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# Assessing Young Learners of English: Global and Local Perspectives

- Offers need to know information on realistic goals for early language learning programs, their efficiency, and how much progress children make over time
- Empirical studies on test design, development, and validation for early English learning
- Covers international, national, and small-scale tests and innovations in testing English as a Foreign language for students aged 6 to 13 in European and Asian contexts

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.

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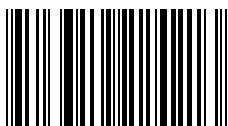
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