Primary School* Annika

Kolb, Marita Schocker, 2021-11-15 Grundschulenglisch kompetent unterrichten Qualitativ hochwertiger Englischunterricht in der Grundschule h ngt vor allem von der professionellen Kompetenz der Lehrkr fte ab Der vorliegende Band in englischer Sprache behandelt in 13 Kapiteln grundlegende Themen und Konzepte f r deren Entwicklung in Aus und Fortbildung sowie im Selbststudium Der Praxisband geht auf die besonderen Bedingungen der Bundesrepublik Deutschland ein und ber cksichtigt die internationalen Forschungen zum Fremdsprachenunterricht in der Grundschule Er ist dabei dem aufgabenorientierten Lehren und Lernen verpflichtet Ausgehend von der Heterogenit t heutiger Grundschulkinder und der Komplexit t des fremdsprachlichen Klassenzimmers veranschaulichen die Kapitel den Zusammenhang von didaktischer Theorie und Unterrichtspraxis Die Themen umfassen u a aufgabenorientiertes Lehren und Lernen Classroom Management Integration der Fertigkeiten Focus on Form Arbeit mit literarischen Texten kulturelles Lernen Einsatz von Medien und Materialien f cher bergreifendes Lernen und den bergang in die Sekundarstufe Hinweise zur vertiefenden Lekt re und zahlreiche Unterrichtsbeispiele erg nzen die Kapitel Der Band richtet sich an Studierende an Referendarinnen und Referendare und an Lehrkr fte in der Grundschule die sich f r einen Englischunterricht einsetzen der die Lebenswelten der Lernenden ernst nimmt und der die Lernenden bei der Entwicklung ihrer Englischkompetenzen unterst tzt Er eignet sich zur Grundlage von Seminaren und zum Selbststudium _____

The present volume provides a comprehensive introduction to the teaching of English at primary school Following a task based and learner oriented approach the volume focuses on the German teaching context while taking relevant international research into account Starting from the diverse lived experience of today s primary school children and the complexity of the foreign language classroom the 13 chapters illustrate how theory and classroom practice relate to each other Topics include learning through tasks classroom management the integration of skills focus on form working with literature cultural learning the use of media and teaching materials integrating subject matter and the transition to secondary school The chapters present a variety of classroom

examples and suggestions for further reading The volume is aimed at students trainee teachers and primary school teachers It is a helpful resource for both pre service and in service teacher education *Navigating TESOL* Rod Neilsen,Hossein Shokouhi,2025-08-13 Navigating TESOL is a comprehensive research based resource which serves as a practical guide for students of Teaching English to Speakers of Other Languages TESOL for the duration of their master s or certificate program It also serves as a resource for university educators and language teachers who wish to know more about key aspects of TESOL Providing an accessible overview of the often complex issues and perspectives in TESOL this book covers the pedagogical and linguistic knowledge crucial for professional learning at master s level summarises the major sub fields and explores recent and influential research that has shaped the field Ideal for foundational courses in TESOL and certificate programs the book features discussion activities directions for new research and typical assessment items **Collaborative Research in Language Education** Gudrun Erickson,Camilla Bardel,David Little,2023-07-24 Language education at all levels benefits from research in a multitude of ways Conversely educational practices and experiences offer fertile ground for research into language learning teaching and assessment This book views research in language education as a reciprocal venture that should benefit all participants equally Practice is shaped by theory which in turn is illuminated and refined by practice The book brings together studies from different fields of language education in nine countries on four continents Cameroon Canada Finland India Ireland Israel Italy Japan and Sweden The authors report on research that depends on the active involvement of teachers teacher educators and learners of different ages and various backgrounds The book focuses on projects designed to address challenges in the classroom and on the role of learners as collaborative agents in the research process as well as collaborative research in professional development and the role of collaborative research in the development of national policy

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