

Teaching English
to
Young Learners



TEACHING LANGUAGES TO YOUNG LEARNERS

PRESENTED BY
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Teaching Languages To Young Learners

Marja Zibelius



Teaching Languages To Young Learners:

Teaching Languages to Young Learners Lynne Cameron, 2001-03-15 This book will develop readers understanding of children are being taught a foreign language *An Early Start* Marianne Nikolov, Helena Curtain, Council of Europe, European Centre for Modern Languages, 2000-01-01 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 **Languages and Children, Making the Match** Helena Anderson Curtain, Carol Ann Dahlberg, 2004 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 Teaching English to Young Learners David Nunan, Anaheim University Press, 2010-08-30 **Teaching Modern Languages to Young Learners** Marianne Nikolov, European Centre for Modern Languages, 2007-01-01 This book is targeted at modern languages teachers of primary school children and focuses on curricula and syllabi as well as on teaching materials and methodology The papers look into issues related to both pre and in service teacher education innovative curriculum and syllabus design in tertiary education and lower primary schools and how new ideas can be implemented at national and classroom levels The first six papers focus on teacher education curricula and teacher development in pre service and in service programs whereas the last four papers examine curricula teaching materials and projects in primary schools Publisher s description **Teaching Languages with Technology** Euline Cutrim Schmid, Shona Whyte, 2014-11-03 This book draws on theories of second language acquisition SLA to illustrate how interactive white board technology can be exploited to support language acquisition It examines interaction collaboration and negotiation of meaning and focus on form in the communicative language classroom in primary secondary and vocational schools In recent years new technologies have been incorporated into second and foreign language education as tools for implementing teaching methodologies IWBs have established their role in the field of computer assisted language learning CALL and are an effective and inspiring tool which motivates both teachers and learners Although the number of IWBs in classrooms has rapidly increased over the past decade in many parts of the world teacher training materials and pedagogical support for the design evaluation and implementation of IWB based materials in the foreign language classroom has not kept pace Research also shows that language teachers do not always use IWBs in pedagogically sound ways There is a real need for the development of training models and examples of good practice which can support teachers in developing the necessary competencies for exploiting the IWB in ways consistent with current theories of language teaching pedagogy This book provides that best practice and gives a full account of in depth research in an accessible manner **The Routledge Handbook of Teaching English to Young Learners** Sue Garton, Fiona Copland, 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

Motivational Strategies in the Language Classroom Zoltán Dörnyei, 2001 The book takes a practical approach to teaching motivational strategies in the language classroom and gives the teacher 35 motivational strategies that they can use with language learners

Teaching Languages to Young Learners Shweta Singh (Assistant professor of English), 2017

Teaching English to Young Learners Janice 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

Teaching Languages - Sprachen lehren Friederike Klippel, 2016 Nachhaltiges Lernen im Sprachunterricht h ngt nicht zuletzt davon ab was und wie gelehrt wird Wie wichtig gerade die Lehrerin oder der Lehrer f r den Lernerfolg ist haben die internationalen Studien der letzten Jahre gezeigt In drei gro en Kapiteln befassen sich die Beitr ge des Bandes zum Ersten mit der aktuellen Forschung zum Sprachenlehren und zu den Sprachlehrenden zum Zweiten mit der Sprachlehrer aus bildung und zum Dritten mit Lehrinhalten und Lehrmethoden Zwanzig Expertinnen und Experten aus unterschiedlichen fremdsprachendidaktischen Disziplinen behandeln zentrale Aspekte der Lehr tigkeit im

Fremdsprachenunterricht aus theoretischer historischer und vor allem empirischer Perspektive **Learning and Teaching Languages Through Content** Roy Lyster, 2007-01-01 Based on a synthesis of classroom SLA research that has helped to shape evolving perspectives of content based instruction since the introduction of immersion programs in Montreal more than 40 years ago this book presents an updated perspective on integrating language and content in ways that engage

second language learners with language across the curriculum A range of instructional practices observed in immersion and content based classrooms is highlighted to set the stage for justifying a counterbalanced approach that integrates both content based and form focused instructional options as complementary ways of intervening to develop a learner s interlanguage system A counterbalanced approach is outlined as an array of opportunities for learners to process language through content by means of comprehension awareness and production mechanisms and to negotiate language through content by means of interactional strategies involving teacher scaffolding and feedback

Assessing Young Learners of English: Global and Local Perspectives Marianne Nikolov, 2015-10-29 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

Children's Additional Language Learning in Instructional Settings Yuko Goto Butler, 2025-05-08 This book provides the first comprehensive overview of young children s language learning in pre primary and primary education It collates research to date on language development and pedagogy among children learning a language in addition to their home language s in instructional settings providing readers with a thorough understanding of the topic and directions for further study The book promotes a learner centered approach to research and teaching and encourages critical reflection on how best to conduct research among children It recognizes the substantial diversity of young language learning experiences and pays attention to individual differences and variability in children s language development embracing an ecological perspective sensitive to contextual factors Closing the gap between research and practice each chapter opens with pedagogical or policy related questions explores relevant theories and research findings from instructed second language acquisition and offers discussion questions and recommended reading for further reflection and study This will be invaluable reading for all those who are undertaking research and working with young language learners

