

Teaching Young Language Learners Annamaria Pinter

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)

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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.

Managing a Diverse Workforce provides a comprehensive set of learning activities that address issues related to workplace diversity. Participation in these exercises helps students gain a greater appreciation of the wide range of issues that arise when people classify themselves or are classified by others as members of different groups, on whatever basis. More than half of the 30 learning activities are new to this Third Edition. The learning activities have several noteworthy features: - They explore the impact of diversity on the basis of numerous personal characteristics, including gender, race, ethnicity, age, sexual

orientation, physical and mental abilities, national culture, religion, socioeconomic status, education, appearance, weight, marital status, and parental status. - They address pre-organizational and organizational entry issues as well as issues that arise in the workplace. - They examine issues pertaining to individuals' work and personal lives and to society as a whole. - They consider what it is like to manage, be managed by, and work with diverse others as peers. - They offer powerful learning experiences that involve individuals, groups, and entire classes or training programs. - They offer different types of learning experiences, including diagnostic instruments, role plays, and simulations. - They draw upon many types of work settings, including both business and not-for-profit organizations. - *Managing a Diverse Workforce* is a perfect companion to core texts in workforce diversity, managing diversity, and human resource development, including Gary Powell's *Women and Men in Management*, Fourth Edition.

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

Synopsis: In their new collaboration, Celia Genishi and Anne Haas Dyson celebrate the genius of young children as they learn language and literacy in the diverse contexts that surround them. Despite burgeoning sociocultural diversity, many early childhood classrooms (pre-K to grade 2) offer a "one-size-fits-all" curriculum, too often assessed by standardized tests. In contrast, the authors propose diversity as the new norm. They feature stories of children whose language learning is impossible to standardize, and they introduce teachers who do not follow scripts but observe, assess informally, respond to, and grow with their children. Among these children are rapid language learners and those who take their time to become speakers, readers, and writers at "child speed." All these learners, regardless of tempo, are often found within the language-rich contexts of play.

This volume discusses a variety of aspects of cross-curricularity in language learning and teaching. It highlights the multidimensional character of language classes conducted at different educational levels, from pre-school to the university level, and discusses several important issues from a theoretical perspective, providing certain practical solutions and implications to the enumerated problems. The material of the book is divided into four parts, essentially reflecting the main areas of interest here. These parts deal with such notions as language learning and teaching; media in foreign language didactics; art and literature in language education; and (inter-)culturality and cross-curricularity in language learning and teaching. The book will be particularly useful to teacher-practitioners and scholars interested in various forms of integrating the content of different school subjects in language education.

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.

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Tutto bene! is an entertaining and comprehensive multi-level Italian language course for beginners, uniquely designed for both the classroom and a high degree of independent learning. Based on the communicative approach, the course comprises a combination of components in a range of media. Book 1 is for beginners. In this level you will learn the survival language you need to get by in Italy. Learn to greet people and introduce yourself. Get to know someone by discussing where they're from and exchanging contact details. Be able to describe yourself and others. Order food like an Italian and express your likes and dislikes. Arrange an outing or a dinner. Book a hotel room and make sure it has what you need at the right price. Tutto bene! Book 1 provides the perfect balance, enabling you to enjoy the language while developing an understanding of the grammar. It will give you a strong foundation and the confidence to further develop your Italian. The key components for each level of Tutto bene! are as follows: Tutto bene! book The book presents the Tutto bene! course in a format designed primarily for the classroom but accessible to the independent learner and complementary to the app. Each level of the course comprises a book with ten self-contained yet progressively linked lessons. Each lesson is carefully structured to introduce new language via an episode of the sitcom series followed by graduated conversation practise, ranging from limited to more open-ended dialogues where students apply the language they've acquired. Listening and responding activities are integral to each lesson, as are the simple explanations and deductive activities enabling students to understand the grammar. Writing activities are given at the end of every lesson and may be completed in class or later. Tutto bene! sitcom In the Tutto bene! sitcom series we follow an almost-normal group of friends through their quotidian ups and downs living and working in Rome and on holidays in other parts of Italy. The off-beat humour, original soundtrack and idiosyncrasies of the characters in these short episodes are both entertaining and a great stimulus for learning, while importantly also serving to make the language memorable. By viewing an episode multiple times at intervals and particularly before starting a new lesson, students will recognise their progress with the language and gain a sense of accomplishment. The sitcom series is the foundation of the course, with a short episode of under four minutes' duration introducing the new language and themes for each lesson in the book and on the app. All episodes of the series can be easily accessed in and out of the classroom: search for Lingoport Tutto bene! on YouTube or download the Lingoport Italian app. Lingoport Italian app: Tutto bene! The app delivers the Tutto bene! course in an interactive mobile format allowing maximum learning flexibility. It is both a vibrant alternative to the classroom for wholly independent learners as well as a rich resource for classroom students to further revise, consolidate and practise. The app offers an engaging and culturally-immersive learning experience with instant feedback for students to monitor their progress. With a transparent structure and supported step-by-step learning in all the skills, students have the choice of working progressively through the course or working selectively on a particular area. Each lesson comprises an episode of the Tutto bene! sitcom series followed by vocabulary building, speaking, listening, pronunciation and writing activities and culminates in a quiz. There is also a grammar reference for each lesson. Download the Lingoport Italian app from the app store.

