

Teaching Young Language Learners Annamaria Pinter

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.

This book presents the latest research on the role of strategy use and development in second and foreign language teaching and learning. It comprises a wide selection of studies which cover topics such as strategic training of young EFL learners, promoting critical thinking through video gaming, language learning strategies for languages other than English, and the contribution of language learning strategies to the development of the four language learning skills. It will equip scholars and practitioners with the knowledge to help them better appreciate how language learning strategies contribute to and are linked with language learning processes. The contributing authors share research from their various contexts, which range from primary to tertiary education, and discuss the need for fine-tuned strategy categorization, conscious self-regulation and proposed strategy instruction.

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 collection provides a state-of-the-art survey of key issues and approaches in contemporary second language teaching.

Helps teachers to assess children's progress in English, in a way that is appropriate for young learners.

This Seventh Edition of the best-selling intermediate Italian text, DA CAPO, reviews and expands upon all aspects of Italian grammar while providing authentic learning experiences (including new song and video activities) that provide students with engaging ways to connect with Italians and Italian culture. Following the guidelines established by the National Standards for Foreign Language Learning, DA CAPO develops Italian language proficiency through varied features that accommodate a variety of teaching styles and goals. The Seventh Edition emphasizes a well-rounded approach to intermediate Italian, focusing on balanced acquisition of the four language skills within an updated cultural framework. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

In this publication national and international researchers working in the field of English as a Foreign Language (EFL) education, applied linguistics and educational sciences are presenting their current research in the area of primary EFL teacher education. The starting point of this collection was the general shift in educational research towards the role of teachers as well as towards facets of the teaching profession and their relative contributions to successful and 'good' education. All contributions to this volume focus primarily on hitherto insufficiently researched aspects of the professional development of primary EFL teachers. This book is thus contributing to closing existing research gaps as well as giving impetus for future studies and increasing communication about research on the professional development of EFL teachers in related disciplines. Aside from an overview of teaching primary EFL in Europe and beyond, the contributors are presenting up-to-date research on policy and practice of primary EFL teacher education, in-service training as well as professional competences and beliefs of primary EFL teachers. Edited by Eva Wilden and Raphaela Porsch, this interdisciplinary book provides contributions from Nora Benitt, Henriette Dausend, Ann-Cathrin Deters-Philipp, Janet Enever, Alicia Jöckel, Johannes König, Angelika Kubanek, Sandra Lammerding, Rama Mathew, Günter Nold, Annamaria Pinter, Thorsten Piske, Shelagh Rixon, Andreas Rohde, Henning Rossa, Bianca Roters, Sarah Strauß and Sarantis Tachtsoglou.

The book examines how task-based language teaching (TBLT) can be carried out with young beginner learners in a foreign language context. It addresses how TBLT can be introduced and implemented in a difficult instructional context where traditional teaching approaches are entrenched. The book reports a study that examined how TBLT can be made to work in such a context. The study compares the effectiveness of TBLT and the traditional "present-practice-produce" (PPP) approach for teaching English to young beginner learners in Japan. The TBLT researched in this study is unique as it employed input-based tasks rather than oral production tasks. The study shows that such tasks constitute an ideal means of inducting beginner learners into listening and processing English. It also shows that such tasks lead naturally to the learners trying to use the L2 in communication. It provides evidence to support the claim that TBLT promotes the kind of naturalistic interaction which is beneficial for the development of both interactional and linguistic competence. The book concludes with suggestions for how to implement TBLT in Japanese school contexts.

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: [a href="https://elt.oup.com/teachers/teachingyll" www.oup.com/elt/teacher/teachingyll/a.](https://elt.oup.com/teachers/teachingyll)

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.

Clear, easy to follow, and free of jargon - does not assume the reader is a native speaker of English. Covers all the major topics relevant for trainee teachers with the right level of detail. Strong focus on classroom teaching, applying theoretical principles to hands-on teaching practice. Can be used if you have little or no formal training as an English teacher.

