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**БАЛДАРДА АНГЛИС ТИЛИН БИЛҮҮ ДЕНГЭЭЛИН ТЕКШЕРҮҮ ҮЧҮН БААЛОО
КУРАЛДАРЫ**
**ИНСТРУМЕНТЫ ОЦЕНКИ ДЛЯ ПРОВЕРКИ УРОВНЯ ВЛАДЕНИЯ АНГЛИЙСКИМ
ЯЗЫКОМ У ДЕТЕЙ**
MEASURING TOOLS OF CHILDREN'S ENGLISH PROFICIENCY

Аннотация: Англис тилин экинчи же чет тил катары үйрөнүп жаткан жаштардын саны көбөйгөн сайын, балдардын английс тилин билүү денгээлин текшерүү изилдөөчүлөрдүн тынчсыздануусуна айланды. Балдардын английс тилин колдонууга жалпы жөндөмүн текшерүү же тилдин бузулушун аныктоо үчүн дүйнөдө кеңири колдонулган өлчөө куралдары иштелип чыккан. Бул изилдөө английс тилин билүү денгээлин өлчөөнүн эки өкүлчүлүктүү куралына көнүл бураг: треб (Травт) тести жана Рот (Тревент) тести. Ушул эки ыкманы объективдүү баалоонун негизинде, биз келечектеги изилдөө жана саясатты иштеп чыгуу максатында балдардын английс тилин билүү денгээлин өлчөө куралдарын андан ары өркүндөтүү боюнча тиешелүү көрсөтмөлөрдү беребиз.

Аннотация: С увеличением числа молодых людей, изучающих английский как второй или иностранный язык, проверка уровня владения английским языком у детей стала предметом озабоченности исследователей. Для проверки общей способности детей использовать английский язык или для диагностики языковых нарушений были разработаны широко используемые в мире измерительные инструменты. Это исследование фокусируется на двух репрезентативных инструментах измерения уровня владения английским языком: teste Peabody Picture Vocabulary Test (PPVT) и teste Cambridge Young Learners English Test (CYLE). Основываясь на объективной оценке этих двух методов, мы даем соответствующие рекомендации по дальнейшему развитию инструментов измерения уровня владения английским языком у детей с целью информирования будущих исследований и разработки политики.

Abstract: With increasing number of young learners who learn English as a second or foreign language, the test of children's English proficiency has become a concern of researchers. Internationally widely used have been developed to test children's overall ability to use English or to diagnose language impairment. This study focuses on two representative measuring tools of English proficiency, the Peabody Picture Vocabulary Test (PPVT) and the Cambridge Young Learners

English Test (CYLE) by introducing their characteristics and testing methods, and an evaluation of these methods is made to propose suggestions for future studies and policy.

Негизги сөздөр: баалоо куралдары, балдардын англис тилин билүү деңгээлин текшерүү, баалоо, сунуштар

Ключевые слова: инструменты оценки, проверка уровня владения английским языком у детей, оценка, рекомендации

Keywords: measuring tools, children English proficiency test, evaluation, suggestions

Beginning from the 21st century, English learning shows a tendency of an increasing number of younger learners. While discussing “when to learn” and “how to learn” English, “how to measure” has become a concern of researchers. One of the core elements of researching children’s English teaching and learning is to explore measurement techniques of children’s English development, understand the nature of children’s language knowledge and language skills, and objectively evaluate the effectiveness of children’s English learning. Using some popular international children’s English measuring tools, this paper discusses the characteristics and methods of children’s English measurement.

I. General Introduction to the Measuring Tools of Children’s English Proficiency

With the increasing trend of second language learning at a younger age in the world, various assessment methods for children’s English ability have also developed and become popular. In addition to classroom assessment, many countries also use international language tests for children’s English.

The current measuring tools used for testing native-speaking children’s English level mainly include the Peabody Picture Vocabulary Test (PPVT), the British Picture Vocabulary Scale (BPVS), the Grammar Comprehension Test Tool (TROG), and the Early Grammar Impairment Test Tool (TEGI), Language Variation Diagnostic Assessment Tool (DELV), etc. These are measures or experiments designed by researchers to study some aspect of children’s acquisition or learning of language, such as vocabulary, grammar, etc., or they are diagnostic tools developed to diagnose language disorders.

The currently recognized English measurement of second-language children majorly are the Cambridge Young Learners’ English Test (CYLE), the English for Speakers of Other Languages for Young Learners (ESOL for Young Learners), the Pearson Test of English for Young Learners (PTE Young Learners), Test of English as a Foreign Language-Junior English Test (TEOFL Junior) and Trinity College London Oral English Test (GESE), etc. They are widely used to test the English listening, speaking, reading, and writing skills of children for whom English is a second or foreign language.

II. Measuring Tools of Children’s English Proficiency

English measuring tools used for testing native-speaking children or second-language children are designed and adopted for different purposes or application—mainly for research purposes, diagnostic purposes or for examining the examinee’s comprehensive ability to use English. In the following sections, we will introduce and evaluate two representative measuring tools of children’s English proficiency which are respectively aimed to diagnose candidates’ English vocabulary levels and overall ability to use English.

1. The Peabody Picture Vocabulary Test (PPVT)

The Peabody Picture Vocabulary Test (PPVT) is a standardized test that is widely used to assess the development of English vocabulary among native speakers between the ages of 2.5 and 90. Since

it was developed and designed by Lloyd M. Dunn and Leota M. Dunn in 1959, it has been revised five times in the past 60 years. PPVT has the characteristics of simple operation and wide application. During the test, subjects are only asked to choose pictures that match their meanings based on the words they have heard. Candidates are not required to read, or to respond orally or in writing. This test has wide applicability due to its easy operation. It can be used both for young children who cannot read and write, as well as for patients with speech impairments, such as those with aphasia, stuttering or movement disorders.

