Teaching Young Language Learners

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.

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.

Teaching Young Language Learners—Annamaria Pinter 2006-03-02 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.

Teaching Young Language Learners—Rhonda Oliver 2018-06-12 Adopting a learner-centred approach that places an emphasis on hands-on child SL methodology, this book illustrates the practices used to teach young second language learners in different classroom contexts: (1) English-as-an-Additional-Language or Dialect (EAL/D) - both intensive EAL/D and EAL/D in the mainstream (2) Language-Other-Than-English (LOTE) (3) Content-and-Language-Integrated Learning (CLIL) (4) Indigenous (5) Foreign-Language (FL). It will be particularly useful to undergraduate teachers to build upon the literacy units they undertake in the first year of their course to explore factors that constitute an effective child SL classroom and, in practical terms, how to develop such a classroom. The pedagogical strategies for teaching young language learners in the classroom are firmly guided by research-based findings, enabling not only pre-service teachers but also experienced teachers to make informed choices of how to effectively facilitate the development of the target language, empowering them to assume an active and effective role as classroom practitioners.

Teaching Young Language Learners—Lynne Cameron 2001-03-15 This book will develop readers’ understanding of children being taught a foreign language.

Teaching Young Language Learners—Annamaria Pinter 2017 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. Extra resources are available on the website:


The Routledge Handbook of Teaching English to Young Learners—Sue Garton 2018-10-10 The Routledge Handbook of Teaching English to Young Learners celebrates the ‘coming of age’ for the field of research in primary-level English Language Teaching. With 32 chapters written by international scholars from a wide geographical area including East Africa, Mexico, the South Pacific, Japan, France, the USA and the UK, this volume draws on areas such as second language acquisition, discourse analysis, pedagogy and technology to provide an overview of the current state of the field, identifying key areas of TEL. Chapters on a broad range of subjects from methodology to teaching in difficult circumstances and from Content and Language Integrated Learning (CLIL) to gaming. Suggestions of ways forward, with the aim of shaping the future research agenda of TEL in multiple international contexts. Background research and practical advice for students, teachers and researchers. With extensive guidance on further reading throughout, The Routledge Handbook of Teaching English to Young Learners is essential reading for those studying and researching in this area.

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 pretexts, 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.

Young English Language Learners—Eugene E. Garcia 2019-07-05 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. The chapters in this important book...

Teaching Young Learners English—Joan Kang Shin 2013-04-09 This book focuses on teaching English as a foreign language to children aged 7-12.

Assessing Young Language Learners—Penny McKay 2006 This book offers a comprehensive framework for the assessment of young language learners.

Teaching young language learners : [mit Kopiervorlagen]—Annamaria Pinter 2006

Teaching Modern Languages to Young Learners—Marianne Nikolov 2007-01-01 This book is targeted at modern languages teachers of primary school children and focuses on curricula and syllabi, as well as on teaching materials and methodology. The papers look into issues related to both pre- and in-service teacher education, innovative curriculum and syllabus design in tertiary education and lower primary schools, and how new ideas can be implemented at national and classroom levels. The first six papers focus on teacher education curricula and teacher development in pre-service and in-service programs, whereas the last four papers examine curricula, teaching materials and projects in primary schools—Publisher's description.
Young Learners

Sarah Phillips 1993-12-16 Based on the principle that English lessons form an integral part of a young learner's whole education, and that the teacher has a responsibility than the simple teaching of the language system. This work provides practical ideas for a variety of language practice activities, including art and crafts, drama, games, storytelling, and songs.

Teaching Young Learners to Think

Herbert Puchta 2012-03-01 Teaching Young Learners to Think offers 80 activities with photocopiable worksheets and easy-to-follow teacher's notes. Herbert Puchta, author of a wide range of innovative teaching materials, and Marion Williams, well-known for her book Psychology for Language Teachers, have developed specifically designed tasks that develop children's foreign language competence while promoting the basic thinking skills they will need as they grow older. Teachers will enjoy using the motivating tasks that have been carefully devised to match the language level of EFL learners. Students will enjoy the fun of the thinking challenges these activities offer.