Becoming a (Better) Language Teacher Nora Benitt, 2015-08-07

Young Learners' Oracy Acquisition and Development in International Foreign Language Learning Contexts Dimitra Karoulla-Vrikki, Lucilla Lopriore, 2025-02-11 This volume presents research on oracy development in early language learning

with a particular focus on the pedagogical implications for growingly plurilingual classrooms The chapters offer empirical results from diverse international contexts which reveal common and differing experiences of teaching methodologies and assessment practices learners attitudes and motivation and young learners skill development processes Together they explore the effects of language policy collaborative learning and teacher intervention on the development of children s listening and speaking skills in a second or foreign language The book will be of interest to researchers in early second language acquisition as well as students on EFL TESOL and ESL courses It will be particularly useful to pre primary and primary teachers in multilingual classrooms and can be used in teacher education and professional development programmes to promote reflection on current teaching practices

Teaching Languages in the Primary School Philip Hood,Kristina Tobutt,2015-01-19 Languages are now a more important part of primary education than ever before and all successful primary teachers need to understand the principles that support good language teaching and learning This second edition provides a coherent overview of teaching and learning languages combining practical strategies for use in the classroom with engaging coverage of how to teach informed by academic research and theory Key features of this new edition Fully updated coverage of policy and curriculum developments including the 2014 National Curriculum and the Teachers Standards A new chapter on curriculum planning and assessment for KS2 Expanded coverage of the transition from primary to secondary school and the implications for teaching More examples of creative teaching and learning throughout This is essential reading for all students studying primary languages on initial teacher education courses including undergraduate BEd BA with QTS postgraduate PGCE School Direct SCITT and also NQTs

Integrating Assessment into Early Language Learning and Teaching Danijela Prošić-Santovac,Shelagh Rixon,2019-08-07 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

“How we’re going about it” Melinda Dooly,Diana Eastment,2009-03-26 How we re going about it provides a space for teachers voices in the nexus between research and practice by outlining specific cases of innovative approaches to language teaching and learning as they have been applied in the classroom The volume includes descriptions of some of the most representative recent work and practice in the field while at the same time covering a wide geographic scope The case descriptions help synthesize

research and teaching practice in a way that is accessible to busy teachers teacher trainers or anyone interested in language development Each chapter focuses on a similar approach taken by teachers and researchers from different countries and while the book contains contributions from some well known authors it also includes contributions from lesser known practitioners who merit recognition of their innovative practices This book is an important contribution to language teaching and learning for several reasons It deals with educational innovation at various levels of education young learners primary secondary tertiary it deals with perspectives from different areas of Europe and beyond and it provides examples of grass roots experiences being carried out by real teachers in real classrooms and is honest about the problems faced when implementing educational changes It is therefore a book about authentic experiences with both a theoretical and problem solving base experiences which in turn make an important contribution to the underlying theories described herein

Cooperative Learning in Virtual Space Marja Zibelius, 2014-11-26

The book delves into Teaching Languages To Young Learners. Teaching Languages To Young Learners is a vital topic that must be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Teaching Languages To Young Learners, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:
 - Chapter 1: Introduction to Teaching Languages To Young Learners
 - Chapter 2: Essential Elements of Teaching Languages To Young Learners
 - Chapter 3: Teaching Languages To Young Learners in Everyday Life
 - Chapter 4: Teaching Languages To Young Learners in Specific Contexts
 - Chapter 5: Conclusion
 2. In chapter 1, the author will provide an overview of Teaching Languages To Young Learners. This chapter will explore what Teaching Languages To Young Learners is, why Teaching Languages To Young Learners is vital, and how to effectively learn about Teaching Languages To Young Learners.
 3. In chapter 2, this book will delve into the foundational concepts of Teaching Languages To Young Learners. This chapter will elucidate the essential principles that need to be understood to grasp Teaching Languages To Young Learners in its entirety.
 4. In chapter 3, this book will examine the practical applications of Teaching Languages To Young Learners in daily life. The third chapter will showcase real-world examples of how Teaching Languages To Young Learners can be effectively utilized in everyday scenarios.
 5. In chapter 4, this book will scrutinize the relevance of Teaching Languages To Young Learners in specific contexts. This chapter will explore how Teaching Languages To Young Learners is applied in specialized fields, such as education, business, and technology.
 6. In chapter 5, the author will draw a conclusion about Teaching Languages To Young Learners. The final chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Teaching Languages To Young Learners.

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Teaching Languages To Young Learners Introduction

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