

Teaching Young Language Learners Annamaria Pinter

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Input-based Tasks in Foreign Language Instruction for Young Learners

- Natsuko Shintani 2016-03-24
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

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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.

Teaching Grammar - Jim Scrivener 2003-06-05

The Age Factor and Early Language Learning -

Marianne Nikolov 2009
This edited volume documents the state of the art in research into how the age factor interacts with other factors in a variety of educational contexts.

The book comprises 17 chapters examining early language learning and teaching in a range of countries in Europe, Asia and North America. Authors discuss main themes in research methodology, curricular and assessment issues, short- and long-term outcomes, the role of individual differences, innovation in teacher education, classroom processes, as well as the impact of the target language. The first two chapters (Nikolov; Edelenbos and Kubanek) overview the main trends in research. Four papers (Curtain; Ofra Inbar-Lourie and Elana Shohamy; Jalkannen; Haenni Hoti, Heinzmann, and M Üller) focus on the assessment of young learners; two authors examine how age impacts on language learning over time (Mu Ñoz; Kasai). Individual differences (motivation, anxiety, aptitude, and socio-economic status) are explored by Mihaljević, Djigunović, Mattheoudakis and Alexiou, and Kiss

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Innovation is the common theme in chapters written by Wang, Moon, and Peng and Zhang. The last three papers analyze the status of languages (Harris, Enever, Carmel). The book is a must have for teacher educators of pre- and in-service teachers of modern languages to young learners, MA and PhD students in TEFL/TESOL and other languages, researchers and policy makers.

Teaching Young Language Learners - Annamaria Pinter 2017

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.

Teaching Languages to Young Learners - Lynne Cameron 2001-03-15

This book will develop readers' understanding of children are being

taught a foreign language.

Teaching Young Second Language Learners -

Rhonda Oliver 2018-06-12

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

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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.

Very Young Learners -
Vanessa Reilly
1997-06-12

This popular series gives teachers practical advice and guidance, along with resource ideas and materials for the classroom. The tasks and activities are clearly presented, and offer teachers the information they need about level, time, preparation, materials, classroom management, monitoring, and follow-up activities. Each book offers up to 100 ideas, as well as variations that encourage teachers to adapt the activities

to suite their individual classrooms.

The professional development of primary EFL teachers - Eva

Wilden 2017

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

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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.

Teachers Exploring Tasks in English Language

Teaching - Jane Willis
2004-11-30
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.
Early Language Learning and Teacher Education - Subhan Zein 2019

This book investigates
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both the theoretical and practical aspects of teacher education for early language teachers. The chapters focus on the complexity of teacher learning, innovations in mentoring and teacher supervision, strategies in programme development and perceptions, and knowledge and assessment in early language learning teacher education.

Teaching English to Young Learners -
2010-08-30

Technology Enhanced Language Learning: connecting theory and practice - Oxford Handbooks for Language Teachers - Aisha Walker
2013-03-08

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.
Teaching Young Language

Learners, Second Edition
- Annamaria Pinter
2017-01-26

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

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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 Routledge Handbook of Teaching English to Young Learners – Sue

Garton 2018-10-10
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.

Early Language Learning

– Janet Enever
2017-07-06

This is the first collection of research studies to explore the potential for mixed methods to shed light on foreign or second language learning by young learners in instructed contexts. It brings together recent studies undertaken in Cameroon, China

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Croatia, Ethiopia, France, Germany, Italy, Kenya, Mexico, Slovenia, Spain, Sweden, Tanzania and the UK. Themes include English as an additional language, English as a second or foreign language, French as a modern foreign language, medium of instruction controversies and content and language integrated learning (CLIL). The volume reviews the choice of research methodologies for early language learning research in schools with a particular focus on mixed methods and proposes that in the multidisciplinary context of early language learning this paradigm allows for a more comprehensive understanding of the evidence than other approaches might provide. The collection will be of interest to in-service and trainee teachers of young language learners, graduate students in the field of TESOL and early language learning,

teacher educators, researchers and policymakers. Research Methods in Applied Linguistics - Brian Paltridge 2015-08-27 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.

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Technology-mediated TBLT

- Marta González-Lloret
2014-07-15

This volume contributes to the development and advancement of TBLT as a research domain by investigating the intersection between tasks and technology from a variety of theoretical perspectives (e.g., educational, cognitive, sociocultural) and by gathering empirical findings on the design and implementation of diverse tasks for writing, interaction, and assessment with the mediation of technological tools such as wikis, blogs, CMC, Fanfiction sites, and virtual and synthetic environments. The innovative blend of tasks and technology in technology-mediated communication is guided by task-based language teaching and learning principles, and the contexts of study span adult college-level education settings in the United States, Mexico, the Netherlands, and Malaysia. The volume

opens up a new framework that the authors call "technology-mediated TBLT," in which tasks and technology are genuinely and productively integrated in the curriculum according to learning-by-doing philosophies of language pedagogy, new language education needs, and digital technology realities.