Literacy Instruction for English Language Learners Pre-K-2

Diane M. Barone 2018-10-16 Summarizing current research and weaving it into practical instructional strategies that teachers can immediately use with young English language learners (ELLs), this book addresses a major priority for today's primary-grade classrooms. All aspects of effective instruction for ELLs are explored: oral language development and instruction, materials, word study, vocabulary, comprehension, writing, and home-school connections. Assessment is discussed throughout, and is also covered in a separate chapter. The volume is packed with realistic examples, lesson planning ideas, book lists, online resources, and reproducibles. Discussion and reflection questions enhance its utility as a professional development tool or course text.

Optimizing Elementary Education for English Language Learners

Gufer, Nilüfer 2018-01-30 Teaching English language learners has long presented challenges for teachers tasked with bringing these students to a level of language comprehension comparable to that of native speakers. These challenges and issues lead to difficulty in comprehending core academic topics for those learning the English language. Optimizing Elementary Education for English Language Learners provides a scholarly exploration that addresses the complex challenges that students face in language-rich environments.

The 6 Principles for Exemplary Teaching of English Learners(r) Young Learners in a Multilingual World

Vera Savic 2021-07-27 TESOL International Association has defined a core set of principles for the exemplary teaching and learning of English as a new language. This book explains how to apply these principles to teaching young English learners (2-12-year-olds) in a foreign language (EFL) setting. The 6 Principles(R) and their recommended practices are targets of teaching excellence that provide teachers with the knowledge to improve instruction and assessment. Instructional techniques are illustrated with a multitude of classroom examples, case studies, checklists, and vignettes.

Spotlight on Young Children

Meghan Dombrink-Green 2015 Offers practical ways to support young dual language learners and their families. Addresses communicating, using technology, pairing children, and more.

Ethical and Methodological Issues in Researching Young Language Learners in School Contexts

Dr. Annamaria Pinter 2021-04 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 taken 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 UNCR(1989) document in second language research with children which will be of use to any researcher working in this area.

Teaching Practices and Equitable Learning in Children's Language Education

Giannikas, Christina Nicole 2021-03-26 Educating children and leading them towards the path of bilinguism is a valuable and challenging task for any educator. Effective language teaching can contribute to young learners cognitive growth, develop their problem-solving skills, enhance their comprehension abilities, and provide children with the success in the challenge of learning a foreign language. All these issues must be taken under consideration when researching children and their teachers. The current literature indicates that teachers should engage in continuous professional development in order to improve their professional practices. This book introduces various perspectives of efficient practices, approaches, and ideas for professional development in the field of young language learners. The chapters in this book link the theoretical understanding and practical experience of teaching children languages by concentrating on teaching practices, material design, classroom management, reading, speaking, writing, and more. This book is designed for in-service and preservice teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students interested in the field of early English language learning and applied linguistics at large.

Teaching Young English to Young Learners 2010-08-30

Using Literature to Teach English as a Second Language

Membrive, Veronica 2020-05-22 Innovation has replaced stereotypical and old methods as an attempt to make English language teaching and learning appealing, effective, and simple. However, teaching a second language through literature may be a paramount tool to consolidate not only students' lexical and grammatical competences, but also for the development of their cultural awareness and broadening of their knowledge through interaction and collaboration that foster collective learning. Despite past difficulties, literature's position in relation to language teaching can be revivified and revalued. Using Literature to Teach English as a Second Language is an essential research publication that exposes the current state of this methodological approach and observes its reverberations, usefulness, strengths, and weaknesses when used in a classroom where English is taught as a second language. In this way, this book will provide an updated tool to explore teaching and learning through the most creative and enriching manifestations of one language? literature. Featuring a range of topics such as diversity, language learning, and plurilinguism, this book is ideal for academicians, curriculum designers, administrators, education professionals, researchers, and students.

Teaching Young Learners in a Superdiverse World

Heather Lotherington 2017-04-07 This book documents a collaborative action research project in one school where researchers and practitioners worked together to develop multimodal literacies and pedagogies for diverse, multilingual elementary classrooms. Following chronologically from Lotherington's Pedagogy of Multiliteracies (2011), this volume picks up after teachers and researchers have learned how to work efficiently as a learning community to offer project-based learning approaches. This edited collection relates how teachers and students of different grade levels, language backgrounds, and abilities developed a shared agenda and created a framework for effective and inclusive practices. Contributors present a collaborative, creative pedagogical solutions and innovative project-based learning are all essential aspects of teaching and learning socially appropriate and responsive literacies in a multimodal, superdiverse world.

