

Assessing Young Language Learners Cambridge Language Assessment

The CEFR Companion volume broadens the scope of language education. It reflects academic and societal developments since the publication of the Common European Framework of Reference for Languages (CEFR) and updates the 2001 version. It owes much to the contributions of members of the language teaching profession across Europe and beyond. This volume contains: ? an explanation of the key aspects of the CEFR for teaching and learning; ? a complete set of updated CEFR descriptors that replaces the 2001 set with: - modality-inclusive and gender-neutral descriptors; - added detail on listening and reading; - a new Pre-A1 level, plus enriched description at A1 and C levels; - a replacement scale for phonological competence; - new scales for mediation, online interaction and plurilingual/pluricultural competence; - new scales for sign language competence; ? a short report on the four-year development, validation and consultation processes. The CEFR Companion volume represents another step in a process of engagement with language education that has been pursued by the Council of Europe since 1971 and which seeks to: ? promote and support the learning and teaching of modern languages; ? enhance intercultural dialogue, and thus mutual understanding, social cohesion and democracy; ? protect linguistic and cultural diversity in Europe; and ? promote the right to quality education for all.

Ecology, Recreation and Tourism presents a comprehensive analysis of the effects of recreational and tourist activities on the environment.

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This 2nd edition includes a new chapter on testing young learners and features expanded chapters on common test techniques and testing overall ability. There is also an additional appendix on item banking and a revised appendix on statistical analysis of test data.

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. This volume offers new insights into the assessment of the language of Young Learners (YLS). YLS are defined here as being from 5 to 17 years, and are treated as three distinct subgroups: younger children (5/6 to 8/9 years), older children (8/9 to 12/13 years) and teenagers (12/13 to 17 years). The first half addresses fundamental issues, beginning with the characteristics of YLS and how these are manifested in first language development. The authors consider the potential ability of each age group to perform in a second or foreign language, proposing a rough age-related correspondence

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with CEFR levels. Finally, principles of assessment, specifically formative assessment and testing, are presented in the light of linguistic, cognitive and social development. The second half focuses on testing a range of 'skills'. Theoretical models of performance are introduced, followed by a practical analysis of approaches to the testing of each skill for the three age groups, illustrated with examples. The authors conclude by summing up developmental characteristics of each age group, and their implications for language testing. The book is intended for a wide readership within the field of teaching and assessing the language of young learners. Researchers are offered scope for further investigation of what emerges from the discussion, while practitioners will hopefully find support in their day-to-day work with YLs. This book provides an accessible treatment of the issues surrounding the assessment of language learners' grammatical abilities.

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. Contributors: Linda M. Espinosa, Margaret Freedson, Claudia Galindo, Fred Genesee, Donald J. Hernandez, José E. Nájuez Sr., and Flora V. Rodríguez-Brown "This is a must-have for those who are working

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directly or indirectly with young English language learners.”
—Olivia Saracho, University of Maryland, College Park,
Maryland

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.

Primary school teachers are increasingly faced with the task of assessing the literacy of pupils in a language other than a pupil's mother tongue. The handbook presents practical issues and principles associated with this assessment. The section on writing also contains a step-by-step guide for training teachers in the use of the material. Teachers will find tips on how to get pupils to write, how to assess their writing and how to give feedback. This is illustrated by pupils' texts and teachers' comments. In addition, the project website contains downloadable material for assessing writing. Samples of pupils' writing across a range of levels are provided exemplifying how to use the proposed material, with comments demonstrating how the assessment can be used as a basis for feedback to the pupils.

Kid's Box is a six-level course for young learners. Bursting

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with bright ideas to inspire both teachers and students, Kid's Box gives children a confident start to learning English. It also fully covers the syllabus for the Cambridge Young Learners English (YLE) tests. The Pupil's Book presents and practises new language through amusing stories and fantastic songs and activities, making the learning process a joy. Level 3 begins the Movers cycle (CEF level A1).

