



TEACHING ENGLISH TO YOUNG LEARNERS

Critical Issues in
Language Teaching
with 3–12 Year Olds

EDITED BY JANICE BLAND



B L O O M S B U R Y

Teaching Young Language Learners

Annamaria Pinter



Teaching Young Language Learners:

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 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. **Teaching Young Language Learners** Annamaria Pinter, 2006-03-02 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. *Teaching young language learners : [mit Kopiervorlagen]* Annamaria Pinter, 2006

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 English to Young Learners* David Nunan, Anaheim University Press, 2010-08-30 Teaching Young Second Language Learners Rhonda Oliver, Bich Nguyen, 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 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.

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 English to Young Learners Shelagh Rixon, 2005 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 Age Factor and Early Language Learning

Marianne Nikolov,2009 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

Second Language Pragmatics and Young Language Learners Gila A. Schauer,Maria Economidou-Kogetsidis,Milica Savić,Anders Myrset,2025-08-18 This book brings together research on second language pragmatics in the underexplored context of EFL primary classrooms Presenting studies from Croatia Cyprus Germany Norway Spain and the Netherlands the book offers a rich exploration of different topics such as learners pragmatic performance awareness and development learners and teachers views on pragmatic instruction and investigations concerning material use and lesson planning The studies feature a range of data sources including animated films arts based instruction classroom discourse narrated picture based tasks questionnaires and interviews introducing the reader to a wealth of opportunities for young learners engagement with pragmatics Being the first edited volume to provide an overview of the rapidly growing area of young learner pragmatics it will be of great interest to researchers graduate students and language teachers

Teaching Practices and Equitable Learning in Children's Language Education Giannikas, Christina Nicole,2021-03-26 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

Teaching English to Young Learners Janice Bland,2015-11-05 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 Young Language Learners Through Stories Sharon Ahlquist,2024-04-29 Many teachers use stories in their teaching That might be younger learners listening to stories or older children reading fiction or extracts for themselves Working with stories and literature enables the teacher to expose learners to English in ways which are engaging resonating and meaningful and which stimulate the imagination and creativity Stories can appeal to all age groups and through work which is multimodal can support learning of all proficiencies Teaching Young Language Learners Through Stories provides theoretical support alongside practical activities to explain why and how teachers can use stories Each chapter explores how different genres of literature can contribute to second language development alongside practical examples These genres include picturebooks graded readers graphic novels fairytales novels and short stories Within each chapter the theoretical approach is first explored in more depth It considers the characteristics of young language learners how they learn and how stories can provide an alternative to working with a textbook while still addressing required syllabus content and learning objectives Then practical examples guide the reader in using these different genres in their own teaching practice Whilst the book primarily offers guidance and relevant suggestions for students aged 6 13 each chapter also considers how the principles can be used with older learners and adults *Teaching Young Learners English* Joan Kang Shin,Jo Ann Crandall,2013-04-09 This book focuses on teaching English as a foreign language to children aged 7 12 *Handbook of Practical Second Language Teaching and Learning* Eli Hinkel,2022-09-29 This authoritative volume is a practical comprehensive and state of the art overview of current knowledge and research on second and foreign language teaching and learning Thorough and reader friendly the Handbook is organized logically into six parts that address all major areas of L2 FL teaching and learning Part I Learning Contexts and Language Teaching covers the diverse populations of language learners their needs and the challenges they face Part II Curriculum and Instruction addresses curriculum and materials design and includes exemplars of instructional approaches with wide applicability across contexts Part III Listening and Speaking overviews listening pedagogy speaking skills and pronunciation among other key topics Part IV Reading and Writing includes chapters on all practical matters related to learning to write in another language with attention to spelling orthography extensive reading and more Part V Vocabulary and Grammar discusses assumptions and practical approaches on vocabulary and grammar instruction with attention to important topics

such as academic writing and multiword expressions Part VI Intercultural Communication and Pragmatics concludes the Handbook with an examination of language learning across social cultural and regional differences Bringing together leading experts in the field the contributors offer important perspectives on major established and emerging topics Each chapter overviews important developments key research and considerations and applications for effective second language instruction A well rounded readable and up to date resource the Handbook is a compendium of the ongoing changes innovations and practices in L2 FL teaching and learning It is an essential resource for students teachers faculty and professionals

Early Foreign Language Learning and Teaching Marianne Nikolov, Stela Letica Krevelj, 2024-10-15 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

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

Teaching English in the Primary School Annika Kolb, Marita Schocker, 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 Grundschulkinder 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 für bergreifendes Lernen und den bergang 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

Ethical and Methodological Issues in Researching Young Language Learners in School Contexts
Annamaria Pinter, Kuchah Kuchah, 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 *Cross-Curricular Dimensions of Language Learning and Teaching* Marek Krawiec, 2014-06-19 This volume discusses a variety of aspects of cross curricularity in language learning and teaching It highlights the multidimensional character of language classes conducted at different educational levels from pre school to the university level and discusses several important issues from a theoretical perspective providing certain practical solutions and implications to the enumerated problems The material of the book is divided into four parts essentially reflecting the main areas of interest here These parts deal with such notions as language learning and teaching media in foreign language didactics art and literature in language education and interculturality and cross curricularity in language learning and teaching The book will be particularly useful to teacher practitioners and scholars interested in various forms of integrating the content of different school subjects in language education

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