Practical English Language Teaching: Young Learners

By Caroline T. Linse

Series Editor: David Nunan
Practical English Language Teaching: Young Learners

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In Memory of Kathryn Z. Weed
who helped teachers the world over respect
and honor their young learners' cultural heritages
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Foreword

Vision and purpose

The *Practical English Language Teaching* series is designed for practicing teachers or for teachers in preparation who may or may not have formal training in second and foreign language teaching methodology. The core volume in this series, *Practical English Language Teaching*, provides an overall introduction to key aspects of language teaching methodology in an accessible yet not trivial way. The purpose of this volume is to explore issues as they relate directly to the teaching of English to young learners. The focus of this volume is on the education of children who are between the ages of five and 12 years of age.

This volume draws upon and combines content from three different professional arenas. First, this book is based on developmentally appropriate practices because it is necessary to always consider the children's physical, emotional, and cognitive development. Second, this volume considers both the abilities of native English speakers and the English content they are taught because children learning English as a Second or Foreign Language should not be expected to do something in English that would be beyond the reach of a native speaker. In addition, there are many strategies and techniques which are effective for children learning English as a native language that can be adapted to the ESL and EFL classroom. Finally, this book draws upon applicable content related specifically to ESL and EFL. Information, strategies, and techniques used with learners over 12 have been carefully selected and adapted for use with young learners.

Features

- A clear orientation and introduction to the teaching of English to young learners including a brief overview of young learner development. Information is provided for teachers working in both Foreign Language and Second Language contexts.

- Reflection questions inviting readers to think about critical issues in young learner language teaching and Action activities requiring readers to apply the ideas, principles, and techniques to the teaching of young learners in their own situations.

- A detailed treatment of teaching English to learners who may or may not possess literacy skills in their native language.

- Numerous practical illustrations from a wide range of coursebooks and extracts from authentic classroom interactions.

- Information on how to effectively work with the parents of young learners even when the parents do not speak English.

- A key issues chapter which provides suggestions for dealing with classroom management, special educational needs, technology, tutoring, and professional organizations.

- Charts and checklists of useful information for the young learner teacher.

- Reproducible material for direct application of content to in-class lessons.
- Suggestions for books, articles, and Web sites offering resources for additional up-to-date information.

- An expansive glossary offering short and straightforward definitions of language, early childhood, and education teaching terms.

**Audience**

As with the core volume, this book is intended for both experienced and novice teachers. It should be of interest to teachers who have experience teaching as well as those who are preparing to join the profession. It is of interest to parents of young learners who want to be in a better position to help their children learn English. It is also intended for teachers who may have had experience working with learners over the age of 12, but who are new to the world of young learners. This volume is also useful for individuals who may not have experience teaching young learners but have responsibilities for supervising teachers of young learners or designing English as a Foreign Language and English as a Second Language programs for young learners.

**Overview**

**Chapter 1**

This chapter provides a brief overview of child development as well as ways to learn about children’s development and interests. The differences between language acquisition and language learning are discussed in addition to ways to support children’s learning.

**Chapters 2–5**

In this volume, like the core volume, each skill area—listening, speaking, reading, and writing—has its own chapter. Although an approach that integrates all different skill areas is advantageous, in order to better understand the role of individual skill areas each one received its own separate chapter.

**Chapter 6**

This chapter includes the latest vocabulary development research as it applies to young learners.

**Chapter 7**

This chapter explains the importance of working with parents as well as strategies which can be used to create a positive home-school connection.

**Chapter 8**

This chapter provides information on how to assess both oral and written language skills in a young learner program.

**Chapter 9**

This chapter deals with key issues facing teachers of young learners.