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ANNAMARIA PINTER

Teaching Young Language Learners

Teaching Young Language Learners By Annamaria
Pinter 2006 Paperback

Jin-Ying Zhang



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Teaching Young Language Learners, Second Edition Annamaria Pinter, 2017-01-26 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.

Teaching English to Young Learners Janice Bland, 2015-09-24 Aimed at student teachers, educators and practitioners, *Teaching English Language to Young Learners* outlines and 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.

English in Inclusive Multilingual Preschools Kirsten Birsak de Jersey, 2021-05-31 The study addresses the question of how preschool teachers who work in regular state inclusive preschools can be qualified to teach English as a foreign language. Through the longitudinal case study, which followed the principles of participatory action research, substantial insights were gained which can be transferred to other pre-primary contexts.

English in Elementary Schools Anja Steinlen, 2021-01-11 An increasing number of multilingual students, often with a migration background, are attending elementary schools in Germany these days. Also on the rise is the number of schools offering a bilingual program where content subjects such as science and mathematics are taught in a foreign language. This book explores minority and majority language students' German and English reading and writing skills in elementary schools which offer either regular English as subject lessons or bilingual programs with varying degrees of English intensity. The focus is on effects of foreign language input intensity with respect to students' language background, gender, cognitive abilities and socio-economic background. This book also provides recommendations for English reading and writing activities in the elementary school classroom.

Handbook of Second Language Assessment Dina

Tsagari, Jayanti Banerjee, 2016-03-07 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 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. *Essays in Honour of Boris Berić's Sixty-Fifth Birthday* Gabrijela

Buljan, Ljubica Matek, Biljana Oklopčić, Jasna Poljak Rehlicki, Sanja Runtić, Jadranka Zlomislić, 2020-07-29 Written as a Festschrift honouring a beloved professor, colleague, and friend, this volume comprises a collection of essays offering a wide array of contemporary approaches to literature, linguistics, and applied linguistics. It covers a variety of topics ranging from medieval to contemporary literature and language and explores genres as diverse as fantasy, dystopia, drama, poetry, and film, addressing issues such as post and transhumanism, age, gender, identity, family, metonymy, and narrative discourse. The diversity of themes and methodologies here makes the collection a widely applicable resource in the academic discussion of literature, language, and culture, both as a significant contribution to different philological fields and a useful educational tool for anyone teaching or studying English, Anglophone literature, British, American, and German studies, English as a Second Language, linguistics, cognitive linguistics, and applied linguistics, or conducting research in these fields. Research Methods in Applied Linguistics Brian Paltridge, Aek Phakiti, 2015-08-27 Research Methods in Applied Linguistics is designed to be the essential one-volume resource for students. The book includes qualitative, quantitative, and mixed methods research techniques and approaches, ethical considerations, sample studies, a glossary of key terms, resources for students. As well as covering a range of methodological issues, it looks at numerous areas in depth, including language learning strategies, motivation, teacher beliefs, language and identity, pragmatics, vocabulary, and grammar. Comprehensive and accessible, this is the essential guide to research methods for undergraduate and postgraduate students in applied linguistics and language.

studies **The Cambridge Guide to Pedagogy and Practice in Second Language Teaching** Jack C. Richards, Anne Burns, 2012-01-31 This collection of original articles provides an overview of key issues and approaches in contemporary language teaching **Children Learning Second Languages** Annamaria Pinter, 2011-03-29 This comprehensive guide to research and debate centres around language learning in childhood the age factor and the different contexts where language learning happens including home and school contexts The scope is wide capturing examples of studies with different age groups different methodological approaches and different languages **Learning Foreign Languages in Primary School** María del Pilar García Mayo, 2017-06-16 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 *Teaching Young Language Learners* Annamaria Pinter, 2017 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 **Ethical and Methodological Issues in Researching Young Language Learners in School Contexts** Annamaria Pinter, Kuchah Kuchah, 2021-05-10 This book focuses on ethical and methodological issues faced by researchers working with young language learners in formal school contexts It uncovers and explicitly discusses a range of ethical dilemmas challenges and experiences that researchers have encountered and grappled with in studies of all kinds from large scale experimental studies to ethnographic studies focused on just a handful of children The chapters are written by researchers working with children in different classroom contexts around the world and highlight how ethical dilemmas and tensions take on a complex form in child focused research requiring researchers to pay particular attention to the social and cultural norms of the different communities within which children are educated as well as their school based experiences The book comprises three sections with the first part focused on involving children as active participants in research part two on ethical challenges in multilingual contexts and part three on links between teacher education and researching children The book includes a critical discussion of the opportunities and challenges associated with applying the UNCRC 1989 document in second language research with children which will be of use to any researcher working in this area *The Routledge Handbook of English Language Teaching* Graham Hall, 2016-05-12 The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate

