

## Teaching English To Young Learners Book

It is estimated that over 1 billion people are currently learning English world wide. According to the British Council, as of the year 2,000 there were 750 million English as a Foreign language speakers. In addition, there were 375 million English as a Second Language speakers. The difference between the two groups amounts to English as a Foreign Language speakers using English occasionally for business or pleasure, while English as a Second Language speakers use English on a daily basis. These impressive numbers are driven by adult speakers around the world who use English to communicate in the workplace. It is a commonly held misconception that these speakers need English to communicate with native speakers. While ESL is required for those living and working in English speaking cultures such as the UK and USA, it is equally true that English is used as the lingua franca between nations where English is not the primary language. In a globalized world, the number of English learners around the world is only expected to further grow as the global trend to begin teaching English to young learners at increasingly younger and younger ages continues. Teaching English Language Learners Worldwide contains relevant ELT pedagogy, educational theory, and is a Practical Guide for both the new and experienced teacher. The practical guidebook offers educators practical strategies for teaching in all settings: EAL / EIL / ELL / ESL / EFL worldwide. It is written by a teacher of English who has over a decade experience in a variety of settings, including language institutes, schools, and university, with all ages and levels, from beginner to advanced. The book is written in a friendly, engaging, authentic, practical voice. It makes for easy reading and reference while motivating and interacting with the reader. The author is the Past-President of TESOL Chile, and thus is no stranger to the controversial topics in English Language Teaching, which he takes head on in this book. The writer says: "This is the book I wish I had when I first started teaching English language learners. It would have made me a better teacher." It provides research-based instructional techniques which have proven effective with English learners at all proficiency levels. The author requests you write a review for this book if you find this book to be helpful to you in your practical teaching, where it is most valuable. Thank you in advance for your support. 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.

Accompanying CD contains ... "examples of classroom language from real classrooms, plus pronunciation exercises."--Page 4 of cover.

Teaching ESL to children is challenging but also very rewarding. Teaching children requires patience and a sense of fun and playfulness. Pick up a copy of the book if you want to... -Have better English lessons with young learners -Save a ton of time when planning lessons -Help students improve their English skills in a big way -See lots of happy, smiling faces in your classes -Add some variety into English classes

This collection of essays examines English language learning in formal education contexts from pre-school to lower secondary level. Focused on an in-service teacher education project that aimed to enhance the teaching of English in a group of schools, it takes into account the perspectives of multiple stakeholders – heads of school, teachers, parents and children. Its novelty lies in the variety of themes it covers, such as the account of a vertical implementation of a Content and Language Integrated Learning (CLIL) project at three school levels, teachers’ attitudes to using picturebooks in L2 settings, cultural differences in the presentation of content in textbooks, and the role of the native language assistant. “English for Young Learners” makes a valid contribution to research on a matter of crucial importance in Italian education in the 21st century, the improvement of the teaching and learning of English. It will be of interest to student teachers, educators, practitioners and researchers.

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.

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

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.

Research Into Teaching English to Young Learners  
International Perspectives  
Teaching English Online to Young Learners: 100 FAQs  
Teaching Languages to Young Learners  
Cambridge University Press  
????:The language teaching controversy

Playway to English is a four-level course for teaching English to very young children. This colourful four-level course is for very young learners aged 5-7 years. English is acquired through play, which means children learn the language and have lots of fun at the same time. At Levels 1 and 2 children learn to use English confidently through listening and speaking before they are taught to read and write at Levels 3 and 4. For teachers looking for further support, optional components such as picture cards and musical videos are available for extra class work and practice. This DVD accompanies level 1 of the course. This book focuses on teaching English as a FL to young learners in the Primary school. Set within a Vygotskian framework, it describes a longitudinal classroom-based research project carried out in Spain with children aged between 8 and 10. After

According to many educators, teaching language to children should be started at earliest ages of schooling. If the goal is to begin teaching English to children at an early age, we should

choose an appropriate method to implement such education. The proposed method in this study is using the games and the focus is on teaching vocabulary. The games provide a situation in which the student experience problem-solving and discovery learning. To investigate the role of this proposed tool, the researcher chose a qualitative-quantitative method to answer the research questions about the role of the games in fostering learning for the students and motivating the students to learn. The results of administering a pre-test, doing the experiment, administering a post-test, and distributing a questionnaire along with reviewing teacher's notes showed that the games not only helped the students learn the vocabulary but also showed them how to share information as a group. The evidences also showed that the students became motivated to learn rather than forced to learn.