As a norm-referenced test, the raw scores of PPVT can be converted into standard scores with an average score of 100 and a standard deviation of 15, as well as into standard percentiles, and corresponding age equivalents. On the basis of age equivalence, the normal vocabulary development of children of any age can be assessed. Although PPVT is not a comprehensive test of general intelligence, since normal vocabulary acquisition is one of the best predictors of academic performance in school, PPVT can also be used to screen children with below-normal intelligence, and to assess the English vocabulary development of second-language children.

PPVT has two advantages in assessing the English vocabulary development of L2 children. First, because the test does not require reading, and no oral or written responses are required, it can be applied to preschoolers who do not have the ability to read and write; second, it can be based on norm reference scores to compare the similarities and differences in English vocabulary development between native and second language children of the same age.

2. The Cambridge Young Learners English Test (CYLET)

The Cambridge Young Learners English Test (CYLET) is designed for English learners of second language children aged 6-12. Based on the Common European Framework of Reference for Languages (CEFR), CYLET assesses children's meaningful performance in clear and appropriate contexts and the ability to use language.

The test is divided into three levels, which are based on the primary stage of CEFR (preparatory levels A1, A1 and A2). Each level includes three parts: listening, reading and writing, and speaking, which can effectively evaluate children's comprehensive ability to use English. Listening is tested with candidates listening to short recordings of conversations between adults and children and performing simple operations such as underlining, selecting, matching and colouring. The reading and writing part of the text is relatively short and consists of some fixed-content words and structures. Candidates are required to perform simple operations such as selecting and ticking, filling in the blanks with words and phrases, and answering flexibility questions. The speaking part of the test is conducted face-to-face, and candidates follow the examiner's visual prompts to answer questions and provide a brief self-introduction.

It is easy to adopt CYLET to find out which aspects of the candidate's listening, speaking, reading, and writing in English learning are relatively weak. In addition, this series of tests fully considers the cognitive characteristics of children. The test questions are displayed through pictures, so that the test takers can complete the test questions in the process of participating and completing the activities, reducing the tension of answering the questions and realizing the promotion of language through the test.

III. Evaluation of Measuring tools

Like PPVT, measuring tools such as BPVS, TROG, TEGI, DELV are of great significance in assessing language development in both native and second language children. For example, the BPVS offers effective means to detect language impairment and to enable researchers to put measures to address any issues straight away. However, these tests also have some shortcomings. First, most of

them focus on a certain level of language development, such as vocabulary, syntax, etc., and are not comprehensive language proficiency tests. Secondly, the test items are not constructed on the basis of real communicative situations, and most of them are based on language knowledge or skill tests, which cannot reflect children's real language communicative ability. Finally, most of them are norm-referenced exams. The norm team comes from native language groups of different ages and educational levels, which cannot reflect the laws and characteristics of children's second language development, and are prone to fall into the "contrast fallacy".

Compared with native-speaking children's English measuring tools, tests aimed to measure second-language children are targeted and have advantages. First, these tests such as CYCLE, the ESOL for Young Learners, the PTE Young Learners, TEOFL Junior and GESE are based on an internationally recognized language proficiency scale that continuously, consistently and reliably measure the English development of L2 children. Second, the test focuses on children's cognitive ability and mother tongue development, emphasizing the assessment of children's ability to use meaningful language in appropriate contexts, rather than just examining language knowledge. Thirdly, the tests consider the reality of the continuous development and change of language, and constantly update the test content to adapt to the needs of language development and children's actual language use. For example, in the 2018 edition of Cambridge Children's English, outdated words such as CD player and DVD player were deleted, high-frequency words such as tablet (tablet) and laptop (laptop) were added.

However, it must be pointed out that such tests also have some shortcomings. First of all, these tests fail to effectively measure the English development of very young children. Because the tests include both reading and writing, it is not suitable for illiterate young children to take. Second, there is a gap between the tests and meeting the needs of localized foreign language education. To ensure their broad applicability, these exams are culturally neutral and avoid culturally specific content. For example, in the 2018 revision, the Cambridge Young Learners English Test removed Christmas from the vocabulary because it contains culturally specific information. On the one hand, this approach highlights the international characteristics of the test and helps to enhance the adaptability of children from different cultural groups in the test. But on the other hand, this type of test seems to ignore the close connection between language and culture, and it may not be consistent with the original intention of foreign language education in different regions. Taking China as an example, English learning is not only about enabling learners to use English to communicate effectively with people from other countries, but also shouldering the mission of telling Chinese stories and spreading Chinese culture in English. In view of the washback effect of the test, starting from the local needs, the appropriate integration of specific cultural elements into the test will help enhance learners' interest in learning and achieve the goals of foreign language education.

IV. Suggestions

Based on the above analysis, we suggest that the development of children's English measuring tools in the future focus on the following aspects. First, test designers can learn from the advantages of international testing and combine the local foreign language education practice to accurately locate the goals and principles of local children's English measurement. Second, the development of the test system should be matched with children's cognitive style, cognitive development level and mother tongue skills, emphasizing that the test content reflects the needs of children's actual language use and actively adapts to the development and changes of language. Third, tests for children's English proficiency can take up local references. For example, in China, to test children's English proficiency, the "China English Proficiency Scale" can be adopted as a framework to develop a series of Chinese

children's English measuring tools that can accurately assess the development of Chinese children's English level, which can provide reference for classroom teaching and foreign language education policy.

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