Teaching Young Language Learners

Young English Language LearnersLanguages and Children, Making the MatchAssessing Young Language LearnersIntegrating Assessment into Early Language Learning and TeachingComputer-Assisted Language Learning: Concepts, Methodologies, Tools, and ApplicationsEarly Foreign Language Learning and TeachingHandbook of Research on Integrating Technology Into Contemporary Language Learning and TeachingTeaching Languages to Young LearnersSTRUCTURING FUN FOR YOUNG LANGUAGE LEARNERS ONLINE TURNING ENJOYMENT INTO.Learning Foreign Languages in Primary SchoolLanguage Development in the Young Second Language Learner of EnglishAssessing Young Learners of English: Global and Local PerspectivesAn Early StartYoung Language Learners' Motivation and AttitudesEffective strategies for teaching young language learners in foreign language classroomsAssessing the Language of Young LearnersSpotlight on Young ChildrenInformation and Communication Technologies and Young Language LearnersEarly Language LearningLanguage, Learning, and Disability in the Education of Young Bilingual Children Eugene E. Garcia Helena Anderson Curtain Penny McKay Danijela Prošić-Santovac Management Association, Information Resources Marianne Nikolov Zou, Bin Lynne Cameron CHRIS. ROLAND María del Pilar García Mayo Deborah Chitester Marianne Nikolov Marianne Nikolov Sybille Heinzmann Brenda L. Bryson Angela Hasselgreen Meghan Dombrink-Green Mario Camilleri Janet Enever Dina C. Castro

Young English Language Learners Languages and Children, Making the Match Assessing Young Language Learners Integrating Assessment into Early Language Learning and Teaching Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications Early Foreign Language Learning and Teaching Handbook of Research on Integrating Technology Into Contemporary Language Learning and Teaching Teaching Languages to Young Learners STRUCTURING FUN FOR YOUNG LANGUAGE LEARNERS ONLINE TURNING ENJOYMENT INTO. Learning Foreign Languages in Primary School Language Development in the Young Second Language Learner of English Assessing Young Learners of English: Global and Local Perspectives An Early Start Young Language Learners' Motivation and Attitudes Effective strategies for teaching young language learners in foreign language classrooms Assessing the Language of Young Learners Spotlight on Young Children Information and Communication Technologies and Young Language Learners Early Language Learning Language, Learning, and Disability in the Education of Young Bilingual Children *Eugene E. Garcia Helena Anderson Curtain Penny McKay Danijela Prošić-Santovac Management Association, Information Resources Marianne Nikolov Zou, Bin Lynne Cameron CHRIS. ROLAND María del Pilar García Mayo Deborah Chitester Marianne Nikolov Marianne Nikolov Sybille Heinzmann Brenda L. Bryson Angela Hasselgreen Meghan Dombrink-Green Mario Camilleri Janet Enever Dina C. Castro*

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 ells 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 ells 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 genesee donald j hernandez josé e náñez sr and flora v rodríguez 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

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 offers a comprehensive framework for the assessment of young language learners

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

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

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 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 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

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

taking three different perspectives this book looks at primary school children s language learning motivation and language attitudes in adopting a longitudinal perspective the book fills a research gap and provides a macro level analysis of motivational development over time it reveals a surprising amount of stability in primary school children s motivational and attitudinal development the comparative perspective looks at the learners affective dispositions with regard to english theorized as a global language and french theorized as a national language the comparisons between global language and national language are relevant across the world especially in situations where instruction in languages other than english struggles to get attention the results reveal sizeable differences between the two languages with children being substantially more motivated to learn english than to learn french finally the explanatory section identifies key antecedents of the learners motivational and attitudinal dispositions and thereby opens up paths for intervention relevant for those working in the field of language instruction

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

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

includes 1 cd rom inside back cover

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 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

using an interdisciplinary perspective to discuss the intersection of language development and learning processes this book summarizes current knowledge and represents the most critical issues regarding early childhood research policy and practice related to young bilingual children with disabilities the book begins with a conceptual framework focusing on the intersection between the fields of early childhood education bilingual education and special education it goes on to review and discuss the role of bilingualism in young children s development and the experiences of young bilingual children with disabilities in early care and education settings including issues of eligibility and access to care instruction and assessment the book explores family experiences teacher preparation accountability and policy ending with recommendations for future research which will inform both policies and practices for the education of young bilingual children with disabilities this timely volume provides valuable guidance for teachers administrators policymakers and researchers

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