Especially useful if you are working in the students' own country (rather than an English-speaking country). Can be used either as a complete course in English teaching or, if you already have some experience, as a reference book. A comprehensive and readable introduction to teaching English. Clear and jargon-free, it is easy to follow and suitable for initial teacher training, but also provides guidance and fresh ideas for more experienced teachers. It offers realistic ways of achieving success even with large classes and few resources.

Accompanying CD contains ... "examples of classroom language from real classrooms, plus pronunciation exercises."--Page 4 of cover.

Teachers are often told that new teaching methods and materials are 'based on the latest research'. But what does this mean in practice? This book introduces you to some of the language acquisition research that will help you not just to evaluate existing materials, but also to adapt and use them in a way that fits what we currently understand about how languages are learned.

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.

Now in its fifth edition, the award-winning How Languages are Learned has established itself as an indispensable introduction to research in language acquisition and its relationship with classroom practice. Patsy Lightbown and Nina Spada have worked for over four decades in second language research and education. They are highly respected worldwide for making theory and research about language learning accessible and relevant to classroom teaching. This widely acclaimed book remains essential reading for second language teachers. • Updated content highlights the latest research into second language learning and its relevance to classroom practice • Activities and questions for reflection personalize content and support critical thinking • Chapter summaries, discussion questions, weblinks and supplementary activities are available online at www.oup.com/elt/teacher/hlal

A practical reference guide to help teachers to predict and understand the problems their students have.

Teaching Young Language Learners, Second Edition Oxford University Press

This book offers a new methodological framework for the CLIL classroom, focusing on how to guide input and support output. Full of real-life examples and practical guidelines, the book provides support to both novice and experienced CLIL teachers. Areas covered include: the language used in CLIL; CLIL teacher training; materials design for CLIL; assessment in CLIL. Extra resources are available on the website: www.oup.com/elt/teacher/clil Phil Ball is a CLIL author and teacher trainer based in northern Spain. Keith Kelly is a writer and speaker on CLIL worldwide, and is based in Plovdiv, Bulgaria. John Clegg is a textbook author and CLIL consultant based in London.

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 photocopiable pages.

Carol Pal reconstructs a forgotten network of female scholars and rewrites the intellectual biography of the seventeenth-century republic of letters.

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 TEYL. 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 TEYL 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.

This is an updated version of 'the' teacher training course for teachers and trainee teachers preparing for the Cambridge ESOL Teaching Knowledge Test (TKT) Modules 1, 2 and 3 or other initial teacher training qualifications.

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.

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.

This book provides specific support to teachers who need to accommodate learners with dyslexia in their ELT classrooms – guiding them

through the main steps of the process with clear explanations, suggestions, and practical tools. Areas covered include: • the nature and causes of dyslexia • emotional, cognitive, and linguistic factors connected to dyslexia and English as a foreign, second, or other language • methodological guidelines for making English language teaching accessible for learners with dyslexia • strategies for phonological and orthographic work • developing communicative skills in oral and written language • accessible language testing and assessment in classroom-based and official contexts. Extra resources are available on the website: www.oup.com/elt/teacher/supportingdyslexia

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.

The role of stories is widely recognised in language teaching. Stories engage the imagination and expose the reader/listener to language patterns and to a rich array of vocabulary in context. Storyline shares these features. In the Storyline approach a fictive world is created in the classroom. Learners work in small groups over a period of typically four to six weeks as characters in a story. Working on open key questions, which drive the story and which carry the curriculum content, learners use and develop their language skills within a meaningful context. And they have fun! This book is about the power of story to engage and motivate, leading to effective learning: a programme of work based on stories and Storyline is truly learning-centred, allowing the teacher to adapt the level of the task to suit an individual learner's needs, enabling a sense of progress in the learner, enhanced motivation and continued learning. The book combines a wealth of practical ideas related to teaching with stories and Storyline, and at the same time also inspires teachers to undertake small scale explorations in their own classrooms. It is unique in its uncompromising attention to making links between everyday classroom practice, underlying theory and research opportunities that every teacher can take advantage of.

