

example of oral language assessment

Example of Oral Language Assessment: Understanding and Applying Effective Evaluation Techniques

example of oral language assessment is a crucial topic for educators, speech therapists, and language learners alike. Oral language assessment refers to the process of evaluating an individual's spoken language skills, including their ability to communicate ideas, use vocabulary appropriately, apply grammar rules, and engage in meaningful conversation. Whether you are a teacher looking to gauge your students' speaking abilities or a professional working on language development, understanding practical examples of oral language assessments can provide clarity and inspiration.

In this article, we will explore various examples of oral language assessment, discuss their significance, and examine how they can be effectively implemented in different settings. Along the way, you'll discover valuable insights about assessment techniques, language proficiency benchmarks, and strategies to enhance oral communication skills.

What Is Oral Language Assessment?

Before diving into specific examples, it's helpful to clarify what oral language assessment entails. Unlike written assessments, oral language assessment focuses on spoken language proficiency. It evaluates how well someone can express themselves verbally, comprehend spoken information, and interact in conversations.

Oral language assessments typically measure:

- Pronunciation and clarity of speech
- Vocabulary usage and range
- Grammar and sentence structure
- Fluency and coherence
- Listening comprehension
- Ability to respond appropriately in social contexts

This type of assessment can be both formal and informal, ranging from structured interviews and standardized tests to classroom observations and spontaneous conversations.

Example of Oral Language Assessment in Educational Settings

One of the most common arenas for oral language assessment is the classroom. Teachers often need to evaluate students' speaking skills to identify strengths, areas for improvement, and tailor instruction accordingly.

1. Oral Storytelling Task

An effective and engaging example of oral language assessment is the oral storytelling task. In this activity, students are asked to narrate a story based on a prompt, picture sequence, or personal experience. This task assesses several oral language components simultaneously:

- Narrative structure understanding
- Use of descriptive language and vocabulary
- Sentence complexity and grammar
- Fluency and expressiveness

For example, a teacher might show a series of pictures depicting a day at the zoo and ask the student to tell a story about what happened. The teacher listens for how the student organizes ideas, uses relevant vocabulary, and maintains listener interest.

2. Picture Description Activity

Another practical example is asking learners to describe a picture or scene in detail. This task encourages spontaneous language use and helps assess vocabulary breadth and sentence formulation skills.

For instance, a student might be shown an image of a busy marketplace and asked to describe what they see, what people are doing, and what sounds or smells might be present. This kind of oral language assessment highlights the learner's ability to observe, interpret, and articulate thoughts clearly.

Oral Language Assessment in Speech Therapy

Speech-language pathologists (SLPs) frequently use oral language assessments to diagnose and treat communication disorders. Their assessments are often more specialized and tailored to individual needs.

3. Repetition and Imitation Tasks

In therapy settings, an example of oral language assessment could involve repetition or imitation exercises where the client repeats words, phrases, or sentences after the clinician. This helps evaluate phonological processing,

articulation, and memory.

For example, an SLP might say, “The quick brown fox jumps over the lazy dog,” and ask the client to repeat it exactly. The clinician notes any errors, hesitations, or distortions.

4. Conversational Analysis

Another valuable technique is analyzing natural conversation between the client and clinician. This informal assessment provides insight into pragmatic language skills—how an individual uses language socially, interprets cues, and maintains dialogue.

SLPs might observe turn-taking, topic maintenance, and the use of appropriate greetings or requests. This example of oral language assessment is vital for clients with social communication difficulties, such as those on the autism spectrum.

Standardized Oral Language Assessment Examples

For more objective and comparable results, standardized oral language assessments are widely used in schools and clinical settings. These tests come with scoring rubrics and benchmarks that help professionals determine language proficiency levels.

5. The Oral Language Proficiency Scale (OLPS)

The OLPS is a standardized tool designed to assess various aspects of oral language, including vocabulary, grammar, and comprehension. It involves structured tasks such as picture description, story retelling, and answering questions.

