

A group of children are in a classroom or playroom. They are holding up colorful objects like a blue ball, a red ball, and a yellow ball. The background features a wall with various colorful drawings and a shelf with toys. The text is overlaid on the image in three white boxes.

# **10 Tips When Teaching English as a Foreign Language to Children**



# Teaching Children Foreign Languages

**Marcel A. Müller**



## **Teaching Children Foreign Languages:**

Teaching Languages to Young Learners Lynne Cameron, 2001-03-15 This book will develop readers understanding of children are being taught a foreign language      **Languages and Children, Making the Match** Helena Anderson Curtain, Carol Ann Dahlberg, 2004 Acknowledgements Preface Introduction Key Concepts for Success Elementary and Middle School Foreign Languages Standards for Foreign Language Learning in the 21st Century Overview Section A Focus on the Learner 1 Characteristics of Young Learners Second Language Acquisition Cognitive Characteristics of the Learner

Teaching Foreign Languages in the Primary School Sally Maynard, 2012-05-16 Teaching Foreign Languages in the Primary School is for every teacher whether generalist or specialist trainee or experienced wanting to confidently introduce foreign language teaching into their classroom Based on the author s extensive experience of teaching across Key Stages 1 2 this book provides practical strategies that can be easily implemented in your setting Offering comprehensive guidance on the pedagogy that underpins language teaching it covers everything you ll need to teach foreign languages effectively Planning teaching and assessment Pedagogical approaches Integrating primary languages across the curriculum Where to find and how to use good resources Using TAs effectively to support language learning Inclusive practice Using ICT in language teaching How to promote children s intercultural understanding Illustrated with useful lesson ideas and a range of examples from the classroom Teaching Foreign Languages in the Primary School is an indispensable source of support for all student and practising primary school teachers      **Facing Diversity in Child Foreign Language Education** Joanna Rokita-Jaśkow, Agata Wolanin, 2021-04-29 This edited book uses the concept of diversity in child foreign language education as a major organizing principle Since a foreign language most typically English is taught globally to an increasing number of children the variability in the process and varied learning outcomes are inescapable phenomena This book has been constructed on the premise that heterogeneity first concerns young language learners who due to the disparity in the pace of development need appropriately tailored educational solutions and second it refers to a diversity of contexts in which learning takes place The contexts can be defined on a macroscale e g different countries mesoscale e g different institutions and microscale e g specific learner groups The book consists of four thematic strands In Part One the learner internal causes of heterogeneity of young language learners are clarified Part Two presents a sample of classroom studies in which learner variables such as gender learner preferences and special needs are taken into account Part Three looks at teaching materials and how they meet learners needs Finally Part Four highlights diversity issues that teachers should be prepared to face

**The Bilingual Edge** Kendall King, Alison Mackey, 2009-10-13 An easy to use treasure trove of information for parents who want to help their children learn a new language Deborah Tannen PhD New York Times bestselling author of You Just Don t Understand Parents spend millions of dollars every year on classes computer programs and toys all of which promise to help children learn a second language They want their kids to have the lifelong cultural and intellectual advantages that

come from being bilingual but many of their best efforts and investments end in disappointment In The Bilingual Edge Georgetown linguistics professors and parents Kendall King and Alison Mackey wade through the hype and provide clear insights into what actually works No matter what your language background is whether you never passed high school Spanish or you speak Mandarin fluently King and Mackey will help you select the language that will benefit your child the most find materials and programs that will assist your child in achieving fluency identify your family's unique traits and use them to maximize learning Fancy private schools and expensive materials aren't needed Instead The Bilingual Edge translates the latest research into interactive strategies and quick tips that even the busiest parents can use

