

Teaching Young Language Learners Annamaria Pinter

Assessing Young Language Learners Languages and Children, Making the Match Teaching Languages to Young Learners Young English
Language Learners The Age Factor and Early Language Learning An Early Start Integrating Assessment into Early Language Learning and
Teaching Assessing the Language of Young Learners Spotlight on Young Children Computer-Assisted Language Learning: Concepts,
Methodologies, Tools, and Applications Early Foreign Language Learning and Teaching Effective strategies for teaching young language
learners in foreign language classrooms Handbook of Research on Integrating Technology Into Contemporary Language Learning and
Teaching Learning Foreign Languages in Primary School Teaching Young Second Language Learners Language Development in the Young
Second Language Learner of English Assessing Young Learners of English: Global and Local Perspectives The Young Language
Learner Language Learner Strategies: 30 Years of Research and Practice Are You Sitting Comfortably? Penny McKay Helena Anderson
Curtain Lynne Cameron Eugene E. Garcia Marianne Nikolov Marianne Nikolov Danijela Pročić-Santovac Angela Hasselgreen Meghan
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this book offers a comprehensive framework for the assessment of young language learners

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

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

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 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 ell 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 geneese donald j hernandez josé e náñez sr and flora v rodíguez 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

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

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

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

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 practical ways to support young dual language learners and their families addresses communicating using technology pairing children and more

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

over the past six decades the field of teaching modern foreign languages to young learners has come a long way from the early surmises about the advantages of a young start to today s widespread integration of foreign languages into curricula in public and private schools the chapters in this book bring together internationally renowned researchers who have been vocal in establishing early language teaching and learning as an independent area of research and novice voices who represent a new generation of devoted researchers to present a state of the art volume on the topic the authors address key questions about young learner second foreign language l2 fl development methodological issues when conducting research with young learners l2 fl teaching pedagogy language education policy technology enhanced learning and assessment together the chapters capture the reality of early fl development in the context of a globalized world and will be of great interest to researchers

and postgraduate students of sla and applied linguistics specifically in the field of early language development and teaching languages to young learners

while there is an increase if 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 younger 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

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

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

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 unit they undertake in the first years 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 six chapters 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 of classroom practitioners

this book focuses on early childhood bilingualism and second language learning in young children 0 to 6 years of age through the

development of personal vignettes and short anecdotes the author develops and demonstrates how an understanding of second language learning assists the practitioner and parent in unraveling the maze and enigma of the journey of second language learning itself it is also intended to aid the reader in the understanding of how to best meet the educational needs of these young second 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

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

this work is part of the young pathfinder series intended for teachers of young learners in primary as well as early secondary education each book in the series exemplifies key ideas with practical classroom activities which can be transferred by teachers straight into their classroom or used for in service training this title advises on how to keep learners interested and develop their grasp of the target language at the same time

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