Teaching English Language Learners 2019-01-09 This handbook is for elementary staff who work with English Language Learners, but who don't have specialized training in English language acquisition. It provides a thorough picture of English Language Learners, and offers practical strategies for teaching.

Effective strategies for teaching young language learners in foreign language classrooms

Brenda L. Bryson 2014 While there is an increase in support for foreign language programs for young language learners in the U.S. and worldwide, educators are faced with a lack of training in research-based strategies for developing effective and motivating instruction that meets the needs of young language learners in the primary grades. This project examines what the research literature has shown to be effective practice for young learners teaching in the areas of fostering community in the classroom, facilitating interactions, and use of gesture, teaching, listening and using stories, songs, and games effectively. Using the framework of sociocultural theory and the second language acquisition theories of Krashen, the project focuses on socially constructed learning in the zone of proximal development providing comprehensible input and lowering the effective filter as the basis of effective practice in young learner language classrooms. The strategies were compiled into a handbook for teacher training. It is hoped that this project
will contribute to teacher confidence and effectiveness in teaching Language to young learners.

45 Strategies That Support Young Dual Language Learners - Shana L. Tominey 2017-05-15 The number of dual language learners in early childhood classrooms is expanding every year, and teachers often feel underprepared to bridge language barriers and effectively meet these students’ learning needs. Help is here in this urgently needed book, a toolbox of today’s best strategies for supporting children and families from diverse backgrounds and ensuring the academic and social success of young dual language learners. Early childhood educators will get an invaluable collection of 45 practical, developmentally appropriate strategies for teaching dual language learners (both Spanish and children who speak other languages). Real-world guidance helps teachers apply each strategy in their own classrooms, and the activities, reflection questions, and resources in Spanish will support educators in strengthening their current teaching practices. A much-needed resource for in-service professional development and preservice courses, this timely book will help educators foster the success of inclusive early childhood classrooms and prevent achievement gaps for dual language learners. DISCOVER HOW TO Set up and organize your learning environment to support dual language learners Create a diverse classroom community where children’s (TMs) challenges and needs are anticipated Use culturally responsive classroom management practices that engage diverse learners Strengthen social-emotional learning for dual language learners Promote early academic skills and make learning activities accessible to children of all cultural backgrounds Use music and movement to increase student engagement and boost language development Partner with families and engage them in children’s (TMs) academic and social-emotional learning PRACTICAL MATERIALS: Reinforce your learning with classroom activities; chapter quizzes; reflection questions; Spanish songs, vocabulary, and books for the classroom; lists of additional resources; and a glossary. Sample letters and forms help you communicate with families and evaluate student needs (all forms are photocopyable and available online).

English Language Learners in Your Classroom - Ellen Kotter 2007-12-06 This third edition of the best-selling Children With Limited English offers connections to current research, new strategies for building communication skills, and instructional adaptations for ELL students.

Teaching English Online to Young Learners: 100 FAQs - Jun Liu 2020-10-15

Teaching Dual Language Learners - Lisa M. López 2020-08 “Teaching Dual Language Learners is a practical guide to help early childhood educators understand the needs of and provide instruction for young dual language learners in their classroom”--

Getting Started with English Language Learners - Judie Haynes 2007 Whether you’re new to teaching English language learners or an old hand, here’s a guide that provides you with a firm baseline and can’t-miss strategies for boosting the achievement of these students. A teacher with 26 years of experience uses familiar scenarios from actual classrooms to illustrate ideas and advice you can use right away: (1) Six key concepts and six common myths of second language acquisition; (2) Five stages of language acquisition and what to do at each; (3) Four stages of culture shock that newcomers go through before they become comfortable with the language; (4) How to know when an ell student is ready to speak; (5) How to match instruction to ell learning styles and thinking skills; (6) Main challenges that ell students face in learning reading, writing, math, science, and social studies; (7) How to use differentiated instruction, flexible grouping, and other essential practices for ell students; and (8) What to do for ell students during the first weeks of school. School leaders should buy this book in bulk for wide distribution or use the book’s professional development activities to create workshops and teacher induction programs.