**My First Words** Agnieszka Murdoch, 2019-01-04 My First Words is a fun resource for teaching your child their first words in French Each word in the book is illustrated to help your little one associate it with its meaning to help them remember it and to make the learning process interesting and fun The book contains over 80 words which are organised into themes including animals fruit and vegetables clothes and colours These basic yet important words will form an invaluable foundation upon which your child will be able to build as they continue to learn French later in life Children who learn languages through play at an early age are more likely to succeed in foreign language learning as adults And that's exactly what My First Words aims to help parents with enthralling their kids showing them the exciting world of another language and culture and opening up a world of opportunities that foreign language education brings Agnieszka Murdoch the author of the book and educator with more than 15 years of experience of learning and teaching foreign languages created My First Words with her own daughter in mind She needed a resource that would help her introduce her daughter to her first foreign words and to help her embark on the exciting lifelong journey that learning foreign languages brings Speaking a foreign language is an incredible gift You can give it to your child by encouraging them to learn some basic French words through play with My First Words French The author is the founder of 5 Minute Language an online community for language learners where she shares her tips and advice on how to learn foreign languages effectively and independently She also runs a popular blog and YouTube channel called 5 Minute Language

**Teaching children foreign languages** Mary Finocchiaro, Mary Bonomo Finocchiaro, 1964 Some administrators and citizens still question the advisability of offering a second language to children FLES should no longer be considered in the experimental stage This book is directed primarily to the teacher and to the administrator who wants to provide as much help to the teacher as possible In harmony with the philosophy of building on what has been tried successfully examples of classroom practices and materials that have been subjected to the test of actual use for many years will be given in this book together with samples or models of materials exactly as they were used A brief chapter will be devoted to the principles and procedures underlying the preparation or adaptation of classroom materials Introduction

**Teaching Foreign Languages in Schools** Caleb Gattegno, 2010-07-30 In this book Gattegno introduces The Silent Way as a solution to the challenges of teaching and learning foreign languages He explains how to maximize learning through the

use of materials and the selection of subject matter He argues that students can learn a new language without memorizing vocabulary or repeating after the teacher Instead by learning through real world linguistic situations students can gain relevant experiences in the new language The Teaching of Modern Foreign Languages in the Primary School Patricia Driscoll,David Frost,1999 It has been argued for some time that to improve language learning in Britain we need to start earlier as many other European countries do This book is addressed to policy makers and teachers who are considering the possibility of getting involved in the teaching of MFL in the primary school 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

**Young Children's Foreign Language Anxiety** Jieun Kiaer,Jessica M. Morgan-Brown,Naya Choi,2021-06-03 This book investigates the effects of foreign language anxiety FLA on young language learners using as a basis for observation the early childhood English education industry in South Korea that has arisen as a result of English fever The authors combine existing knowledge on the topic of FLA together with original research on FLA in young language learners to fill a large gap in knowledge with regards to this understudied and distinct group of learners The book includes suggestions for alleviating FLA and encouraging foreign language enjoyment which can be implemented by parents teachers and policymakers and which will ultimately facilitate more effective language learning and support children's psychosocial wellbeing A textbook for parents. How to teach a child to talk. Correct speech development from infant to preschooler. Oleg Nashchubskiy, In the book we will consider in detail many topics related to speech development in children We list just some of the topics that will be described in the book The importance of early speech development A general overview of language stages from infancy to preschool Creation of an environment that stimulates speech development The importance of reading from birth The importance of early communication and its impact on speech development Communication techniques with newborns and infants Games and exercises to stimulate the production of sounds An introduction to phonetic development and the prevention of common pronunciation problems Exercises to develop vocabulary and comprehension How to use everyday

activities to teach Strategies for encouraging first words Developing the ability to connect words into sentences Games and exercises to teach basic grammar The importance of correction and encouragement in the learning process Techniques and games to develop storytelling skills How to use books to improve speaking skills The role of music and singing in speech development Practical activities for incorporating music into learning Early detection and overcoming of speech development delays When to seek specialist help Strategies for maintaining interest in learning and conversation The importance of social interaction and play with peers Wise use of technology in stimulating speech development Applications and resources to support learning Laying the foundation for reading and writing The importance of continuing the educational process at home Summing up and parting words for parents for the future The importance of patience consistency and encouragement in the process of speech development Each chapter will contain specific tips strategies games and activities that parents can use daily to stimulate their child s language development The book aims to provide parents not only with theoretical knowledge but also with practical tools to actively participate in the development of their child s speech

