

Teaching English To Young Learners Paperback Pdf

Susan House

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.

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.

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 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.

Children Learning Second Languages Annamaria Pinter, 2011-03-29 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.

Young Learners - Primary Resource Books for Teachers Sarah Phillips, 2013-03-08 Practical ideas are provided for a wide variety of language practice activities. By Sarah Phillips. Part of the Primary Resource Books for Teachers series.

The Routledge Handbook of English Language Teaching Graham Hall, 2016-05-12 The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics, ELT/TESOL, and Language Teacher Education, and for ELT professionals engaged in in-service teacher development and/or undertaking academic study. Progressing from 'broader' contextual issues to a 'narrower' focus on classrooms and classroom discourse, the volume's inter-related themes focus on: ELT in the world: contexts and goals planning and organising ELT: curriculum, resources and settings methods and methodology: perspectives and practices second language learning and learners teaching language: knowledge, skills and pedagogy understanding the language classroom. The Handbook's 39 chapters are written by leading figures in ELT from around the world. Mindful of the diverse pedagogical, institutional and social contexts for ELT, they convincingly present the key issues, areas of debate and dispute, and likely future developments in ELT from an applied linguistics perspective. Throughout the volume, readers are encouraged to develop their own thinking and practice in contextually appropriate ways, assisted by discussion questions and suggestions for further reading that accompany every chapter. Advisory board: Guy Cook, Diane Larsen-Freeman, Amy Tsui, and Steve Walsh

An Introduction to Teaching English to Children Susan House, 1997-01-01 Os Handbooks for Teachers, da Richmond, são manuais de metodologia extremamente práticos, escritos por professores para professores! Esses guias são perfeitos tanto para profissionais mais experientes quanto para aqueles que lecionam há pouco tempo. Podem ser usados para complementar o material adotado no CELTA e em outros cursos de treinamento.

Comprehension Strategies for English Language Learners Margaret Bouchard, 2005 Contains thirty research-based strategies teachers may use to help students in grades four and up who are non-native speakers of English read and understand academic texts, and includes assessment guides.

Teaching English Online to Young Learners: 100 FAQs Jun Liu, 2020-10-15

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 English in Africa Anderson, Jason, 2016-04-30 Teaching English in Africa is a practical guide written for primary and secondary school teachers working all over the continent. This book relates the practice of English language teaching directly to the African context. As well as covering the underlying theory of how children learn languages and how teachers can best facilitate this learning, it also provides practical resources and ideas for activities and techniques that have proved successful in English classrooms in Africa, both at primary and secondary level. It is intended to be a practical guide, so references and citations are kept to a minimum and concepts are presented using examples that are likely to be familiar to most teachers working in Africa. If there is a bias in this book, it is towards the needs of teachers working in low-resource, isolated contexts in Africa, as these teachers are so often neglected by literature on teaching methodology.

Reading, Writing and Learning in ESL Suzanne F. Peregoy, Owen F. Boyle, 2016-01-11 Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0134403398. This book is the ideal source for teaching oral language, reading, writing, and the content areas in English to K-12 English learners. In an approach unlike most other books in the field, Reading, Writing, and Learning in ESL looks at contemporary language acquisition theory as it relates to instruction and provides detailed suggestions and methods for motivating, involving, and teaching English language learners. Praised for its strong research base, engaging style, and inclusion of specific teaching ideas, the book offers thorough coverage of oral language, reading, writing, and academic content area instruction in English for K-12 English learners. Thoroughly updated throughout, the new edition includes a new chapter on using the Internet and other digital technologies to engage students and promote learning, many new teaching strategies, new and revised activities, and new writing samples. The Enhanced Pearson eText features embedded videos and assessments. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad(r) and Android(r) tablet.* Affordable. The

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Teaching English as a Foreign Language Dr Geoffrey Broughton, Geoffrey Broughton, Christopher Brumfit, Anita Pincas, Roger D. Wilde, 2002-09-11 For the many categories of EFL teachers throughout the world, this book examines the main principles which concern them. By drawing upon their experience the authors have indicated a modern and practical approach.

Teaching English to Children Wendy A. Scott, Lisbeth H. Ytreberg, 1991

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.

The Intentional Teacher Ann S. Epstein, 2014 Young children and teachers both have active roles in the learning process. How do preschoolers learn and develop? What are the best ways to support learning in the early years? This revised edition of *The Intentional Teacher* guides teachers to balance both child-guided and adult-guided learning experiences that build on children's interests and focus on what they need to learn to be successful in school and in life. This edition offers new chapters on science, social studies, and approaches to learning. Also included is updated, expanded information on social and emotional development, physical development and health, language and literacy, mathematics, and the creative arts. In each chapter are many practical teaching strategies that are illustrated with classroom-based anecdotes. *The Intentional Teacher* encourages readers to- Reflect on their principles and practices- Broaden their thinking about appropriate early curriculum content and instructional methods- Discover specific ideas and teaching strategies for interacting with children in key subject areas. Intentional teaching does not happen by chance. This book will help teachers apply their knowledge of children and of content to make thoughtful, intentional use of both child-guided and adult-guided experiences.

Young Learner English Language Policy and Implementation Janet Enever, Jayne Moon, Uma Raman, 2009 *Young Learner English Language Policy and Implementation: International Perspectives* Over the past three decades, there has been a huge expansion across the world in school programmes for the teaching of English to young learners. Much of this growth is due to global forces which currently demand ever-increasing levels of communication in English across continents. This publication, resulting from the conference *The Way Forward: Learning from International Experience of TEYL* held in Bangalore, India, in 2008, seeks to address these issues, responding to concerns that there is often insufficient guidance available to decision-makers at ministry level regarding the policy and practical implications of an early start for English.

Young Learner English Language Policy and Implementation: International Perspectives is a collection of 28 papers which reflect the insights of a group of academics, policy makers, senior educationalists and practitioners who have been important contributors internationally, regionally or in their own countries, to debates about YL policy and implementation. These papers represent a significant contribution to current thinking on effective YL language policy formulation, the design of appropriate programmes for implementation and the sustainable implementation of policy at local and national levels. Three themes were evident in many of the conference presentations and are also reflected in these papers: the specific impact of global factors on policy decisions and classroom practices; the challenges of policy and its implementation; broader and more local language issues and their impact on policy. The first section of this book contains country-specific case studies which provide analyses of a range of policy issues in state school provision for TEYL, including some recommendations for policy makers in planning and shaping their future national provision. The second section includes accounts of innovations, experiments or small-scale projects in the YL field from the state and private sectors, across a range of countries. This volume will be of considerable interest to a wide range of policy makers in ministries and educational institutions, researchers, teacher educators and anyone concerned with YL English language policy and implementation. For ESP SIG titles published by Garnet Education, please visit the Journals and Academic Papers section.

Motivating Learners, Motivating Teachers Zoltan Dornyei, Magdalena Kubanyiova, 2014-09

The Essentials of Teaching English to Young Learners Süleyman KASAP, 2024-07-16

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