Three complete papers for each of the Cambridge Young Learners English tests (Starters, Movers and Flyers). The Answer Booklet accompanies Cambridge English: Young Learners 9 Starters Student's Book and Audio CD. The Answer Booklet contains answers for all three Starters tests, the tapescripts and examples of the type of interchange to expect in the Speaking test. It also includes the Cambridge English: Starters Vocabulary list, organised by theme. The Starters Audio CD (which contains the listening sections of the tests) and the Starters Student's Book are available separately.

Speaking is a central yet complex area of language acquisition. The assessment of this crucial skill is equally complex because of its interactive nature. This book takes teachers and language testers through the research on the assessment of speaking as well as through current tests of speaking. The book then guides language testers through the stages of test tasks, rating practices and design.

This collection gathers contributions from scholars from Poland and abroad addressing different facets of research into the processes of foreign-language and second-language learning and teaching as they transpire in a typical language classroom. The book is divided into three parts, which address in turn: research directions and methodology, the findings of empirical research, and links between theoretical considerations and classroom practice. Accordingly, the first part includes papers that examine the role of different

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research paradigms, put forward concrete research proposals, present innovative data gathering tools or assess the role of such instruments in language teaching. The second part includes reports on original research studies focusing e.g. on teachers' beliefs, the role of lexis and pragmatics, the application of modern technologies, the teaching and assessment of primary school children, and the development of social skills from a cross-cultural perspective. Finally, the third part of the book demonstrates how theory-driven approaches can enhance the effectiveness of instructed second language acquisition.

An account of how children learn L2s in formal contexts and how that knowledge impacts on the design, development, and evaluation of their language assessment products.

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

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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 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.

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

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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.

This book offers a comprehensive framework for the assessment of young language learners.

Fun for Movers Second edition is a book of lively preparation material for students taking the Cambridge Young Learners Movers test. This second edition has been updated and substantially extended to provide comprehensive practice of all areas of the syllabus. Fun activities are balanced with test-style tasks. The appealing design and motivating activities also make Fun for Movers suitable for learners not taking the test. -Covers all the grammar, vocabulary and skills learners need for the test. -Specifically designed to focus on those areas most likely to cause problems for young learners at this level. -A unit-by-unit wordlist provides easy reference for vocabulary learning. -The, accompanying website includes interactive tasks and further. resources-for classroom use. Teacher's Book includes: -Step-by-step lesson guidance, including ideas for managing large and mixed-level classes. -Young Learners tips' and a Movers. Test checklist to help teachers cover all aspects of the test. -Extra photocopiable resource material, including a full Movers practice test and extension activities. -An alphabetical wordlist plus-grammar and topic indexes for quick reference.

Aimed at student teachers, educators and practitioners, Teaching English Language to Young Learners outlines and

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explains the crucial issues, themes and scenarios relating to this area of teaching. Each chapter by a leading international scholar offers a thorough introduction to a central theme of English as a foreign language (EFL) with preteens, with clear presentation of the theoretical background and detailed references for further reading, providing access to the most recent scholarship. Exploring the essential issues critically and in-depth, including the disadvantages as well as advantages of Teaching English as a Foreign Language (TEFL) with young learners, topics include: - task-based learning in the primary school; - storytelling; - drama; - technology; - vocabulary development; - intercultural understanding; - Content and Language Integrated Learning (CLIL) scenarios; - assessment. Innovative and rapidly emerging topics are covered, such as immersion teaching, picturebooks in the EFL classroom and English with pre-primary children.

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

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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.