**A Handbook for Guiding Students in Modern Foreign Languages** United States. Office of Education. Division of Elementary and

Secondary Education,Abul Hassan K. Sassani,Albert Piltz,Charles Christian Hauch,Duncan Grant Morrison,Ilo Remer,James Peter Steffensen,Seymour Michael Rosen,University Film Foundation,Vera Tomich,Warren Gibson Cutts,Wilhelmina Hill,Nellie Mary Apanasewicz,Don G. Williams,Kenneth August Brunner,William John Gruver,Luella V. Snyder,Sebastian Vincent Martorana,1963

**Learning Foreign Languages in Primary School** María del Pilar García Mayo,2017-06-16

This book presents research on the learning of foreign languages by children aged 6 12 years old in primary school settings The collection provides a significant and important contribution to this often overlooked domain and aims to provide research based evidence that might help to inform and develop pedagogical practice Topics covered in the chapters include the influence of learner characteristics on word retrieval explicit second language learning and language awareness meaning construction narrative oral development conversational interaction and how it relates to individual variables first language use feedback on written production intercultural awareness raising and feedback on diagnostic assessment It will be of interest to undergraduate and graduate students researchers teachers and stakeholders who are interested in research on how children learn a second language at primary school

*The Training of Modern Foreign Language Teachers for the Secondary Schools in the United States* Hugh Stuart,1927

*Using Deliberative Techniques in the English as a Foreign Language Classroom* Nancy Claxton,2008 Shows teachers they can use role plays simulation debates speeches and presentations to teach English

*Issues in Modern Foreign Languages Teaching* Kit Field,2000 Building on their learning about the teaching of MFL in ITT courses and PGCE courses this book encourages students and teachers to consider and reflect on issues so that they can make reasoned and informed judgements about their teaching

Learning foreign languages: experiences of persons with disabilities and special educational needs and their teachers Ewa

Domagala-Zysk, Jitka Sedláčková, Katarzyna Karpińska-Szaj, 2025-09-22 In many parts of the world it is not a person's native language but a foreign one which is used for education work or entertainment. This is true for many European countries whose inhabitants need to learn English as a foreign language if they want to participate in education or among diverse fields in the workforce. In other parts of the world it might be Spanish, Hindi, Mandarin, Chinese, Arabic or other languages which will be serving a similar role. This need for learning a second language is understood well in many educational programs including those for students with special educational needs. However, to date there is not much research of the experiences of persons with diverse additional needs as learners of foreign languages. The most robust literature covers the field of additional language acquisition among Deaf and Hard of Hearing (DHH) people (cf. Domaga a Zy k Podlowska Moritz 2021 and others). Goals, methods and forms of teaching are fairly well described and DHH students' needs have been documented extensively.

**The Ecology of Pre-Primary Foreign Language Learning** Joanna Rokita-Jaśkow, 2025-01-29 This book synthesises research on very early language learning in pre-primary organised instruction settings such as kindergarten, nursery or afternoon classes. Using a framework of ecological development, it investigates the nested systems in which very young learners operate, the other agents involved in each of these systems and the influence these agents have on children's foreign language learning. It explores the ecosystems of the individual learner and their family, educational institutions, general social climate and language education policies, resulting in a holistic view of early language learning and the key transitions into and out of pre-primary formal instruction settings. This is the first book to gather research to date on very young learners in formal settings, offering a comprehensive state of the art to researchers and graduate students in early language learning, second language acquisition and early years pedagogy.

**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.

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