

1.	Record Nr.	UNICAMPANIASUN0110800
	Titolo	3: I cappuccini marchigiani
	Pubbl/distr/stampa	VII, 366 p., [2] c. di tav. : c. geogr. ; 30 cm
	Edizione	[Roma : La libreria dello Stato, 1953]
	Descrizione fisica	Ed. di 1000 esemplari num.
	Lingua di pubblicazione	Italiano
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9911009269103321
	Autore	Hasselgreen Angela
	Titolo	Assessing the Language of Young Learners
	Pubbl/distr/stampa	Toronto : , : University of Toronto Press, , 2016 ©2016
	ISBN	9781487568023 1487568029 9781781794760 1781794766
	Edizione	[1st ed.]
	Descrizione fisica	1 online resource (172 pages)
	Collana	British Council Monographs on Modern Language Testing Series
	Altri autori (Persone)	CaudwellGwendydd
	Disciplina	407.6
	Soggetti	Language and languages - Ability testing Language and languages - Evaluation Language and languages - Age differences Second language acquisition - Ability testing
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	Nota di contenuto	Chapter 1: Children and teenagers: developmental issues -- Chapter 2: The L2 of young learners -- Chapter 3: The common European

framework of reference -- Chapter 4: Assessing the I2 of young learners -- Chapter 5: Testing reading -- Chapter 6: Testing writing -- Chapter 7: Testing speaking -- Chapter 8: testing listening -- Chapter 9: Testing vocabulary and grammar -- Chapter 10: Conclusion.

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## Sommario/riassunto

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 with the Common European Framework of Reference for Languages (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.

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