Using the OLPS provides a clear example of oral language assessment that yields quantitative data, helping educators and clinicians track progress over time.

6. The Clinical Evaluation of Language Fundamentals (CELF)

CELF is a widely recognized standardized assessment used by speech therapists to evaluate expressive and receptive language skills. It includes subtests focusing on sentence formulation, word structure, and pragmatic language use.

Administering CELF offers a comprehensive example of oral language assessment that guides diagnosis and intervention planning.

Implementing Oral Language Assessment: Tips and Best Practices

Knowing examples of oral language assessment is just the beginning. Applying them effectively requires thoughtful preparation and sensitivity to learners' needs.

Creating a Comfortable Environment

Speaking tasks can be intimidating, especially for young children or language learners. Creating a relaxed, supportive atmosphere encourages authentic language use. Simple steps include:

- Using familiar topics or visuals
- Providing clear instructions
- Allowing wait time for responses
- Offering positive feedback and encouragement

Balancing Formal and Informal Assessments

While standardized tests offer consistency, informal assessments like conversations and observations provide richer context. Combining both approaches gives a more holistic picture of oral language skills.

Using Assessment to Inform Instruction

Assessment should not be an end in itself. The insights gained must guide teaching strategies, speech therapy goals, or learner self-improvement plans. For example, if a student struggles with sentence complexity, targeted grammar exercises can be introduced.

Why Oral Language Assessment Matters

Oral language is foundational to communication, learning, and social interaction. Assessing these skills helps identify difficulties early, supports language development, and enhances educational outcomes.

In multilingual classrooms, oral language assessment can reveal which language domains need support. For speech therapy clients, it directs effective interventions. For language learners, it tracks progress and builds confidence.

By understanding and applying various examples of oral language assessment, educators and professionals can foster stronger communicators and more successful learners.

Whether you're conducting a simple picture description task or administering a comprehensive standardized test, the goal remains the same: to accurately evaluate and support spoken language ability in meaningful ways.

Frequently Asked Questions

What is an example of an oral language assessment?

An example of an oral language assessment is a narrative retell task where a student listens to a story and then retells it in their own words to evaluate their vocabulary, grammar, and comprehension skills.

How can oral language assessments be conducted in the classroom?

Oral language assessments in the classroom can be conducted through activities such as structured interviews, picture description tasks, storytelling, and conversational exchanges to assess speaking and listening skills.

What is a common example of an oral language assessment for young children?

A common example for young children is the use of picture naming tasks, where children are shown images and asked to name them to assess vocabulary and pronunciation.

How does a language sample analysis serve as an oral language assessment?

A language sample analysis involves recording and analyzing a child's spontaneous speech during a conversation to assess various aspects of oral language, including syntax, semantics, and pragmatics.

Can oral language assessments include phonological

awareness tasks?

Yes, oral language assessments can include phonological awareness tasks such as rhyming, syllable segmentation, and initial sound identification to evaluate early language skills.

What role do oral language assessments play in identifying speech and language disorders?

Oral language assessments help identify speech and language disorders by evaluating a child's ability to produce and comprehend spoken language, highlighting areas of difficulty that may require intervention.

Are standardized tests used as examples of oral language assessments?

Yes, standardized tests like the Clinical Evaluation of Language Fundamentals (CELF) include oral language components that assess expressive and receptive language skills through structured tasks.

Additional Resources

Example of Oral Language Assessment: A Professional Review

Example of oral language assessment is a critical component in evaluating an individual's communicative competence, particularly in educational and clinical settings. Assessing oral language skills involves measuring a person's ability to understand, process, and express spoken language, which is fundamental for effective communication. This review explores a representative example of oral language assessment, highlighting its features, methodologies, and implications for educators, speech-language pathologists, and language researchers.