Renewing Democracy in Young America

- Daniel Hart 2018

"Political participation is paramount in a successful democracy, yet a strong sense of civic identity remains elusive in 21st century America. In *Renewing Democracy in Young America*, Hart and Youniss explore the idea that democracy depends on incorporating citizenship into long-term psychological identities. Proposing that 16- and 17-year-olds be able to vote in municipal elections and suggesting that schools create science-based, community-oriented environmental engagement programs, Hart and

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Youniss expound that by starting young and starting local, with direct citizen-participatory experiences, we can successfully create active and committed citizens"--Provided by publisher.

Teaching young language learners : [mit Kopiervorlagen] - Annamaria Pinter 2006

Techniques and Principles in Language Teaching 3rd edition - Oxford Handbooks for Language Teachers - Diane Larsen-Freeman 2013-01-18

Techniques and Principles in Language Teaching has influenced the way thousands of teachers have taught English. This classic guide to developing the way you teach has been an essential resource to new and experienced teachers worldwide, and is now in its third edition. Each chapter focuses on a different teaching approach, describing it being used in the classroom, analyzing what happened,

and helping you think how you could apply it to your own teaching. New features of the third edition include: a new discussion on the political dimensions of language teaching, a new digital technology chapter, and extended coverage of content-based and task-based approaches. On this site you will find additional resources, including author videos in which Diane Larsen-Freeman and Marti Anderson talk about the background to the book and new innovations in language teaching which are discussed in the third edition.

Second Language Acquisition and the Younger Learner - Jenefer Philp 2008-10-01 This new volume of work highlights the distinctiveness of child SLA through a collection of different types of empirical research specific to younger learners.

Characteristics of children's cognitive, emotional, and social development distinguish

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their experiences from those of adult L2 learners, creating intriguing issues for SLA research, and also raising important practical questions regarding effective pedagogical techniques for learners of different ages. While child SLA is often typically thought of as simple (and often enjoyable and universally effortless), in other words, as "child's play", the complex portraits of young second language learners which emerge in the 16 papers collected in this book invite the reader to reconsider the reality for many younger learners. Chapters by internationally renowned authors together with reports by emerging researchers describe second and foreign language learning by children ranging from pre-schoolers to young adolescents, in home and school contexts, with caregivers, peers, and teachers as interlocutors.

Doing Task-Based

Teaching – Oxford Handbooks for Language Teachers – Jane Willis

2013-04-02

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.

Teaching Young Learners English – Joan Kang Shin

2013-04-09

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

Essential Teacher Knowledge – Jeremy Harmer 2012

Essential Teacher Knowledge – a unique foundation-level methodology book with over 2 hours of video footage. *Essential*

Teacher Knowledge is the

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core foundation-level guide for teachers of general English, young learners and CLIL. Units on essential theory, practical teaching advice and classroom ideas are presented across two pages, in full colour. Written in accessible English, Essential Teacher Knowledge is ideal preparation for TKT and other entry-level teacher qualifications, or as a handbook for any ELT teacher. Two hours of video footage includes demonstrations of key teaching techniques, such as giving instructions and correction, so new teachers can see the theory put into practice and global "Teachers' Voices" - teachers from around the world sharing opinions and ideas about key issues for the global English teaching community. PIN-coded access to extra online material: audio to accompany the Pronunciation units (23 - 29), downloadable activities (Revise, Research, Reflect) to

accompany every unit, more teachers' voices videos and other resources for teachers, including an up-to-date bibliography .

Exploring Psychology in Language Learning and Teaching - Marion

Williams 2016-06-28

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

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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.

Learning Foreign Languages in Primary School

– María del Pilar García Mayo 2017-06-16

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.

Young Learners – Primary Resource Books for Teachers

– Sarah Phillips 2013-03-08
Practical ideas are provided for a wide variety of language practice activities. By Sarah Phillips. Part of the Primary Resource Books for Teachers series.

Teaching Young Language Learners

– Annamaria Pinter 2006-03-02
An overview of the

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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 English in the Primary School – Annika Kolb 2021-11-15

Grundschulenglisch kompetent unterrichten
Qualitativ hochwertiger Englischunterricht in der Grundschule hängt vor allem von der professionellen Kompetenz der Lehrkräfte ab. Der vorliegende Band in englischer Sprache behandelt in 13 Kapiteln grundlegende Themen und Konzepte für deren Entwicklung in Aus- und Fortbildung sowie im Selbststudium. Der Praxisband geht auf die besonderen Bedingungen der Bundesrepublik Deutschland ein und berücksichtigt die internationalen Forschungen zum Fremdsprachenunterricht in der Grundschule. Er ist dabei dem

aufgabenorientierten Lehren und Lernen verpflichtet. Ausgehend von der Heterogenität heutiger Grundschul Kinder und der Komplexität des fremdsprachlichen Klassenzimmers veranschaulichen die Kapitel den Zusammenhang von didaktischer Theorie und Unterrichtspraxis. Die Themen umfassen u. a. aufgabenorientiertes Lehren und Lernen, Classroom Management, Integration der Fertigkeiten, Focus on Form, Arbeit mit literarischen Texten, kulturelles Lernen, Einsatz von Medien und Materialien, fächerübergreifendes Lernen und den Übergang in die Sekundarstufe. Hinweise zur vertiefenden Lektüre und zahlreiche Unterrichtsbeispiele ergänzen die Kapitel. Der Band richtet sich an Studierende, an Referendarinnen und Referendare und an Lehrkräfte in der Grundschule, die sich für einen Englischunterricht

einsetzen, der die Lebenswelten der Lernenden ernst nimmt und der die Lernenden bei der Entwicklung ihrer Englischkompetenzen unterstützt. Er eignet sich zur Grundlage von Seminaren und zum Selbststudium.

