

Teaching Young Language Learners Annamaria Pinter

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Annamaria Pinter is a lecturer at the Centre for English Language Teacher Education at the University of Warwick, UK. Originally she comes from Hungary where she worked in a teacher training college specialising in ELT for young learners.

Teaching Young Language Learners by Annamaria Pinter

This book, Teaching Young Language Learners, immediately caught my attention as I currently teach pre-school to elementary age beginner level children in Japan. But upon reading the introduction, the author, Annamaria Pinter describes that she intends seasoned teachers with an interest in teaching language to children and teacher trainers to get the most out of her book.

Teaching Young Language Learners | Teflnet

teaching young language learners annamaria Annamaria Pinter is a lecturer at the Centre for English Language Teacher Education at the University of Warwick, UK. Originally she comes from Hungary where she worked in a teacher training college specialising in ELT for young learners. Teaching Young Language Learners by Annamaria Pinter I found out about 'Teaching Young Learners' by Annamaria Pinter from a section in Caroline T. Linse's book, 'Young Learners' edited by David Nunan, in which ...

[PDF] Teaching Young Language Learners

University of Warwick - Cited by 2,365 - child second language learning - task-based learning - inclusive research - teacher development - childhood ... Annamaria Pinter. University of Warwick. ... Teaching English to young learners, 113-128, 2015. 14: 2015:

Annamaria Pinter - Google Scholar

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.

Teaching Young Language Learners | Professional ...

Dr Annamaria Pinter. My research interests include second/ foreign language acquisition and learning for children of all ages. I am interested in language learning processes in both formal and informal contexts, task-based learning and developing language learning materials for children. I am also interested in inclusive, participatory research with children which includes working with children as active co-researchers.

Dr Annamaria Pinter - University of Warwick

This is a best book Teaching Young Language Learners (Oxford Handbooks For Language Teachers Series), By Annamaria Pinter that comes from terrific writer to show you. The book Teaching Young Language Learners (Oxford Handbooks For Language Teachers Series), By Annamaria Pinter supplies the very best experience as well as lesson to take, not just take, however also find out.

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University of Warwick - Cited by 2,346 - child second language learning - task-based learning - inclusive research - teacher development - childhood ... Annamaria Pinter. University of Warwick. ... Teaching English to young learners, 113-128, 2015. 14: 2015:

Annamaria Pinter - Google Scholar

Born. Annamaria Pinter is a lecturer at the Centre for English Language Teacher Education at the University of Warwick, UK. Originally she comes from Hungary where she worked in a teacher training college specialising in ELT for young learners.

Annamaria Pinter (Author of Teaching Young Language Learners)

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Teaching Young Language Learners: Pinter, Annamaria ...

Teaching Young Language Learners: An accessible guide to the theory and practice of teaching English to children in primary education. Teaching Young Language Learners. : Ties together theory and...

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Teaching Young Language Learners by Annamaria Pinter ...

Teaching Young Language Learners, A. Pinter. Oxford University Press, Oxford (2006), 192 pp.

(PDF) Teaching Young Language Learners, A. Pinter. Oxford ...

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 Paperback edition by 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 onup-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.

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 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.

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href="https://elt.oup.com/teachers/teachingyl/"www.oup.com/elt/teacher/teachingyl/a.

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.

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

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 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.

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