and advanced undergraduate students of Applied Linguistics ELT TESOL and Language Teacher Education and for ELT professionals engaged in in service teacher development and or undertaking academic study Progressing from broader contextual issues to a narrower focus on classrooms and classroom discourse the volume s inter related themes focus on ELT in the world contexts and goals planning and organising ELT curriculum resources and settings methods and methodology perspectives and practices second language learning and learners teaching language knowledge skills and pedagogy understanding the language classroom The Handbook s 39 chapters are written by leading figures in ELT from around the world Mindful of the diverse pedagogical institutional and social contexts for ELT they convincingly present the key issues areas of debate and dispute and likely future developments in ELT from an applied linguistics perspective Throughout the volume readers are encouraged to develop their own thinking and practice in contextually appropriate ways assisted by discussion questions and suggestions for further reading that accompany every chapter Advisory board Guy Cook Diane Larsen Freeman Amy Tsui and Steve Walsh

Engaging Children in Applied Linguistics Research Annamaria Pinter, 2023-10-19 Who should speak for children in applied linguistics research Should it be only adults or is there room for children s perspectives and views as well This pioneering book brings their voices to the forefront and shows that listening to children can open up new possibilities to conduct research with children rather than just on them It covers a range of possibilities from simply asking for children s perspectives to increasing levels of active participation including adult child partnerships as well as child led research Examples taken from the interdisciplinary literature illustrate what is feasible to achieve in different contexts and both benefits and challenges are discussed alongside the most pressing ethical dilemmas A new alternative framework for researching with children is promoted which invites teachers and researchers to consider a wider range of roles that children can play and encourages them to find their own opportunities when it comes to research involving children

Researching Vocabulary N. Schmitt, 2010-08-18 The book overviews a wide range of vocabulary research methodologies and offers practical advice on how to carry out valid and reliable research on first and second language vocabulary It includes a Resources section which outlines the lexical tests corpora software internet sites and other resources available to vocabulary researchers

Bornelitteratur i sprogundervisningen Nanna Bjargum, Annegret Friedrichsen, Bente Meyer, 2007-06-15 Sprogforum har tradition for med mellemrum at sætte litteraturpædagogikken inden for fremmed og andetsprog på dagsordenen I dette nye temanummer fremhæves for første gang særligt bornelitteraturen i sprogundervisningen

Helping Young Children Learn Language and Literacy: Pearson New International Edition Carol Vukelich, James Christie, Billie Jean Enz, 2013-11-01 Pre service and in service teachers get sound instructional strategies for teaching the language arts to young children from birth to kindergarten and enhancing their reading writing speaking and listening development in this unique book that places children at the center of all good language and literacy teaching This book is about teaching the language arts about facilitating young children s reading writing speaking and

listening development In a very readable manner the book places children at the center of all good language and literacy teaching while focusing on four central themes that run throughout the book 1 The authors provide rich descriptions of two perspectives in children s language and early literacy learning emergent literacy and scientifically based reading research and equip early childhood teachers with the know how to use the instructional strategies supported by the research in both perspectives 2 The authors acknowledge and take into account the increasing diversity of our society and schools by providing numerous illustrations of how teachers can work effectively with diverse learners providing special features at the end of chapters that explain how to adapt instruction for English Language Learners and children with special needs and by providing information on the tools teachers can use to discover what each child knows and can do in order to build on that child s prior knowledge 3 The authors stress that assessment cannot be separated from good teaching and they describe strategies that teachers can use to understand children s language and literacy knowledge in the context of specific learning and teaching events while also focusing on today s increasingly important accountability function of assessment and standardized testing instruments 4 The authors acknowledge the importance of the family in young children s language and literacy development and include descriptions of how early childhood teachers can connect with families and engage caregivers in their children s school or center

Language and Thinking for Young Children Ruth Beechick, Jeannie Nelson, 1987 Oral language manual for parents and teachers of kindergarten and primary children

Performative Language Teaching in Early Education Joe Winston, 2022-02-24 This book introduces the application of drama and arts related activities to the teaching of English as a second or additional language in early education Joe Winston draws on both his own scholarly expertise and experience as a practitioner to provide a theoretical rationale practical examples tips and easy to read teaching guides intended to help busy professionals apply drama related methods in an efficient and accessible way Detailed examples of schemes of work are included for all year groups and developmental stages between the ages of 3 and 7 years of age Each scheme centres on a popular and easily obtainable picturebook or children s story Detailed guidance on how to plan and structure lessons with specific learning objectives is offered as is extensive advice on issues of classroom management The practical approaches have been used successfully in early years settings in China and primary and pre primary settings in the UK and are adaptable to a variety of national and cultural contexts

The Wolpert Program Tom Wolpert, 1988

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