This book focuses on ethical and methodological issues encountered by researchers working with young language learners in school contexts. 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.

In a globalized society, effective communication is critical, and study of language from a mathematical perspective can shed light on new ways in which to express meaning across cultures and nations. Computational Linguistics: Concepts, Methodologies, Tools, and

Applications explores language by dissecting the phonemic aspects of various communication systems in order to identify similarities and pitfalls in the expression of meaning. With applications in a variety of areas, from psycholinguistics and cognitive science to computer science and artificial intelligence, this multivolume reference work will be of use to researchers, professionals, and educators on the cutting edge of language acquisition and communication science.

This book offers contemporary perspectives on different registers of instruction, media language, the effectiveness of a multi-literacies program for introducing English as a Foreign Language, promoting religious tolerance through literature and music, teaching drama, intercultural communication, gender studies and literature studies. By using contemporary research methods, the contributors here offer insights into the ways in which the world of languages and literatures changes and evolves to face the constant challenges resulting from new instructional practices and research investigations, allowing educators, researchers and students alike to keep up with, and stay current in, all areas relating to language and literature. These illuminating essays highlight the dynamic global prism through which contemporary scholars view these issues and surpass any strict set of rules, which would otherwise lead them to ignore the ever-shifting changes in language and literature and the accompanying cultural spaces and realities.

Task-based teaching has created enormous interest among teachers in recent years. But how does the idea of designing tasks (e.g. discussions, problems, games) that encourage learners to use real language work in practice? This book explains the basic principles behind task-based learning and teaching and gives practical examples of how to make it work in different teaching situations.

The last three decades have witnessed a growth of interest in research on tasks from various perspectives and numerous books and collections of articles have been published focusing on the notion of task and its utility in different contexts.

Nevertheless, what is lacking is a multi-faceted examination of tasks from different important perspectives. This edited volume, with four sections of three chapters each, views tasks and Task-based Language Teaching (TBLT) from four distinct (but complementary) vantage points. In the first section, all chapters view tasks from a cognitive-interactionist angle with each addressing one key facet of either cognition or interaction (or both) in different contexts (CALL and EFL/ESL). Section two hinges on the idea that language teaching and learning is perhaps best conceptualized, understood, and investigated within a complexity theory framework which accounts for the dynamicity and interrelatedness of the variables involved. Viewing TBLT from a sociocultural lens is what connects the chapters included in the third section. Finally, the fourth section views TBLT from pedagogical and curricular vantage points.

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.

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-length treatment of Exploratory Practice introduces five propositions about learners as practitioners of learning who are capable of developing their expertise through conducting research in and on their own classroom learning lives.