How can you use technology for pedagogic purposes in the language classroom? Technology Enhanced Language Learning discusses how the use of technology opens up opportunities for learning, how it enables different types of learning, and how it affects language use.

Current applied linguistic research generally supports the adoption of interdisciplinary approaches in education with the objective of enhancing learners' progress and teachers' practices. In this spirit, this edited volume explores the issue of cross-curricular learning and teaching from a wider perspective. The twenty-three papers collected here are categorised in four thematic units, all of which, however, share a common feature: they focus on interdisciplinary learning and promote the integration of knowledge and skills from various subject areas. As such, all the papers brought together in this volume, thus, emphasise the interconnectedness of knowledge and ideas in primary, secondary and tertiary education. The theme of Cross-Curricular Teaching and Learning is related in this volume to Intercultural Education, to Content and Language Integrated Learning, and to Information and Communication Technology (ICT). The book will be of interest to scholars who are interested in relevant research-based data and results, and to educators who wish to update their knowledge about cross-curricular teaching and improve their language teaching practices.

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 explores key areas of educational and social psychology and considers their relevance to language learning and teaching, using activities and questions for reflection. The topics discussed in the book include: • learners' and teachers' beliefs about how a language should be learned and taught • learning and working in groups • relationships with others • the role of the self in teaching and learning • motivation to start and persist with tasks • the role of emotions in learning. The authors provide useful insights for the understanding of language learning and discuss the important implications for language teaching pedagogy. Extra resources are available on the website: www.oup.com/elt/teacher/exploringpsychology

Marion Williams was formerly Reader in Applied Linguistics at the University of Exeter and is a past president of IATEFL. Sarah Mercer is Professor of Foreign Language Teaching at the University of Graz, Austria. Stephen Ryan is Professor in the School of Economics at Senshu University, Tokyo.

Gives an up-to-date overview of the research into English for Academic Purposes and discusses key concepts.

Winner - British Council Innovation in English Language Teaching Award 2006 This book was written for language teachers by language teachers, with a view to encouraging readers to use more tasks in their lessons, and to explore for themselves various aspects of task-based teaching and learning. It gives insights into ways in which tasks can be designed, adapted and implemented in a range of teaching contexts and illustrates ways in which tasks and task-based learning can be investigated as a research activity. Practising language teachers and student professionals on MA TESOL/Applied Linguistics courses will find this a rich resource of varied experience in the classroom and a stimulus to their own qualitative studies.

If someone said to you, 'you're toast', would you believe it? Owen Oswin does. Join Owen as he learns about idioms and being true to himself! Suggested readers ages 7 to 10 years-old.

Her last name may mean kings, but Ana María Reyes REALLY does not live in a castle. Rather, she's stuck in a tiny apartment with two parents (way too lovey--dovey), three sisters (way too dramatic), everyone's friends (way too often), and a piano (which she never gets to practice). And when her parents announce a new baby is coming, that means they'll have even less time for Ana María. Then she hears about the Eleanor School, New York City's best private academy. If Ana María can win a scholarship, she'll be able to get out of her Washington Heights neighborhood school and achieve the education she's longed for. To stand out, she'll need to nail her piano piece at the upcoming city showcase, which means she has to practice through her sisters' hijinks, the neighbors' visits, a family trip to the Dominican Republic . . . right up until the baby's birth! But some new friends and honest conversations help her figure out what truly matters, and know that she can succeed no matter what. Ana María Reyes may not be royal, but she's certain to come out on top.

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.

This book will develop readers' understanding of children are being taught a foreign language.

This book focuses on teaching English as a foreign language to children aged 7-12.

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.

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