This fully updated second edition provides a comprehensive and readable introduction to teaching young learners. It gives an accessible overview of the issues, including child development, L1 and L2 learning, L2 skills, vocabulary and grammar, learning to learn, materials design, and policy issues. Integrating theory and practice in an accessible way, it draws on up-to-date research and classroom practice that is internationally relevant. New for this edition:

- Systematic incorporation of ideas related to technology across all chapters
- Discussion of current trends in the field of teaching young learners, including CLIL, online learning, issues of assessment, 21st century skills, and ways of giving children more agency in their language learning
- A new chapter on intercultural awareness for young learners
- Updates to research and practical examples, and new tasks
- An extended final chapter on classroom research, complete with innovative ideas for researching with children.

The Routledge Handbook of Teaching English to Young Learners celebrates the 'coming of age' for the field of research in primary-level English Language Teaching. With 32 chapters written by international scholars from a wide geographical area including East Africa, Mexico, the South Pacific, Japan, France, the USA and the UK, this volume draws on areas such as second language acquisition, discourse analysis, pedagogy and technology to provide: An overview of the current state of the field, identifying key areas of TEYL. Chapters on a broad range of subjects from methodology to teaching in difficult circumstances and from Content and Language Integrated Learning (CLIL) to gaming. Suggestions of ways forward, with the aim of shaping the

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future research agenda of TEYL in multiple international contexts. Background research and practical advice for students, teachers and researchers. With extensive guidance on further reading throughout, *The Routledge Handbook of Teaching English to Young Learners* is essential reading for those studying and researching in this area.

The field of language testing and assessment has recognized the importance and underlying theoretical and practical underpinnings of language assessment literacy (LAL), an area that is gradually coming to prominence. This book addresses issues that promote the concept of LAL for language research, teaching, and learning, covering a range of topics. It brings together 14 chapters based on high-stakes and classroom-based studies authored by academics, professionals and researchers in the field. The text examines diverse issues through a multifaceted approach, presenting high-quality contributions that fill a gap in a research area that has long been in need of theoretical and empirical attention. This Handbook, with 45 chapters written by the world's leading scholars in second language acquisition (SLA) and language testing, dives into the important interface between SLA and language testing: shared ground where researchers seek to measure second language performance to better understand how people learn their second languages. The Handbook also reviews how to best measure and evaluate the second language (L2) learners' personal characteristics, backgrounds, and learning contexts to better understand their L2 learning trajectories. Taking a transdisciplinary approach to research, the book builds upon recent theorizing and measurement principles from the fields of applied linguistics, cognitive science, psychology, psycholinguistics, psychometrics, educational measurement, and social psychology. The Handbook is divided into six key sections: (1) Assessment concepts for SLA researchers, (2) Building

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instruments for SLA research, (3) Measuring individual differences, (4) Measuring language development, (5) Testing specific populations, and (6) Measurement principles for SLA researchers.

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.

Second language assessment is ubiquitous. It has found its way from education into questions about access to professions and migration. This volume focuses on the main debates and research advances in second language assessment in the last fifty years or so, showing the influence of linguistics, politics, philosophy, psychology, sociology, and

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psychometrics. There are four parts which, when taken together, address the principles and practices of second language assessment while considering its impact on society. Read separately, each part addresses a different aspect of the field. Part I deals with the conceptual foundations of second language assessment with chapters on the purposes of assessment, and standards and frameworks, as well as matters of scoring, quality assurance, and test validation. Part II addresses the theory and practice of assessing different second language skills including aspects like intercultural competence and fluency. Part III examines the challenges and opportunities of second language assessment in a range of contexts. In addition to chapters on second language assessment on a national scale, there are chapters on learning-oriented assessment, as well as the uses of second language assessment in the workplace and for migration. Part IV examines a selection of important issues in the field that deserve attention. These include the alignment of language examinations to external frameworks, the increasing use of technology to both deliver and score second language tests, the responsibilities associated with assessing test takers with special needs, the concept of 'voice' in second language assessment, and assessment literacy for teachers and other test and score users.

