

# Teaching Languages To Young Learners

Educating children and leading them towards the path of bilingualism is a valuable and challenging task for any educator. Effective language teaching can contribute to young learners' cognitive growth, develop their problem-solving skills, enhance their comprehension abilities, and provide children with the satisfaction of succeeding in the challenge of learning a foreign language. All these issues must be taken under consideration when researching children and their teachers. The current literature indicates that further material is needed to provide professionals with different classroom situations and enhance the art of teaching children. *Teaching Practices and Equitable Learning in Children's Language Education* focuses on various perspectives of efficient practices, approaches, and ideas for professional development in the field of young language learners. The chapters in this book link the theoretical understanding and practical experience of teaching children languages by concentrating on teaching practices, material design, classroom management, reading, speaking, writing, and more. This book is designed for inservice and preservice teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students interested in the field of early language learning and applied linguistics at large. 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. This book examines the use of tasks in second language instruction in a variety of international contexts, and addresses the need for a better understanding of how tasks are used in teaching

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and program-level decision-making. The chapters consider the key issues, examples, benefits and challenges that teachers, program designers and researchers face in using tasks in a diverse range of contexts around the world, and aim to understand practitioners' concerns with the relationship between tasks and performance. They provide examples of how tasks are used with learners of different ages and different proficiency levels, in both face-to-face and online contexts. In documenting these uses of tasks, the authors of the various chapters illuminate cultural, educational and institutional factors that can make the effective use of tasks more or less difficult in their particular context.

Offers readers chapters on the age factor in different educational contexts across three continents. The book documents the development in research methods into early language learning and teaching. It includes papers that discuss curriculum and assessment, individual differences, innovation in teacher education, and the role of target language.

Whether you're new to teaching English language learners or an old hand, here's a guide that provides you with a firm baseline and can't-miss strategies for boosting the achievement of these students. A teacher with 26 years of experience uses familiar scenarios from actual classrooms to illustrate ideas and advice you can use right away: (1) Six key concepts and six common myths of second language acquisition; (2) Five stages of language acquisition and what to do at each; (3) Four stages of culture shock that newcomers go through before they become comfortable with the language; (4) How to know when an ell student is ready to speak; (5) How to match instruction to ell learning styles and thinking skills; (6) Main challenges that ell students face in learning reading, writing, math, science, and social studies; (7) How to use differentiated instruction, flexible grouping, and other essential practices for ell students; and

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(8) What to do for ell students during the first weeks of school. School leaders should buy this book in bulk for wide distribution or use the book's professional development activities to create workshops and teacher induction programs.

Teaching Languages to Young Learners Cambridge University Press

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

"Teaching Dual Language Learners is a practical guide to help early childhood educators understand the needs of and provide instruction for young dual language learners in their classroom"--

Both a methods text and a practical guide for schools and teachers, "Languages and Learners" is designed to help those preparing to teach languages, especially at the elementary and middle school K-8 levels; practitioners already involved with language teaching; and teachers, parents, and administrators engaged in the planning or evaluation process. In it the authors include the theoretical and practical elements that have been important in their own classroom practice. Intended as an entry-level resource to help new teachers get oriented to what is important and available in the profession, the book is based on scholarship, yet written by practitioners with practitioners in mind. Popular, accessible, and engaging, "Languages and Learners" is a classic in the field, now updated to include: NEW! A new organization around the TELL (Teaching Effectiveness for Language Learning) Framework. NEW examples and illustrations of the concepts. NEW insights from guest contributors. NEW coverage of today's important issues, such as technology in the classroom, assessment, differentiated instruction, the Common Core State Standards, and more.

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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.

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.

With a focus on communicative language teaching as it reflects cognitive and second language

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acquisition theory, this classic in the field provides a wealth of strategies and activities ready to use in the K-8 foreign language classroom. This popular and completely updated text is the only comprehensive foreign language methods text for K-8 classrooms that is also accessible and engaging for undergraduate students. *Languages and Children: Making the Match*, Fourth Edition, provides extensive new information that is not easily accessible to the field. The Fourth Edition maintains the integrity of past editions while reflecting the new and fascinating language issues that exist in today's classrooms and making standards-based planning and instruction the guiding principles throughout the book.

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.

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

The book presents the process of first and second language acquisition in children as well as

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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.

This book answers the question what do early childhood educators need to understand to better address the linguistic, cognitive, and socioemotional needs of all DLLs in their classrooms?

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.

Describes and explains how to understand, challenge and support young learners Tips on using technology, using make believe, assessment, and bringing the real world into the classroom 'Try this' ideas show you how to introduce a new activity 'Why this works' explains the benefits of a specific activity or approach, helping you decide if it is appropriate for your learners Includes ideas for developing your own English, both inside and outside the classroom Written by two experienced teachers and teacher trainers

Offers practical ways to support young dual language learners and their families. Addresses

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communicating, using technology, pairing children, and more.

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. I recognize the training of educators as one of my primary missions, whether they are parents, foreign language teachers, early childhood educators or entrepreneurs. My fundamental goal is to guide bilingual individuals who have a special love for children and are willing to acquire the knowledge and skills to excel in the implementation of the programs I have developed. The Getting Started manuals will guide you and provide you with all you need to start your own business and get the necessary information and knowledge to become successful. Teaching Young Learners to Think offers 80 activities with photocopyable 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,

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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.

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.

Teaching Languages Creatively brings together the experience of international primary language experts to explore creative teaching and learning in primary languages. Drawing on the latest research and theory and illustrated with ideas and case studies from real schools, it covers key topics, including: engaging students in the target language; celebrating bilingualism in the classroom; incorporating technology into modern teaching; integrating language learning across the curriculum; successful transitions; learning languages through singing, storytelling and dance. Ideal for primary trainee teachers, newly qualified teachers, and established teachers looking for creative new ideas to enrich the learning experience of their students, Teaching Languages Creatively is an essential guide for inspiring the love of languages that is so vital for young learners.

The Routledge Handbook of Teaching English to Young Learners celebrates the 'coming of age' for the field of research in primary-level English Language

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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.

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.

As the number of young learners acquiring English worldwide continues to grow,

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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.

This book offers a comprehensive framework for the assessment of young language learners.

This book represents a valuable contribution to current discussions on teaching languages to young learners. It offers new perspectives from around the world about macro- and micro-language planning and policies, theories and research, and pedagogical suggestions regarding teaching languages to young learners. The volume offers comprehensive coverage of topics touching upon important aspects of the cognitive and social learning processes of young learners, the current situation of early language teacher education, and primary-level classroom practices. It begins with a discussion of planning and policies around

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the world with regards to teaching languages to children, before presenting a review of theoretical frameworks and offering research-based studies that test these theories. It will be of interest to policymakers, program designers, researchers, teacher trainers, and teachers, as well as undergraduate and graduate students of Foreign Language Education and TESOL programs at universities.

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 new volume of work highlights the distinctiveness of child SLA through a

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collection of different types of empirical research specific to younger learners. Characteristics of children's cognitive, emotional, and social development distinguish 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.

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.

This comprehensive guide to research and debate centres around language learning in childhood, the age factor and the different contexts where language learning happens,

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including home and school contexts. The scope is wide, capturing examples of studies with different age groups, different methodological approaches and different languages. Using case studies, reflection questions, and research on course design, this book addresses the world language instructor and the diverse learner. Devoted to strategies based on Universal Design for Instruction, it serves as a valuable resource for all college instructors confronting a changing and diversifying world language classroom. This book will develop readers' understanding of children are being taught a foreign language.

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.

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 CEFR levels. Finally, principles of assessment, specifically

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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.

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