English Language Proficiency Assessments for Young Learners - Mickyung Kim Wolf 2017-05-25 English Language Proficiency Assessments for Young Learners provides both theoretical and empirical information about assessing the English language proficiency of young learners. Using large-scale standardized English language proficiency assessments developed for international or U.S. contexts as concrete examples, this volume illustrates rigorous processes of developing and validating assessments with considerations of young learners’ unique characteristics. In this volume, young learners are defined as school-age children from approximately 5 to 13 years old, learning English as a foreign language (EFL) or a second language (ESL). This volume also discusses innovative ways to assess young learners’ English language abilities based on empirical studies, with each chapter offering stimulating ideas for future research and development work to improve English language assessment practices with young learners. English Language Proficiency Assessments for Young Learners is a useful resource for students, test developers, educators, and researchers in the area of language testing and assessment.

Assessing the Language of Young Learners - Angela Hesselgreave 2016-10 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 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 summarizing the 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.

Using Tasks in Second Language Teaching - Craig Lambert 2020-07-31 This book examines the use of tasks in second language instruction in a variety of international contexts, and addresses the need for a better understanding of how tasks are used in teaching and program-level decision-making. The chapters consider the key issues, examples, benefits and challenges that teachers, program designers and researchers face in using tasks in a diverse range of contexts around the world, and aim to understand practitioners’ concerns with the relationship between tasks and performance. They provide examples of how tasks are used with learners of different ages and different proficiency levels, in both face-to-face and online contexts. In documenting these uses of tasks, the authors of the various chapters illuminate cultural, educational and institutional factors that can make the effective use of tasks more or less difficult in their particular context.

Adult Language Learners - Ann F. V. Smith 2009-01-01

Young Dual Language Learners - Karen N. Nemeth 2014-04-02 “Provides clear and concise expert responses to questions that early childhood and elementary education administrators and preschool directors ask about educating young children who are learning through two languages”--

Improving Adult Literacy Instruction - National Research Council 2012-04-26 A high level of literacy in both print and digital media is required for negotiating most aspects of 21st-century life, including supporting a family, education, health, civic participation, and competitiveness in the global economy. Yet, more than 90 million U.S. adults lack adequate literacy. Furthermore, only 38 percent of U.S. 12th-graders are at or above proficient in reading. Improving Adult Literacy Instruction synthesizes the research on literacy and learning to improve literacy instruction in the United States and to recommend a more systemic approach to research, practice, and policy. The book focuses on individuals ages 18 and older who are not in K-12 education. It identifies factors that affect literacy development in adolescence and adulthood in general, and examines their implications for strengthening literacy instruction for this population. It also discusses technologies that can assist with multiple aspects of teaching, assessment, and accommodations for learning. There is inadequate knowledge about effective instructional practices and a need for better assessment and ongoing monitoring of adult students’ proficiency, weaknesses, instructional environments, and progress, which might guide instructional planning. Improving Adult Literacy Instruction recommends a program of research and innovation to validate, identify the boundaries of, and extend current knowledge to improve instruction for adults and adolescents outside school. The book is a valuable resource for curriculum developers, federal agencies as well as the Departments of Education, administrators, educators, and funding agencies.

Very Young Learners - Vanessa Reilly 1997-06-12 Provides ideas and advice for teachers who are asked to teach English to very young children (3-6 years). Offers a wide variety of activities such as games, songs, drama, stories, and art and craft, all of which follow sound educational principles. Includes numerous photocopyable pages.
Listening Myths - Steven Brown 2011-02-25 This volume was conceived as a “best practices” resource for teachers of ESL listening courses. It was written to help ensure that teachers of listening are not perpetuating the myths of teaching listening.

Developing Reading and Writing in Second-language Learners - Diane August 2008 This book is a shorter version of Developing Literacy in Second-Language Learners, reporting the findings of the National Literacy Panel on Language-Minority Children and Youth. This book concisely summarizes what is known from empirical research about the development of literacy in language-minority children and youth, including development, environment, instruction, and assessment. --From publisher's description.
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