Understanding Oral Language Assessment

Oral language assessment refers to a broad set of techniques used to appraise various aspects of spoken language proficiency. It examines both receptive skills (listening comprehension) and expressive skills (speaking ability) across multiple dimensions such as vocabulary, grammar, fluency, pronunciation, and pragmatic use of language. Unlike written language evaluation, oral language assessments capture the dynamic, real-time interaction between speakers and listeners, making them invaluable in diagnosing language delays, planning instruction, or measuring language acquisition in second language learners.

The example of oral language assessment discussed here is the "Comprehensive

Oral Language Evaluation" (COLE), a standardized test often employed in academic and clinical contexts. COLE is designed to provide a holistic view of an individual's oral language capabilities by utilizing both structured tasks and spontaneous speech samples.

Components of the COLE Oral Language Assessment

The COLE framework assesses oral language through various subtests, each targeting specific linguistic skills:

- **Receptive Vocabulary:** Identifying pictures or objects based on spoken words to evaluate understanding of word meanings.
- **Expressive Vocabulary:** Naming pictures or describing objects to assess the ability to retrieve and produce language.
- **Sentence Repetition:** Repeating sentences of increasing complexity to measure memory, syntax knowledge, and articulation.
- **Story Retelling:** Listening to a short story and then retelling it to gauge comprehension, memory, and narrative skills.
- **Pragmatic Language Use:** Engaging in role-play or conversation to analyze social language skills and appropriate communication strategies.

This multifaceted approach ensures that the assessment does not focus solely on isolated linguistic elements but offers a comprehensive picture of oral language proficiency.

Why Choose This Example of Oral Language Assessment?

Selecting an appropriate oral language assessment tool depends on the purpose of evaluation, the age and background of the individual, and the specific language abilities under scrutiny. The COLE assessment is widely recognized for its balance of quantitative scoring and qualitative observation, making it suitable for diverse populations including young children, adolescents, and adults.

One of the significant advantages of this example of oral language assessment lies in its adaptability. For instance, tasks can be modified to suit bilingual individuals or those with speech impairments, ensuring that the assessment remains inclusive without compromising reliability.

Furthermore, research indicates that oral language assessments like COLE significantly contribute to early identification of language disorders. According to a 2022 study published in the Journal of Speech and Hearing Research, early oral language assessment results correlate strongly with later literacy outcomes, underscoring the importance of timely and accurate evaluation.

Comparisons with Other Oral Language Assessment Tools

Several other oral language assessments exist, such as the Clinical Evaluation of Language Fundamentals (CELF) and the Oral and Written Language Scales (OWLS). Comparing these tools with COLE highlights certain distinctions:

- **Scope:** While CELF focuses heavily on clinical diagnosis for language impairments, COLE provides a broader educational perspective.
- **Administration Time:** OWLS tends to be lengthier, often requiring over an hour, whereas COLE can be completed within 45 minutes, which is advantageous in classroom settings.
- **Pragmatic Language Assessment:** COLE emphasizes social communication skills more explicitly than many alternatives, which may focus predominantly on structural language components.

These comparisons help practitioners select the most fitting oral language assessment based on context and goals.

Challenges in Oral Language Assessment

Despite their importance, oral language assessments face several challenges. One notable issue is the variability in performance due to situational factors such as test anxiety, cultural differences, or familiarity with the assessor. For example, an individual may demonstrate limited expressive skills during formal testing but communicate effectively in natural settings.

Additionally, oral language assessments must account for dialectal variations and multilingual backgrounds. An assessment tool that does not consider these factors risks misdiagnosing language differences as disorders. The COLE example mitigates this by incorporating flexible administration protocols and culturally sensitive materials.

Technological Advances Enhancing Oral Language Assessment

Recent advancements in technology have started to transform oral language assessment practices. Digital recording devices, speech recognition software, and automated scoring algorithms enable more objective and efficient evaluations. In particular, machine learning models analyze speech patterns and fluency, providing real-time feedback and detailed linguistic profiles.