This book will develop readers' understanding of children are being taught a foreign language.

This book is designed for use both on training courses and by the individual reader. The content covers a range of learner age groups from young learners to adults within both mainstream education and language institute contexts. The aim is to encourage teachers to feel confident to develop their personal abilities within a framework of critical thinking about teaching english today as a global and ever-changing international language the varied contexts in which teachers and students interact.

The Guide to English Language Teaching 2005 is an essential reference guide for anyone involved in English language teaching or for anyone considering starting as an English language teacher. It provides the latest information on qualifications, courses and course-providers in over 100 countries, together with paths for career development from initial certificate through to Masters and PhDs. If you are planning a career as an English language teacher, this book is for you Fully updated for 2005, this is a comprehensive, in-depth guide to the international English language teaching industry. This guide provides details of the qualifications you will need to work, how and where to train and how to find a job (with a directory of websites). Once you have qualified, you can work almost anywhere in the world - and this guide includes profiles of over 100 countries, with descriptions of their job prospects, salary, cost-of-living, working conditions, legal, tax and visa requirements, and safety.

This volume comprises 11 research-led accounts from Teaching English to Young Learner (TEYL) educators working in a range of diverse settings worldwide. The innovative practical and theoretical perspectives offer some important insights into effective TEYL pedagogy for the 21st century.

Modern languages are taught to young learners at an increasingly early age, yet few publications focus on what is available to children in different contexts and classrooms. This book represents the state-of-the-art in research on young language learners. Covering a range of languages, contexts and research methods, it provides insights into how young learners progress. This second volume contains a fresh collection of stimulating and photocopiable activities to challenge students and motivate them during their English study. Split into ten sections of ten, each part contains a style of activity that will capture the interest of students. The section of board games is a particularly welcome addition. This book is suitable for intermediate and advanced learners and a standout feature throughout is how well the students work together when completing these tasks.

In this paper, the researcher looked into his own theoretical and practical knowledge of teaching English to young learners through an autoethnographical research design. In order to understand to what extent these theory-driven conclusions "actually work" in primary school English language classrooms, the researcher recorded autoethnographical entries over a period of four months while teaching at a state-run primary school in Antalya, Turkey. These notes contain feelings and opinions about teaching and theoretical knowledge. The autoethnographical work revealed that the researcher had difficulties in classroom management, keeping students' interest in the activities, using the mother tongue of the learners in the classroom, and using too many instructional materials in number and nature.

This popular series gives teachers practical advice and guidance, along with resource ideas and materials for the classroom. The tasks and activities are clearly presented, and offer teachers the information they need about level, time, preparation, materials, classroom management, monitoring, and follow-up activities. Each book offers up to 100 ideas, as well as variations that encourage teachers to adapt the activities to suite their individual classrooms.

Art and Crafts with Children provides over 50 creative activities from 8 different fields, including printing, drawing, puppets and masks and design and technology.

This book introduces drama activities to children, including role play, mime, chants, puppets and short plays.

An update of the well-loved course for young learners - now fully in line with the revised Cambridge English: Young Learners tests. The fun course for seriously good results! This seven-level course delights children and inspires teachers with its bright ideas. Perfect for general use Kid's Box Second edition is now updated with new vocabulary and activities so that it fully covers the syllabus of the revised Cambridge English: Young Learners tests. The Teacher's Book contains comprehensive teaching notes and the Pupil's Book pages for reference, as well as extra activities, photocopiable pages and classroom ideas to inspire both teachers and students.

An account of how children learn L2s in formal contexts and how that knowledge impacts on the design, development, and evaluation of their language assessment products.

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

"ETpedia Young Learners provides both new and more experienced teachers with tips and pointers on teaching English to young learners around the ages of between 5 to 12. Each unit of 10 tips will aid or inspire your practice and help you maximise learning."--Back cover.

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.

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.  
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