Teaching Young Language Learners By Annamaria Pinter 2006 Paperback

Young English Language LearnersYoung Language Learners' Motivation and AttitudesTeaching Young Language Learners, Second EditionEthical and Methodological Issues in Researching Young Language Learners in School ContextsTeaching Languages to Young LearnersAssessing the Language of Young LearnersThe Age Factor and Early Language LearningIntegrating Assessment into Early Language Learning and TeachingLanguages and Children, Making the MatchHandbook of Research on Integrating Technology Into Contemporary Language Learning and TeachingComputer-Assisted Language Learning: Concepts, Methodologies, Tools, and ApplicationsAn Early StartLearning Foreign Languages in Primary SchoolAssessing Young Language LearnersAssessing Young Learners of English: Global and Local PerspectivesInformation and Communication Technologies and Young Language LearnersYoung Children□s Foreign Language AnxietyInternational Perspectives on Teaching English to Young LearnersAssessing Young LearnersLanguage Learner Strategies: 30 Years of Research and Practice Eugene E. Garcia Sybille Heinzmann Annamaria Pinter Annamaria Pinter Lynne Cameron Angela Hasselgreen Marianne Nikolov Danijela Pro□i□-Santovac Helena Anderson Curtain Zou, Bin Management Association, Information Resources Marianne Nikolov Mar□a del Pilar Garc□a Mayo Penny McKay Marianne Nikolov Mario Camilleri Jieun Kiaer S. Rich Sophie Ioannou-Georgiou Andrew Cohen Young English Language Learners Young Language Learners' Motivation and Attitudes Teaching Young Language Learners, Second Edition Ethical and Methodological Issues in Researching Young Language Learners in School Contexts Teaching Languages to Young Learners Assessing the Language of Young Learners The Age Factor and Early Language Learning Integrating Assessment into Early Language Learning and Teaching Languages and Children, Making the Match Handbook of Research on Integrating Technology Into Contemporary Language Learning and Teaching Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications An Early Start Learning Foreign Languages in Primary School Assessing Young Language Learners Assessing Young Learners of English: Global and Local Perspectives Information and Communication Technologies and Young

Language Learners Young Children□s Foreign Language Anxiety International Perspectives on Teaching English to Young Learners Assessing Young Learners Language Learner Strategies: 30 Years of Research and Practice *Eugene E. Garcia Sybille Heinzmann Annamaria Pinter Annamaria Pinter Lynne Cameron Angela Hasselgreen Marianne Nikolov Danijela Pro□i□-Santovac Helena Anderson Curtain Zou, Bin Management Association, Information Resources Marianne Nikolov Mar□a del Pilar Garc□a Mayo Penny McKay Marianne Nikolov Mario Camilleri Jieun Kiaer S. Rich Sophie Ioannou-Georgiou Andrew Cohen*

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 jos□ e n□□ez sr and flora v rodr□guez brown this is a must have for those who are working directly or indirectly with young english language learners olivia saracho university of maryland college park maryland

taking three different perspectives this book looks at primary school children s language learning motivation and language attitudes in adopting a longitudinal perspective the book fills a research gap and provides a macro level analysis of motivational development over time it reveals a surprising amount of stability in primary school children s motivational and attitudinal development the comparative perspective looks at the learners affective dispositions with regard to english theorized as a global language and french theorized as a national language the comparisons between global language and national language are relevant across the world especially in situations where instruction in languages other than english struggles to get attention the results reveal sizeable differences between the two languages with children being substantially more motivated to learn english than to learn french finally the explanatory section identifies key antecedents of the learners motivational and attitudinal dispositions and thereby opens up paths for

intervention relevant for those working in the field of language instruction

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 onup 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

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

this book will develop readers understanding of children are being taught a foreign language

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

offers readers chapters on the age factor in different educational contexts across three continents the book documents the development in research methods into early language learning and teaching it includes papers that discuss curriculum and assessment individual differences innovation in teacher education and the role of target language

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

acknowledgements preface introduction key concepts for success elementary and middle school foreign languages standards for foreign language

learning in the 21st century overview section a focus on the learner 1 characteristics of young learners second language acquisition cognitive characteristics of the learner

technology has become an integral part of our everyday lives as today s teachers prepare to instruct a new generation of students the question is no longer whether technology should be integrated into the classroom but how the handbook of research on integrating technology into contemporary language learning and teaching is a critical scholarly publication that examines the relationship between language education and technology and the ability to improve language education through technological advances featuring coverage on a wide range of topics such as computer assisted language learning flipped instruction and teacher education this publication is geared toward researchers practitioners and education professionals seeking relevant research on the improvement of language education through the use of technology

in a diverse society the ability to cross communication barriers is critical to the success of any individual personally professionally and academically with the constant acceleration of course programs and technology educators are continually being challenged to develop and implement creative methods for engaging english speaking and non english speaking learners computer assisted language learning concepts methodologies tools and applications is a vital reference source that examines the relationship between language education and technology and the potential for curriculum enhancements through the use of mobile technologies flipped instruction and language learning software this multi volume book is geared toward educators researchers academics linguists and upper level students seeking relevant research on the improvement of language education through the use of technology

there is a growing interest in teaching languages to young children this publication brings together papers from 18 countries it gives a cross section of major achievements and problem areas as well as an insight into research issues

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

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

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 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

includes 1 cd rom inside back cover

this book investigates the effects of foreign language anxiety fla on young language learners using as a basis for observation the early childhood english education industry in south korea that has arisen as a result of english fever the authors combine existing knowledge on the topic of fla together with original research on fla in young language learners to fill a large gap in knowledge with regards to this understudied and distinct group of learners the book includes suggestions for alleviating fla and encouraging foreign language enjoyment which can be implemented by parents teachers and

policymakers and which will ultimately facilitate more effective language learning and support children s psychosocial wellbeing

this volume comprises 11 research led accounts from teaching english to young learner teyl educators working in a range of diverse settings worldwide the innovative practical and theoretical perspectives offer some important insights into effective teyl pedagogy for the 21st century

helps teachers to assess children s progress in english in a way that is appropriate for young learners

provides a unique and timely re examination of key issues such as strategies in context strategy instruction and strategy research methods by numerous experts in the field offers an invaluable overview of what is known from empirical research about listening reading speaking writing vocabulary and grammar strategies proposes a clear and focused research agenda for the next decades

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