

Teaching Young Language Learners

Annamaria Pinter

Lightbown Andrew Barfield Christian Ludwig Judit Kovács Sharon Ahlquist Michael Fritsch American Library Association American Library Association Stephen H. Goode

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 I1 and I2 learning I2 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

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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

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

an overview of the issues surrounding the teaching of young learners combines up to date research with principles of classroom practice to discuss skills vocabulary grammar adapting and designing materials planning and assessment and policy decisions

based on a range of case studies this pioneering book demonstrates the multiple benefits when children actively participate in research

how languages are learned provides a readable introduction to the main theories of first and second language acquisition relating them to approaches to classroom methodology and practice

reconstructing autonomy in language education inquiry and innovation provides a critical re interpretation of the contextual co construction of autonomy in language education fifteen grounded research projects explore innovative self reflexive approaches to autonomy in learner and teacher education classroom practice self access and materials development the book emphasizes the multi voiced and contradictory complexity of pursuing autonomy in language education and includes commentary chapters to help readers engage with key issues emerging from the research

the volume contains 16 chapters that bring together language learner autonomy and the complex and multifaceted concept of action research this volume shows that learner autonomy is both a prerequisite and ultimate goal of action research

comprises ten papers which discuss the development of innovation systems and technology policy in central and eastern europe

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