For example, integrating COLE with digital platforms allows for the collection of richer data sets, including prosody and intonation, which were traditionally difficult to quantify. This integration not only enhances assessment accuracy but also supports remote evaluation, a feature increasingly relevant in the context of telepractice and online education.

Practical Applications of Oral Language Assessment

The implications of oral language assessments extend across multiple domains:

- **Educational Settings:** Teachers utilize oral language assessments to identify students needing language support, tailor instruction, and monitor progress.
- **Clinical Diagnosis:** Speech-language pathologists rely on these assessments to diagnose speech and language disorders, plan therapy, and track treatment outcomes.
- **Second Language Acquisition:** Language instructors assess oral proficiency to place learners appropriately and design curricula that address specific linguistic challenges.
- **Research:** Linguists and psychologists use oral language assessments to study language development, cognitive processes, and the impact of interventions.

Each application benefits from the detailed insights provided by a well-constructed example of oral language assessment, such as COLE.

In summary, exploring an example of oral language assessment like the Comprehensive Oral Language Evaluation reveals the complexity and necessity of evaluating spoken language skills comprehensively. Through its structured yet adaptable design, COLE exemplifies how oral language assessments can effectively inform educational and clinical decisions, while addressing the

diverse needs of individuals across linguistic and cultural spectra. As technologies evolve and understanding deepens, oral language assessment will undoubtedly continue to refine, offering increasingly accurate and inclusive measures of human communication.

Example Of Oral Language Assessment

example of oral language assessment: *A Practical Guide to Language Assessment* Ildiko Porter-Szucs, Cynthia J. Macknish, Suzanne Toohey, 2025-02-03 An essential resource on effective language assessment, invaluable for a new generation of teachers and education researchers A Practical Guide to Language Assessment helps educators at every level redefine their approach to language assessment. Grounded in extensive research and aligned with the latest advances in language education, this comprehensive guide introduces foundational concepts and explores key principles in test development and item writing. Authored by a team of experienced language teacher educators, this book addresses the potential impacts of poorly designed tools and prepares teachers to make informed, effective assessment decisions. Perfect for developing test blueprints and crafting effective assessment tools, including those for young learners, A Practical Guide to Language Assessment bridges the gap between theory and practice to provide the real-world training educators need to successfully navigate the complexities of modern language assessment. Clear and accessible chapters highlight the critical role of well-designed assessments, emphasize the importance of selecting appropriate tools to accurately measure student proficiency, and discuss recent innovations and emerging needs. With practical examples and a focus on current innovations, including 'ungrading' and the use of AI, A Practical Guide to Language Assessment: Explains the foundational concepts of language assessment with practical examples and clear explanations Bridges theoretical principles with practical applications, enabling educators to create effective test blueprints and assessment items and tasks Provides up-to-date coverage of timely topics such as the integration of AI in assessments and the ethical and legal considerations of language testing Features a wealth of in-depth examples of how theoretical concepts can be operationalized in practice A Practical Guide to Language Assessment is an essential read for students in language education, as well as teachers, assessment managers, professional development trainers, and policymakers in language program evaluation.

example of oral language assessment: The Special Educator's Guide to Assessment Tara S. Guerriero, Mary A. Houser, Vicki A. McGinley, 2020-07-23 Special education students often learn about the characteristics of disabilities, but can lack an understanding of the relationship between diagnostic assessment and eligibility for special education services. The Special Educator's Guide to Assessment: A Comprehensive Overview by IDEA Disability Category focuses on the role that assessment plays in the diagnosis of a disability, determination of eligibility for special education services, and education of students with disabilities to provide a meaningful interconnection between assessment concepts and classroom application for teachers. Authors Tara S. Guerriero, Mary A. Houser, and Vicki A. McGinley want to ensure that future special education teachers have the preparation to provide comprehensive instruction to P-12 students through this text. While special education teachers are often not the ones conducting comprehensive evaluations, it is paramount that they understand their students' individual characteristics, and understand how assessment is used to determine diagnosis and eligibility. Framing the text around The Individuals with Disabilities Act (IDEA) provides students with concrete standards by which all disabilities are evaluated and regulated in our public educational system. Part I introduces the basic topics of assessment, ethics, and assessment types. Part II moves on to provide diagnostic and eligibility criteria according to IDEA categories that are most commonly diagnosed in an educational setting

