



# 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

**Sharon Keaveney**



## **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* 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 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 Young Children a Second Language** Tatiana Gordon, 2006-11-30 This volume addresses a gamut of questions of interest to teachers of young second language learners. Why do immigrant children leave their home countries and what are their journeys to the United States like? How do young children adjust to the new culture? What sort of dynamic prevails in immigrant families? What are young immigrants' schooling experiences like? What are language learning processes like in young children? The first part of the book contains an overview of recent ethnographic sociological and psycholinguistic research concerned with answering these questions. The second half of the volume focuses on classroom practice. Gordon

provides an extensive overview of activities that have been proven to be effective with young language learners Practical recommendations contained in these pages flow directly from the classroom Gordon describes innovative second language lessons developed and implemented by ESL teachers who work with language learners enrolled in primary grades The book places special emphasis on those instructional strategies that stir young language learners interest while stimulating their linguistic and cognitive development Teaching young language learners : [mit Kopiervorlagen] Annamaria Pinter,2006

**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 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

**Early Language Learning and Teaching** Sharon Keaveney,2019 *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 David Nunan,Anaheim University Press,2010-08-30 **Young Learners Online**

Sanja Vičević Ivanović, Fanny Piat, 2022-04 This book focuses on different aspects of teaching to young learners such as young language learners characteristics formative assessment and motivation In the theoretical framework of each chapter it analyses key concepts of teaching to young learners in the online context Starting from the theoretical background each chapter has a second part dedicated to practical implementation The book provides different examples of online teaching and learning and concludes with tips and tricks for good online practice with young language learners It will appeal to pre service teachers as well as in service teachers curriculum developers teacher trainers university students and researchers keen to explore online teaching and learning with young language learners

**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

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

**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 *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 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 **Effective strategies for teaching young language learners in foreign language classrooms** Brenda L. Bryson, 2014 While there is an increase if support for foreign language programs for young language learners in the U S and worldwide educators are faced with a lack of training in research based strategies for developing effective and motivating instruction that meets the needs of younger language learners in the primary grades This project examines what the research literature has shown to be effective practice for young learners teaching in the areas of fostering community in the classroom facilitating interactions and use of gesture teaching listening and using stories songs and games effectively Using the framework of sociocultural theory and the second language acquisition theories of Krashen the project focuses on socially constructed learning in the zone of proximal development providing comprehensible input and lowering the effective filter as the basis of effective practice in young learner language classrooms The strategies were compiled into a handbook for teacher training It is hoped that this project will contribute to teacher confidence and effectiveness in teaching Language to young learners 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 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.

## Teaching Young Language Learners Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the power of words has be evident than ever. They have the capability to inspire, provoke, and ignite change. Such could be the essence of the book **Teaching Young Language Learners**, a literary masterpiece that delves deep in to the significance of words and their impact on our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall effect on readers.

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