_____ The present volume provides a comprehensive introduction to the teaching of English at primary school. Following a task-based and learner-oriented approach, the volume focuses on the German teaching context while taking relevant international research into account. Starting from the diverse lived experience of today's primary school children and the complexity of the foreign language classroom, the 13 chapters illustrate how theory and classroom practice relate to each other. Topics include learning through tasks, classroom management, the integration of skills, focus on form, working with literature,

cultural learning, the use of media and teaching materials, integrating subject matter and the transition to secondary school. The chapters present a variety of classroom examples and suggestions for further reading. The volume is aimed at students, trainee teachers and primary school teachers. It is a helpful resource for both pre-service and in-service teacher education.

Putting CLIL into Practice: Oxford Handbooks for Language Teachers - Phil Ball
2016-09-12

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

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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.

Spoken Here - Mark Abley
2011-04-13

Whether on the other side of the world or in our own backyard, languages everywhere are fading into oblivion. Mark Abley explores what the human family stands to lose – and explains why some endangered languages continue to thrive. Within the next couple of generations, most of the world's 6000 languages will vanish, due mainly to the unstoppable tide of English. With an open mind and a well-worn passport, award-winning journalist and poet Mark Abley tells entertaining and vital stories about

why languages matter. From Oklahoma to Provence, aboriginal Australia to Baffin Island, the cultures are radically different, but the problems of shrinking linguistic and cultural richness are painfully similar. Abley's investigation provides a stunning glimpse of the beauty and intricacies of languages like Yiddish and Yuchi, Mohawk and Manx, Inuktitut and Provençal. More importantly, it offers a sympathetic and memorable portrait of the people who still speak languages under threat. When a language dies out, gone too are stories that have been told for centuries, unique ways of seeing the world, and perhaps even ways of solving problems both large and small. Abley believes we must see languages as abundant sources of richness, wonder and usefulness. And he shows that hope still exists: that the determination of even one person can revive a whole language.

and its culture, in the process creating something new, changing and alive – exactly what languages do best.

Ethical and Methodological Issues in Researching Young Language Learners in School Contexts -

Annamaria Pinter
2021-05-10

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.

Children Learning English - Jayne Moon
2000

For teachers of English to young learners. It offers you discussion, discovery activities

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and real-life examples from classrooms around the world.

Research Methods for Understanding Child Second Language

Development - Yuko Goto Butler 2022-09-15
Butler and Huang's book is one of the first to focus on second language (L2) development research methods and techniques specifically targeted at children of primary and pre-primary years. The last decade has seen a growing number of L2 studies of children aged 4-12, a demographic with special developmental characteristics that confound research methods designed for studying adults. Written by experts from a variety of disciplines, this book covers major research methods and techniques in existing L2 development research, including observations, surveys, interviews, introspective methods, speech production methods, receptive methods, eye tracking, and brain imaging, as well as research methods

specifically designed for L2 children with special educational needs. The book also discusses various age-related considerations and challenges if they are employed to young L2 learners. This will be essential reading for SLA, child development, and TESOL researchers, and students in these courses will benefit particularly from pedagogical material such as further readings and discussion questions.

Assessing Young Learners - Sophie Ioannou-Georgiou 2003-07-31

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

The Cambridge Guide to Pedagogy and Practice in Second Language Teaching

- Jack C. Richards 2012-01-31

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

Teaching English to Young Learners - Janice

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Bland 2015-09-24
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.

Assessing English Language Learners: Bridges to Educational Equity - Margo Gottlieb
2016-03-03

Build the bridges for English language learners to reach success! This thoroughly updated edition of Gottlieb's classic delivers a complete set of tools, techniques, and ideas for planning and implementing instructional assessment of ELLs. The book includes: A focus on academic language use in every discipline, from mathematics to social studies, within and across language domains
Emphasis on linguistically and culturally responsive assessment as a key driver for measuring academic achievement A reconceptualization of

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assessment “as,” “for,” and “of” learning Reflection questions to stimulate discussion around how students, teachers, and administrators can all have a voice in decision making

Communicating Risk -
Jonathan Crichton
2016-01-05

We live in world increasingly shaped by risk, a fact underscored by recent events in the financial markets, science and technology, environmental policy and biosecurity, law enforcement and criminal justice. Risk assessment has become a central concern of governments, organisations and the professions, and the communication of risk is a crucial part of professional work. Exploring how risk is discursively constructed

across these domains is therefore central to our understanding of how professional practice affects people's lives. Communicating Risk takes up this challenge, with contributions from leading researchers and practitioners that examine key issues of risk communication across diverse professional domains.

Children Learning Second Languages - Annamaria Pinter 2011-03-29

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.