

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:

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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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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 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

Read Book 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. 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.

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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.

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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.

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 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.

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

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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.

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.

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