

Teaching English To Young Learners

A selection of short activities organized around six themes: Animals, Journeys, Fantasy and adventure, The world around us, Healthy bodies, and About me. 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 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.

A surprisingly simple way for students to master any subject--based on one of the world's most popular online courses and the bestselling book *A Mind for Numbers* *A Mind for Numbers* and its wildly popular online companion course "Learning How to Learn" have empowered more than two million learners of all ages from around the world to master subjects that they once struggled with. Fans often wish they'd discovered these learning strategies earlier and ask how they can help their kids master these skills as well. Now in this new book for kids and teens, the authors reveal how to make the most of time spent studying. We all have the tools to learn what might not seem to come naturally to us at first--the secret is to understand how the brain works so we can unlock its power. This book explains:

- Why sometimes letting your mind wander is an important part of the learning process
- How to avoid "rut think" in order to think outside the box
- Why having a poor memory can be a good thing
- The value of metaphors in developing understanding
- A simple, yet powerful, way to stop procrastinating

Filled with illustrations, application questions, and exercises, this book makes learning easy and fun.

The book presents the process of first and second language acquisition in children as well as the main principles of conventional and unconventional approaches and methods implemented in the general education as well as the language education of children. The long-term quantitative study described focused on the comparison of the results obtained by young learners taught English according to the Helen Doron Method in private courses and the results gained by young learners instructed according to the modern eclectic method at public primary school. The results were compared in such language areas and

skills as vocabulary, grammar, language chunks, pronunciation, listening skill, speaking skill and a general level of language acquisition.

“For thousands of years people have been using the skills we describe in this book to engage in conversations with others. What isn’t as prevalent, however, is instruction--especially in primary grades—in which we engage students in productive conversations about academic ideas. This book fills that very big need.” --Jeff Zwiers & Sara Hamerla Talk about content mastery . . . Primary teachers, you won’t want to miss this: if you’re looking for a single resource to foster purposeful content discussions and high-quality interpersonal engagement, then put Jeff Zwiers and Sara Hamerla’s K-3 Guide to Academic Conversations at the top of your reading list. Whether your students love to talk or not, all must be equipped with key conversation skills such as active listening, taking turns, posing, clarifying, supporting with examples, and arguing ideas. This ready resource comes packed with every imaginable tool you could need to make academic conversations part of your everyday teaching: Sample lesson plans and anchor charts Guidelines for creating effective prompts Applications across content areas, with corresponding assessments Rubrics and protocols for listening to student speech Transcripts of conversations and questions for reflection Companion website with video and downloadable resources Tens of thousands of students in the upper grades have reaped the benefits of academic conversations: high-quality face-to-face interactions, increased motivation, stronger collaborative argumentation skills, and better understanding and retention of content. The K-3 Guide to Academic Conversations is that resource for providing your primary students with the same powerful learning opportunities. This handbook is for elementary staff who work with English Language Learners, but who don’t have specialized training in English language acquisition. It provides a thorough picture of English Language Learners, and offers practical strategies for teaching.

Teaching Young Learners to Think offers 80 activities with photocopiable worksheets and easy-to-follow teacher's notes. Herbert Puchta, author of a wide range of innovative teaching materials, and Marion Williams, well-known for her book Psychology for Language Teachers, have developed specifically designed tasks that develop children's foreign language competence while promoting the basic thinking skills they will need as they grow older. Teachers will enjoy using the motivating tasks that have been carefully devised to match the language level of EFL learners. Students will enjoy the fun of the thinking challenges these activities offer.

Based on the principle that English lessons form an integral part of a young learner's whole education, and that the teacher has a responsibility than the simple teaching of the language system. This work provides practical ideas for a variety of language practice activities, including art and crafts, drama, games, storytelling, and songs.

Have you ever watched a travel show on a foreign country and afterwards felt a

burning desire to visit? Or talked to someone who described their trip to a faraway land leaving you envious of their experience? What if there was a fun, low pressure, and rewarding job that could enable you to live your dreams of enjoying life in exotic places? While teaching English in non-English speaking countries has long been a favorite gateway to world travel and adventures abroad, there is currently a rising demand for ESL teachers qualified to work with kindergarten-age students. Developing countries across the planet are experiencing newfound wealth, and given the high value many of these cultures place on education, they are interested in teaching their children English at younger and younger ages. This growing demand for ESL kindergarten teachers will likely continue for many years, which means if you are interested in working in this part of the ESL market, you will be able to find work and receive competitive rising wages as you acquire more experience. The benefits of working as an ESL kindergarten teacher are numerous. Unlike many older students, kindergarten-age children are respectful to their teachers and excited to be at school. At this young age, you become one of the few adults in their world, and your students will rely on you for guidance, protection, and good old fashioned fun. In return they will provide you with enough affection, warm smiles, and laughter to last a lifetime. If the prospect of teaching English to young learners' sounds intimidating, it need not be any longer. This book provides new teachers all the necessary information they require to confidently start teaching ESL kindergarten. Don't hesitate to miss out on a truly rewarding job with plenty of adventure in exotic destinations; read on to discover how to become an ESL kindergarten teacher.