The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics, ELT/TESOL, and Language Teacher Education, and for ELT professionals engaged in in-service teacher development and/or undertaking academic study. Progressing from 'broader' contextual issues to a 'narrower' focus on classrooms and classroom discourse, the volume's inter-related themes focus on: ELT in the world: contexts and goals planning and organising ELT: curriculum, resources and settings methods and methodology: perspectives and practices second language learning and learners teaching language: knowledge, skills and pedagogy understanding the language classroom. The Handbook's 39 chapters are written by leading figures in ELT from around the world. Mindful of the diverse pedagogical, institutional and social contexts for ELT, they convincingly present the key issues, areas of debate and dispute, and likely future developments in ELT from an applied linguistics perspective. Throughout the volume, readers are encouraged to develop their own thinking and practice in contextually appropriate ways, assisted by discussion questions and suggestions for further reading that accompany every chapter. Advisory board: Guy Cook, Diane Larsen-Freeman, Amy Tsui, and Steve Walsh

In recent years, scholars and musicians have become increasingly interested in the revival of musical improvisation as it was known in the Renaissance and Baroque periods. This historically informed practice is now supplanting the late Romantic view of improvised music as a rhapsodic endeavour—a musical blossoming out of the capricious genius of the player—that dominated throughout the twentieth century. In the Renaissance and Baroque eras, composing in the mind (*alla mente*) had an important didactic function. For several categories of musicians, the teaching of counterpoint happened almost entirely through practice on their own instruments. This volume offers the first systematic exploration of the close relationship among improvisation, music theory, and practical musicianship from late Renaissance into the Baroque era. It is not a historical survey *per se*, but rather aims to re-establish the importance of such a combination as a pedagogical tool for a better understanding of the musical idioms of these periods. The authors are concerned with the transferral of historical practices to the modern classroom, discussing new ways of revitalising the study and appreciation of early music. The relevance and utility of such an improvisation-based approach also changes our understanding of the balance between theoretical and practical sources in the primary literature, as well as the concept of music theory itself. Alongside a word-centred theoretical tradition, in which rules are described in verbiage and enriched by musical examples, we are rediscovering the importance of a music-centred tradition, especially in Spain and Italy, where the music stands alone and the learner must distil the rules by learning and playing the music. Throughout its various sections, the volume explores the path of improvisation from theory to practice and back again.

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. 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.

"The Oxford Handbook of Feminist Approaches to the Hebrew Bible brings together 37 essential essays written by leading international scholars, examining crucial points of analysis within the field of feminist Hebrew Bible studies. Organized into four major areas - globalization, neoliberalism, media, and intersectionality, the essays collectively provide vibrant, relevant, and innovative contributions to the field. The topics of analysis focus heavily on gender and queer identity, with essays touching on African, Korean, and European feminist hermeneutics, womanist and interreligious readings, ecofeminist and animal biblical studies, migration biblical studies, the role of gender binary voices in evangelical-egalitarian approaches, or the examination of scripture in light of trans women's voices. The volume includes essays examining the Old Testament as recited in music, literature, film, and video games. In short, the book offers a vision for feminist biblical scholarship beyond the hegemonic status quo prevalent in the field of biblical studies, in many religious organizations and institutions that claim the Bible as a sacred text, and among the public that often mentions the Bible to establish religious, political, and socio-cultural restrictions for gendered practices. The exegetically and hermeneutically diverse essays demonstrate that feminist biblical scholarship forges ahead with the task of engaging manifold issues and practices that keep the gender caste system in place even in the early part of the twenty-first century. The essays of this volume thus offer conceptual and exegetical ways forward at a historic moment of global transformation and emerging possibilities"--

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

Various assessments and international studies have shown that learners in South African schools experience challenges and perform poorly with respect to literacy and numeracy. To become competitive in the global arena, there is an urgent need to raise the standards of education. Language is required for all learning, including numeracy and mathematics. Many young learners in South Africa struggle to develop adequate language skills because of an inherent pathology and/or barriers in their learning environment. Learners who do not develop adequate listening and language skills during their early years are most likely to experience difficulty in acquiring literacy and numeracy skills, resulting in poor academic progress. By supporting learners to overcome their developmental delays as early as in the foundation phase, future learning problems may be prevented. To raise education standards, teachers need to