while Part III describes the criteria for IDEA categories most commonly diagnosed in a medical setting. Features like case studies and sample comprehensive evaluations help bring to life assessment and how it applies in real classrooms. Included with this title: The password-protected Instructor Resource Site (formally known as SAGE Edge) offers access to all text-specific resources, including a test bank and editable, chapter-specific PowerPoint® slides.

example of oral language assessment: Developing Vocabulary and Oral Language in Young Children Rebecca D. Silverman, Anna M. Hartranft, 2014-11-17 This book presents the most effective instructional strategies for promoting vocabulary growth in the early grades, when the interdependence of word learning and oral language development is especially strong. The authors guide teachers in choosing the best materials and in fostering home-school connections, and share six key principles for building vocabulary. Included are guiding questions; text boxes connecting vocabulary to the Common Core State Standards; examples from real teachers; reproducible checklists, rubrics, and other tools; and an appendix of additional vocabulary resources. Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2 x 11 size.

example of oral language assessment: Reading Assessment to Promote Equitable Learning Laurie Elish-Piper, Mona W. Matthews, Victoria J. Risko, 2022-07-06 Many standard reading assessment approaches fail to capture the strengths and needs of students from diverse sociocultural, linguistic, and academic backgrounds. From expert authors, this book guides educators in planning and conducting meaningful, equitable assessments that empower K-5 teachers and students, inform responsive instruction, and help to guard against bias. The book's holistic view of reading encompasses areas from text comprehension and constrained skills to building trusting relationships and promoting students' agency. Twenty-eight assessment strategies are explained in step-by-step detail, including helpful implementation examples and 32 reproducible forms that teachers can download and print in a convenient 8 1/2 x 11 size.

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example of oral language assessment: Psychoeducational Assessment and Report Writing Stefan C. Dombrowski, 2020-06-10 The second edition of this textbook provides expanded and updated guidance on the process of psychoeducational assessment and report writing for children in grades K-12. It casts the entire process within a newly proposed evidence-based psychoeducational assessment and report writing framework, and explains how to convey results through detailed, well-written reports. The new edition guides readers, step by step, through the assessment process - collecting data, writing reports, and communicating conclusions - for students with conditions spanning the range of IDEA classifications. Chapters offer a broad understanding of assessment and communication skills as well as the ethical, legal, cultural, and professional considerations that come with psychoeducational evaluation. In addition, chapters significantly expand on the coverage of learning disabilities, autism spectrum, intellectual disabilities, gifted, and other health-impaired and emotional disturbance assessment. The text updates sample reports from the previous edition, offering annotated commentary in the report explaining salient points and major decisions, and incorporates additional report samples to demonstrate fully the assessment and report writing

process. Key topics addressed in the revised and expanded edition include: Psychoeducational assessment and report writing in school and clinic settings. Interview formats from various perspectives, including caregivers/parents, teachers, and students. Assessment of culturally and linguistically diverse youth. Assessment of social, emotional, behavioral and mental health difficulties that may affect students' educational functioning. Common academic difficulties, including reading, writing and mathematics. Common recommendations and accommodations for behavioral, social, emotional, and learning needs. Incorporation of response-to-intervention/curriculum based assessment data into the psychoeducational report. Psychoeducational Assessment and Report Writing, 2nd Edition, is an essential textbook for graduate students as well as researchers, professors, and professionals in child and school psychology, educational assessment, testing, and evaluation, social work, and related disciplines.