TESOL International Association has defined a core set of principles for the exemplary teaching and learning of English as a new language. This book shows educators how to apply these principles to teaching young English learners (2- to 12-year-olds) in a foreign language (EFL) setting. The 6 Principles(R) and their recommended practices are targets of teaching excellence that provide teachers with the knowledge to improve instruction and assessment. Instructional techniques are illustrated with a multitude of classroom examples, case studies, checklists, and vignettes.

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.

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.

Raise your ELL success quotient and watch student achievement soar! How the ELL Brain Learns combines current research on how the brain learns language with strategies for teaching English language learners. Award-winning author and brain research expert David A. Sousa describes the linguistic reorganization needed to acquire another language after the age of 5 years. He supplements this knowledge with immediately applicable tools, including: A self-assessment pretest for gauging your understanding of how the brain learns languages Brain-compatible strategies for teaching both English learners across content areas An entire chapter about how to detect English language learning problems

This text provides a comprehensive view of recent ideas and practice in teaching English as a foreign language to young learners. The starting point is practice, but later chapters also provide an introduction to background theory and educational principles.

Nearly half a century has passed since Hymes proposed the concept of communicative competence to describe the knowledge and skills required for the appropriate use of language in a social context. During these decades, a number of scholars have applied and refined this concept. In language education, communicative competence has been identified as a major objective of learning. This book will inform readers about communicative competence as a highly complex construct encompassing an array of sub-competencies such as linguistic skills and proficiencies, knowledge of socio-cultural and socio-pragmatic codes, and the ability to engage in textual and conversational discourse. Findings from research in related disciplines have pointed to the significance of factors that can contribute to the attainment of communicative competence. Various teaching practices and relevant Information and Communication Technology (ICT) tools will be also introduced and discussed to achieve communicative competence as a complex ability. It is a timely contribution to current research on key areas in the teaching, learning and acquisition of second/foreign languages.

A practical teacher guide book for teaching spoken English to young children

This book will develop readers' understanding of children are being taught a foreign language. This book focuses on teaching English as a foreign language to children aged 7-12.

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. THE MUST-HAVE BEHAVIOUR MANAGEMENT BIBLE "Show the students the can of dog food, open it up and then eat from it. Offer it round the class to see if anyone else will have a taste..."* This is just one of Sue Cowley's infamous ways of captivating your students, seizing control and getting those buggers to behave! *(WARNING: Make sure you read the crucial preparation advice before putting this idea into practice!) Now in its fifth edition, Getting the Buggers to Behave remains a firm favourite with trainees, newly qualified teachers and experienced staff alike. The advice ranges from the basics of behaviour management to 'how to deal with the class from hell' and is applicable whether you are working in the early years, primary, secondary or further education with level specific examples in every chapter. The book covers preparing for your first meeting with a new group of students, developing your individual teaching style, creating a positive learning environment and working in really challenging schools. Sue is famed for the practical, honest and realistic nature of her advice, and all her ideas include case studies and anecdotes based on her years of experience working as a teacher and the stories and problems she has advised on 'agony aunt' style, for teachers of all levels. In this brand new edition, Sue takes a detailed look at the use of incentives for managing behaviour, how to implement a restorative justice approach in order to change children's behaviour and also identifies the ten most common forms of misbehaviour and how to deal with them. So, if your 2 year olds are ignoring you, your Year 11s are unmanageable, your tutor group is running riot or that unmentionable 9 year old is driving you round the bend then this is the book for you!

The CEFR Companion volume broadens the scope of language education. It reflects academic and societal developments since the publication of the Common European Framework of Reference for Languages (CEFR) and updates the 2001 version. It owes much to the contributions of members of the language teaching profession across Europe and beyond. This volume contains: ? an explanation of the key aspects of the CEFR for teaching and learning; ? a complete set of updated CEFR descriptors that replaces the 2001 set with: - modality-inclusive and gender-neutral descriptors; - added detail on listening and reading; - a new Pre-A1 level, plus enriched description at A1 and C levels; - a replacement scale for phonological competence; - new scales for mediation, online interaction and plurilingual/pluricultural competence; - new scales for sign language competence; ? a short report on the four-year development, validation and consultation processes. The CEFR Companion volume represents another step in a process of engagement with language education that has been pursued by the Council of Europe since 1971 and which seeks to: ? promote and support the learning and teaching of modern languages; ? enhance intercultural dialogue, and thus mutual understanding, social cohesion and democracy; ? protect linguistic and cultural diversity in Europe; and ? promote the right to quality education for all.

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.

The last two decades have yielded some important research on how first and second generation immigrant children live and study in the United States. In particular, there are some significant findings that concern young children's second language development. This book provides an overview of recent linguistic and methodological research and examines the ways in which new theoretical findings can inform classroom practice. Gordon is particularly concerned with ways of rendering instruction intellectually challenging and exciting in the primary level ESL classroom.