Assessing Young Language Learners
Cambridge University Press

This publication highlights the need for test developers to provide clear explanations of the ability constructs which underpin tests offered in the public domain. An explanation is increasingly required or if the validity of test score interpretation and use are to be supported both logically and with

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empirical evidence. The book demonstrates the application of a comprehensive test validation framework which adopts a socio-cognitive perspective. The framework embraces six core components which reflect the practical nature and quality of an actual testing event. It examines Cambridge ESOL writing tasks from the following perspectives: Test Taker, Cognitive Validity, Context Validity, Scoring Validity, Criterion-related Validity and Consequential Validity. The authors show how an understanding and analysis of the framework and its components in relation to specific writing tests can assist test developers to operationalise their tests more effectively, especially in relation to criterial distinctions across test levels.

"The Cambridge Guide to Second Language Assessment aims to present in one volume an up-to-date guide to the central areas of assessing the second language performance of English by speakers of other languages. This volume provides snapshots of significant issues and trends that have shaped language assessment in the past and highlights the current state of our understanding of these issues"--

Collins IGCSE Spanish as a Foreign Language provides comprehensive coverage of the Cambridge IGCSE Spanish (0530) syllabus. With a clear structure and engaging content, the Student's Book has been carefully planned around topic-based units

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so that language learning and skills development can be taught in real-world contexts. All four skills (reading, writing, listening and speaking) are fully covered in a skills-based communicative approach. Content is relevant to the age group and so provides engaging and motivating learning opportunities in real-world contexts. All topics, grammar and vocabulary are mapped to the syllabus, with clear learning objectives highlighted for each section of each unit. Units follow a carefully planned, consistent structure allowing for reinforcement and progression at every stage. The course caters for all levels of ability, including the needs of students with less experience of Spanish or those who need more support. Each unit starts with a *Listo* page to allow for revision and consolidation of earlier language learning. An Introductory unit also serves as a language refresher as well as being specifically designed to engage and enthuse students at the start of the course. The Student's Book also offers opportunities for those looking for an extra level of challenge, with activities included to stretch higher-ability students. The layout of the book is clear and accessible, with boxed features highlighting key points of grammar, vocabulary or suggestions for taking things further. A checklist towards the end of the unit encourages students to reflect on their progress, and is followed by a useful vocabulary section for ease of reference. Each unit also includes

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an "El Mundo hispanohablante" spread which offers stimulating, thought-provoking and enjoyable insights into the culture and society of Hispanophone countries. Opportunity for practice, consolidation and revision is provided throughout the course, with exam-style questions in Listening and Reading included to help students develop their skills for success. Audio files are available as a free download from the Collins website for listening comprehension exercises and development of oral fluency. This resource supports both the IGCSE Spanish (0530) and IGCSE (9-1) 7160 syllabuses. Collins is working with Cambridge Assessment International Education for endorsement of this title to support the full syllabus for first teaching from 2019 and first examination from 2021.

Kid's Box is bursting with bright ideas to inspire you and your pupils! This six-level course gives children a confident start to learning English, and makes lessons a joy for teachers. Perfect for general use, Kid's Box also fully covers the syllabus of the Cambridge Young Learners English (YLE) tests. New language is presented through amusing stories that your students will adore and practised with fantastic songs and activities, making the learning process a delight. Key language is continuously revised and recycled, helping to build children's confidence, and a focus on communicative activities ensures that children use the language they have

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learned in a fun, 'no-pressure' context. The loveable members of the Star family will delight young learners, while an extensive range of supplementary materials provides the teacher with all the extra activities they need.

The handbooks provide clear practical and up-to-date advice on teaching and assessing skills across a range of core subject areas for IGCSE and O Level; they can also be used by teachers delivering local syllabuses in the subject. They offer ideas and strategies for effective classroom practice, the setting of coursework, assessing students' work and the integration of different skills. Readers can 'dip into' the books to read up on a particular topic or approach and the material is relevant to both new and experienced teachers alike. All authors are experienced teachers, teacher trainers and examiners.