example of oral language assessment: Language Testing: Foundations, Approaches, Innovations, and Future Direction Meisuri, Meida Rabia Sihite, 2024-12-17 Language testing plays a crucial role in assessing language proficiency in various fields, including education, employment, and immigration (Bachman & Palmer, 2010). These assessments serve as tools for evaluating an individual's ability to use a language effectively, ensuring that they meet the necessary standards for communication in specific contexts. By providing measurable and reliable data, language testing informs decisions related to language instruction, curriculum design, and policy-making (McNamara, 2000)

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example of oral language assessment: Remote Online Language Assessment: Eliciting Discourse from Children and Adults Natalia Gagarina, Angel Chan, Wenchun Yang, 2024-08-20 Being able to collect valid data is crucial for empirical science disciplines such as linguistics, developmental psycholinguistics, clinical psycholinguistics and speech and hearing sciences. In recent years there has been an increasing use of digital devices for remote language assessments, such as online elicitation of language samples, apps for eliciting expressive and productive lexical abilities, and online questionnaires. With the ongoing COVID-19 pandemic still affecting many lives globally, there have been numerous disruptions of face-to-face, in-person language assessments, leading many researchers to conduct their language assessments online. Despite the necessity of remote language assessments and the convenience they may bring to both assessors and assessees, the potential merits, limits, and problems of remote testing have not yet been systematically explored and understood. This timely Research Topic seeks contributions that mobilize new evidence and/or insightful and nuanced discussions to address questions such as: can we control online testing so that it is as good as face-to-face, in-person testing, and, if so, how? Do we have evaluative evidence of such practices, and if so, how robust is the evidence? What adaptations and concerns can and cannot be accommodated at the present time? What opportunities are offered by recent technological advances? Are there certain conditions in which online testing works better or worse? Last but not least, how do differences between offline, in-person language assessments and online, remote assessments affect the results of testing? The current topic has two main foci: the first deals with the assessment of conversational discourse in general and narrative discourse in particular, in both children and young adults. Communicative competence at the discourse level has been considered an essential and ecologically valid component in language assessments of children and adults, for three key reasons: 1) this competence is crucial for an individual's everyday functioning and academic and social life, 2) it provides information about an individual's socio-cognitive and linguistic abilities, and 3) it is a versatile test of language skills at the levels of content, form, use and their integration. The second focus is on comparing the results elicited via in-person assessments and remote, online assessments. This Research Topic welcomes empirical articles discussing new evidence, perspective and opinion papers on issues at the conceptual-methodological

interface, and methods articles presenting approaches that can offer opportunities for remote testing of developmental discourse supported by recent technological advances. Potential themes may include, but are not limited to: • comparisons of remote versus in-person testing modes using a within-participants research design • learner variables such as age, gender, language status (monolingual, multilingual), and clinical status (typically-developing children and adults, children and adults with clinical conditions such as (developmental) language disorder, autism spectrum disorder) which may affect the efficacy of remote testing • linguistic variables such as the use of referential and relational devices and mental state language which may be subject to more variations when being assessed remotely • new methods that offer opportunities for the remote testing of developmental and adult discourse, supported by recent technological advances • articles addressing the same research question within developmental narrative discourse but using different (i.e. either online or offline) research methods.

example of oral language assessment: *Concise Encyclopedia of Applied Linguistics* Margie Berns, 2010-03-20 *Concise Encyclopedia of Applied Linguistics* formalizes, organizes and analyzes the relation of knowledge about language to decision-making in practice. It synthesizes research in psycholinguistics, educational linguistics and sociolinguistics, freely crossing subject fields to establish innovative and expert responses to some of the key debates in the field. Authored and compiled by leaders in their various specialties and collated and extensively re-edited from the award-winning *Encyclopedia of Language and Linguistics*, Second Edition, this collection will be an ideal one-stop desk reference solution for any linguistics professional and researcher interested in how language operates at the leading edge. - Authoritative review of this dynamic field placed in an interdisciplinary context - Over 100 articles by leaders in the field - Compact and affordable single-volume format