heighten their attempts to facilitate literacy and numeracy in the foundation phase. Teachers currently have to adapt to a new national curriculum statement (NCS) that is based on an outcomes-based education (OBE) approach (Department of Education, 1997:16). Many teachers, especially those in black townships and other previously disadvantaged areas, find this difficult as they have not been sufficiently trained or are not adequately qualified. Educational changes have necessitated the need for high quality staff development and support. Speech-language therapists (SLTs) working within a collaborative approach in the education context can support the learners who need to acquire listening and language skills, as well as the teachers who have to facilitate these skills. This study developed a support programme for foundation phase teachers to facilitate listening and language for numeracy. The multifaceted programme consisted of training, mentoring, and practical components, which aimed at developing the participants' competence (foundational, practical, and reflective competence). The programme integrated the principles of adult learning within an OBE approach while taking culture and diversity into consideration. The programme was evaluated within a Logic Model framework. The research made use of a concurrent, equal status triangulation design where triangulation was obtained by transforming QUAL data into QUAN data to be compared. In the QUAN strand, data were collected from 96 teacher participants (who were selected by using a convenience sampling method) by means of questionnaires, portfolio assignments, attendance registers, and financial statements. Qualitative data were collected from eight focus group discussions (using a nested design with 12 participants at a time) as well as a research diary, testimonials, and various correspondences. The findings indicated that all the participants have gained knowledge, skills, and confidence, but to varying degrees. Factors that affected the outcomes included aspects related to time, the choice of venue, age, prior support and qualifications, as well as motivation related to the context. Group learning was identified as a suitable strategy for teacher support in these contexts. Provided that specific factors are considered to increase effectiveness, the outcomes indicated that the programme could be used to support foundation phase teachers in these specific contexts.

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- 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.

Teaching Young Language Learners, Second Edition Oxford University Press

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.

'[This book] is a helpful edition to a field where there is a limited amount of good literature to support teachers dealing with second language acquisition in the classroom' - ESCalate
'Gregory's book is an important and timely contribution to the literature on literacy, biliteracy, second language learning and early childhood education, synthesizing cutting-edge research, perspectives and teaching approaches in a clear and accessible way. Overall, it is a terrific resource' - Dinah Volk
Across the world, an increasing number of young children are learning to read in languages different from their mother tongue, and there is a clear need for a book which addresses the ways in which these children should be taught. Eve Gregory's book is unique in doing so. Building upon the ideas proposed in *Making Sense of a New World*, this second edition widens its scope, arguing for the limitations of policies designed for 'monolingual minds' in favour of methodologies which put plurilingualism at the centre of literacy tuition. This book offers a practical reading programme -- an 'Inside-Out' (starting from experience) and 'Outside-In' (starting from literature) approach to teaching which can be used with individuals, small groups and whole classes. It uses current sociocultural theory, while drawing on examples of children from America, Australia, Britain, China, France, Singapore, South Africa and Thailand who are engaged in learning to read nursery rhymes and songs, storybooks, letters, the Bible and the Qur'an as well as school texts, in languages they do not speak fluently. Gregory argues that, in order for literacy tuition to be successful, reading must make sense -- children must feel part of a community of readers. There is no common method which they use to learn, but rather a shared aim to which they aspire: making sense of a new world through new words. Eve Gregory is Professor of Language and Culture in Education at Goldsmiths, University of London.

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.

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.

Written as a *Festschrift* honouring a beloved professor, colleague, and friend, this volume comprises a collection of essays offering a wide array of contemporary approaches to literature, linguistics, and applied linguistics. It covers a variety of topics, ranging from medieval to contemporary literature and language, and explores genres as diverse as fantasy, dystopia, drama, poetry, and film, addressing issues such as post- and transhumanism, age, gender, identity, family, metonymy, and narrative discourse. The diversity of themes and methodologies here makes the collection a widely applicable resource in the academic discussion of literature, language, and culture, both as a significant contribution to different philological fields and a useful educational tool for anyone teaching or studying English, Anglophone literature, British, American, and German studies, English as a Second Language, linguistics, cognitive linguistics, and applied linguistics, or conducting research in these fields.

Presents a collection of research projects and their findings that explore autonomy in language education.

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