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.

Super Safari British English edition is a three-level pre-primary course that welcomes very young children to English through stories, songs and plenty of playtime while supporting their cognitive, motor-sensory and social development. Join Polly and her friends on an exciting adventure that welcomes pre-school children to English through colourful stories, action songs and fun arts and crafts. With children's development in mind, this exciting pre-school course introduces the new language through play while improving memory and concentration; practising motor-sensory skills and developing thinking and creativity. Together with Polly, children also discover the fascinating world around them, the link between English letters and sounds, and the importance of sharing and other values. Pupil's Book 1 includes a fabulous DVD-ROM with animated songs and interactive games - perfect for family fun at home.

Provides ideas and advice for teachers who are asked to teach English to very young children (3-6 years). Offers a wide variety of activities such as games, songs, drama, stories, and art and craft, all of which follow sound educational principles. Includes numerous photocopiable pages.

As the number of young learners acquiring English worldwide continues to grow, the increasing number of teachers educating these students faces a daunting task. What theoretical perspectives, classroom approaches, and types of activities will result in lessons that are both enjoyable and beneficial to young learners? The approaches in Teaching English to Young Learners help guide teachers as they work with students from preschool to the lower reaches of secondary schooling, with a focus on children in Grades K-6. Emery and Rich provide specific tasks, strategies, and activities to show you how to establish the kind of reflective teaching that helps your students develop fluency and accuracy

in the English language.

In his New York Times bestseller *Steal Like an Artist*, Austin Kleon showed readers how to unlock their creativity by “stealing” from the community of other movers and shakers. Now, in an even more forward-thinking and necessary book, he shows how to take that critical next step on a creative journey—getting known. *Show Your Work!* is about why generosity trumps genius. It’s about getting findable, about using the network instead of wasting time “networking.” It’s not self-promotion, it’s self-discovery—let others into your process, then let them steal from you. Filled with illustrations, quotes, stories, and examples, *Show Your Work!* offers ten transformative rules for being open, generous, brave, productive. In chapters such as *You Don’t Have to Be a Genius*; *Share Something Small Every Day*; and *Stick Around*, Kleon creates a user’s manual for embracing the communal nature of creativity— what he calls the “ecology of talent.” From broader life lessons about work (you can’t find your voice if you don’t use it) to the etiquette of sharing—and the dangers of oversharing—to the practicalities of Internet life (build a good domain name; give credit when credit is due), it’s an inspiring manifesto for succeeding as any kind of artist or entrepreneur in the digital age.

Teaching Young Learners English From Theory to Practice Heinle & Heinle Pub
Demonstrates the principles involved in planning and designing an effective syllabus. This book examines important concepts, such as needs analysis, goal-setting, and content specification, and serves as a useful introduction for teachers who want to gain an understanding of syllabus design in order to modify the syllabuses with which they work.

How to teach young learner classes - for the professional English language teacher.
This new book covers this increasingly important sector of teaching young learners aged between 7 and 12 years old. Public school systems in many countries provide for teaching English at elementary school level, and this in turn has stimulated a vigorous private school sector. The book covers a wide range of subjects for teachers including planning class work, including language items to teach and skills (listening, reading, writing, speaking); using textbooks and resources beyond the textbook; using stories, songs, games, etc.; teacher checking of how students are learning; together with young learner examinations.

The *Upside-Down Magic* kids are back in another topsy-turvy adventure in the next installment of this New York Times bestselling series! It's *Big Night in Dunwiddle . . .* and that means the whole school has a sleepover like no other. For one night every year, magic students run through the halls, hunting for the objects that will win them a super special prize. Nory is super excited for the scavenger hunt. Not only because she likes winning, but also because if her team wins, she thinks there's a chance her best friend Elliott won't move away to attend super snobby Sage Academy. Sebastian is a little less excited once the hunt is on. Yes, he has magical powers that help his team -- like being able to see invisible things or anything that makes a sound. The problem is that the really loud sounds are hurting him . . . and nobody seems to care. The kids in *Upside-Down Magic* know their five F's (Flares, Flyers, Fuzzies, Flickers, and Fluxers) -- but to win this night, a sixth F is the most important . . . Friendship.

This book documents a collaborative action research project in one school where researchers and practitioners worked together to develop multimodal literacies and pedagogies for diverse, multilingual elementary classrooms. Following chronologically from Lotherington's *Pedagogy of Multiliteracies* (2011), this volume picks up after teachers and researchers have learned how to work efficiently as a learning community to offer project-based learning approaches. This edited collection relates how teachers and students of different grade levels, language backgrounds, and abilities developed a shared agenda and created a framework for effective and inclusive practices.

Contributors demonstrate that collaboration, creative pedagogical solutions and innovative project-based learning are all essential parts of learning and teaching socially appropriate and responsive literacies in a multimodal, superdiverse world.

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