Authentic examination papers for learners preparing for the revised Cambridge English: Young Learners from 2018. This collection of examination papers for Cambridge English: Flyers (YLE Flyers) provides ideal exam practice. It contains three full-colour test papers which contain engaging activities and attractive illustrations to motivate young learners. These papers also provide an excellent opportunity for children, parents and teachers alike to familiarise themselves with the format of the revised test. An Audio CD (which contains the listening sections of

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the tests) and an Answer Booklet are also available separately.

EVOLVE is a six-level English course that gets students speaking with confidence. Drawing on insights from language teaching experts and real students, this Level 1 (CEFR A1) Student's Book A (Units 1-6) covers all skills and focuses on the most effective and efficient ways to make progress in English. Each unit in the book features Time to speak, a lesson where decision-making and problem-solving tasks enable speaking to thrive. Optional mobile phone activities help create personalized learning experiences.

Providing all students with a fair opportunity to learn (OTL) is perhaps the most pressing issue facing U.S. education. Moving beyond conventional notions of OTL – as access to content, often content tested; access to resources; or access to instructional processes – the authors reconceptualize OTL in terms of interaction among learners and elements of their learning environments. Drawing on socio-cultural, sociological, psychometric, and legal perspectives, this book provides historical critique, theory and principles, and concrete examples of practice through which learning, teaching, and assessment can be re-envisioned to support fair OTL for all students. It offers educators, researchers, and policy analysts new to socio-cultural perspectives an engaging introduction to fresh ideas

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for conceptualizing, enhancing, and assessing OTL; encourages those who already draw on socio-cultural resources to focus attention on OTL and assessment; and nurtures collaboration among members of discourse communities who have rarely engaged one another's work.

This book will develop readers' understanding of children are being taught a foreign language.

This edited volume documents the state of the art in research into how the age factor interacts with other factors in a variety of educational contexts. The book comprises 17 chapters examining early language learning and teaching in a range of countries in Europe, Asia and North America. Authors discuss main themes in research methodology, curricular and assessment issues, short- and long-term outcomes, the role of individual differences, innovation in teacher education, classroom processes, as well as the impact of the target language. The first two chapters (Nikolov; Edelenbos and Kubanek) overview the main trends in research. Four papers (Curtain; Ofra Inbar-Lourie and Elana Shohamy; Jalkannen; Haenni Hoti, Heinzmann, and Müller) focus on the assessment of young learners; two authors examine how age impacts on language learning over time (Muñoz; Kasai). Individual differences (motivation, anxiety, aptitude, and socio-economic status) are explored by Mihaljević, Djigunović, Mattheoudakis and Alexiou, and Kiss. Innovation is the common theme in chapters written by Wang, Moon, and Peng and Zhang. The last three papers analyze the

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status of languages (Harris, Enever, Carmel). The book is a must have for teacher educators of pre- and in-service teachers of modern languages to young learners, MA and PhD students in TEFL/TESOL and other languages, researchers and policy makers.

Helps teachers to assess children's progress in English, in a way that is appropriate for young learners.

Authentic examination papers for learners preparing for the revised Cambridge English: Young Learners from 2018. This collection of examination papers for

Cambridge English: Starters (YLE Starters) provides ideal exam practice. It contains three full-colour test papers which contain engaging activities and attractive illustrations to motivate young learners. These papers also provide an excellent opportunity for children, parents and teachers alike to familiarise themselves with the format of the revised test. An Audio CD (which contains the listening sections of the tests) and an Answer Booklet are also available separately.

"Translation and Own-language Activities provides structured, practical advice and guidance for using students' own languages within the ELT classroom. It presents effective ways of integrating carefully chosen activities, covering themes such as tools, language skills, language focus and techniques. The practical activities range from using bilingual dictionaries to translating long texts, with a number of tasks drawing on easy-to-use web tools. The book also considers the relationship between translation and intercultural understanding"--

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