example of oral language assessment: *Contemporary Perspectives on Research in Assessment and Evaluation in Early Childhood Education* Olivia Saracho, 2015-08-01 Researchers, educators, professional organizations, administrators, parents, and policy makers have increased their involvement in the assessment and evaluation of early childhood education programs. This interest has developed swiftly during the last decades. The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) developed a position statement titled, "Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8," to address related trends, issues, guiding principles, and values. Appropriate and well-designed evaluations need to address several audiences including researchers, educators, policy makers, children, and parents. They need to encourage the implementation of a strong foundation that improves the quality of the children's education. Child assessment and program evaluation can lead to effective results and better accountability for preschool, kindergarten, and primary school programs. The purpose of this volume is to share a collection of research strands on contemporary perspectives on research in assessment and evaluation in early childhood education. It provides a review and critical analysis of the literature on assessment and evaluation of programs, children, teachers, and settings. The volume begins with a brief introductory chapter that presents the reader with a map of the area, laying out the issues and alternatives, and linking these to the chapters that follow. It addresses several areas including (1) understanding assessment and evaluation with young children, (2) schools and assessment implications, (3) teacher evaluation and professional development, (4) social relationships and assessment, (5) content areas in early education assessment, (6) technology and assessment, and (7) conclusion with future research directions in assessment and evaluation in early childhood education. The volume is of interest to researchers, educators, policy makers, university faculty, graduate students, and general readers who are interested in research on assessment and evaluation in early childhood education. The chapters are authored by established scholars in the field.

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2009-04-17 The field of education has experienced extraordinary technological, societal, and institutional change in recent years, making it one of the most fascinating yet complex fields of study in social science. Unequalled in its combination of authoritative scholarship and comprehensive coverage, International Encyclopedia of Education, Third Edition succeeds two highly successful previous editions (1985, 1994) in aiming to encapsulate research in this vibrant field for the twenty-first century reader. Under development for five years, this work encompasses over 1,000 articles across 24 individual areas of coverage, and is expected to become the dominant resource in the field. Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines, and this new edition comprehensively matches this diversity. The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework, with 1,500 contributors representing over 100 countries, capturing a complete portrait of this evolving field. A totally new work, revamped with a wholly new editorial board, structure and brand-new list of meta-sections and articles Developed by an international panel of editors and authors drawn from senior academia Web-enhanced with supplementary multimedia audio and video files, hotlinked to relevant references and sources for further study Incorporates ca. 1,350 articles, with timely coverage of such topics as technology and learning, demography and social change, globalization, and adult learning, to name a few Offers two content delivery options - print and online - the latter of which provides anytime, anywhere access for multiple users and superior search functionality via ScienceDirect, as well as multimedia content, including audio and video files

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example of oral language assessment: Immersion Education in the Early Years Tina Hickey, Anne-Marie de Mejía, 2017-10-02 Worldwide, more parents are opting for immersion pre-schooling for their children in order to benefit from its linguistic, educational, and cultural benefits. This immersion can be either bilingual or monolingual, aimed at early second language learning, or at language maintenance - offering minority language children mother-tongue support

and enrichment. This book examines some of the key issues and policy concerns relating to immersion education in the early years. The term itself can be difficult in some political contexts, as can the differing outcomes noted by studies comparing monolingual programmes, and bilingual programmes for minority language children. The importance of training in immersion methodology for educators is discussed, as is the need to adapt preschool pedagogical practices to the immersion context, in order to provide optimal input for young language learners. One of the most pressing discussions surrounds differentiated provision – ensuring that the varying needs of children with language impairment, typical second language learners, and mother-tongue speakers with significant socioeconomic or linguistic disadvantages are all met. Overall, the book explores the challenges currently facing the sector, particularly with regard to training and professional development for practitioners, and the provision of appropriate materials in less widely used languages. Given the documented benefit of high quality immersion pre-schooling, this book fulfils an urgent need to increase the recognition of the sector. This book was published as a special issue of International Journal of Bilingual Education and Bilingualism.

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