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# Get Free Teaching Young Language Learners

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## **KEY=LANGUAGE - MOODY EATON**

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**Teaching Young Language Learners, Second Edition** [Oxford University Press](#) **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 An Accessible Guide to the Theory and Practice of Teaching English to Children in Primary Education.** [Oxford University Press](#) **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. Children Learning Second**

**Languages** Palgrave Macmillan **ELT for children continues to be a big growth area worldwide. This is a comprehensive survey of key concepts specific to language teaching for children with up to date research findings, plus listings of resources for research and practice. Teaching Young Second Language Learners Practices in Different Classroom Contexts** Routledge **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** Teaching Young Language Learners **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. Extra resources are available on the website: [a href="https://elt.oup.com/teachers/teachingyll" www.oup.com/elt/teacher/teachingyll/a.](https://elt.oup.com/teachers/teachingyll)**

**Teaching Languages to Young Learners** Cambridge University Press **This book will develop readers' understanding of children are being taught a foreign language. The Routledge Handbook of Teaching English to Young Learners** Routledge **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 From Theory to Practice** [Heinle & Heinle Pub](#) This book focuses on teaching English as a foreign language to children aged 7-12.

**Teaching young language learners : [mit Kopiervorlagen] Teaching English to Young Learners Critical Issues in Language Teaching with 3-12 Year Olds** [Bloomsbury Publishing](#) 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 English to Young Learners** [Anaheim University](#) **Effective strategies for teaching young language learners in foreign language classrooms** While there is an increase in 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.

**How to Teach English Language Learners Effective Strategies from Outstanding Educators, Grades K-6** [John Wiley & Sons](#) This hands-on book offers teachers a much-needed resource that will help maximize learning for English Language Learners (ELLs). **How to Teach English Language Learners** draws on two wide-ranging teacher quality studies and profiles eight educators who have achieved exceptional results with their ELL students. Through highly readable portraits, the authors take readers into these teachers' classrooms, illustrating richly what it is they do differently that yields such great results from English

learners. Because most teachers profiled work within a three-tiered Response-to-Intervention framework, the book shows how to implement RTI effectively with ELLs—from providing general reading instruction for the entire classroom to targeted interventions with struggling students. Written by noted ELL educators Diane Haager, Janette K. Klingner, and Terese Aceves, *How to Teach English Language Learners* is filled with inspiring success stories, teaching tips, activities, discussion questions, and reflections from these outstanding teachers. *Assessing Young Language Learners* Cambridge University Press This book offers a comprehensive framework for the assessment of young language learners. *Young English Language Learners Current Research and Emerging Directions for Practice and Policy* Teachers College Press It is well known that the number of non-English speakers is on the rise in the United States. What is less well known is that the largest proportion of this population is children under the age of 5. These young English language learners (ELLs) often demonstrate achievement gaps in basic math and reading skills when they start school. How best to educate this important and growing preschool population is a pressing concern for policymakers and practitioners. The chapters in this important book provide up-to-date syntheses of the research base for young ELLs on critical topics such as demographics, development of bilingualism, cognitive and neurological benefits of bilingualism, and family relationships, as well as classroom, assessment, and teacher-preparation practices. Contributors: Linda M. Espinosa, Margaret Freedson, Claudia Galindo, Fred Genesee, Donald J. Hernandez, José E. Nájiz Sr., and Flora V. Rodríguez-Brown “This is a must-have for those who are working directly or indirectly with young English language learners.” —Olivia Saracho, University of Maryland, College Park, Maryland *45 Strategies That Support Young Dual Language Learners* The number of dual language learners in early childhood classrooms is expanding every year--and teachers often feel underprepared to bridge language barriers and effectively meet these students' learning needs. Help is here in this urgently needed book, a toolbox of today's best strategies for supporting children and families from diverse backgrounds and ensuring the academic and social success of young dual language learners. Early childhood educators will get an invaluable collection of 45 practical, developmentally appropriate strategies for teaching dual language learners (both Spanish speakers and children who speak other languages). Real-world guidance helps teachers apply each strategy in their own classrooms, and the activities, reflection questions, and resources in Spanish will support educators in strengthening their current teaching practices. A much-needed resource for in-service professional development and preservice courses, this timely book will help educators foster the success of inclusive early childhood classrooms and prevent achievement gaps for dual language learners. **DISCOVER HOW TO** Set up and organize your learning environment to support dual language learners Create a diverse classroom community where children (TM)s challenges and needs are anticipated Use culturally responsive classroom management practices that

engage diverse learners Strengthen social-emotional learning for dual language learners Promote early academic skills and make learning activities accessible to children of all cultural backgrounds Use music and movement to increase student engagement and boost language development Partner with families and engage them in childrena (TM)s academic and social-emotional learning PRACTICAL MATERIALS: Reinforce your learning with classroom activities; chapter quizzes; reflection questions; Spanish songs, vocabulary, and books for the classroom; lists of additional resources; and a glossary. Sample letters and forms help you communicate with families and evaluate student needs (all forms are photocopyable and available online). Ethical and Methodological Issues in Researching Young Language Learners in School Contexts [Multilingual Matters](#) 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. Literacy Instruction for English Language Learners Pre-K-2 [Guilford Publications](#) Summarizing current research and weaving it into practical instructional strategies that teachers can immediately use with young English language learners (ELLs), this book addresses a major priority for today's primary-grade classrooms. All aspects of effective instruction for ELLs are explored: oral language development and instruction, materials, word study, vocabulary, comprehension, writing, and home-school connections. Assessment is discussed throughout, and is also covered in a separate chapter. The volume is packed with realistic examples, lesson planning ideas, book lists, online resources, and reproducibles. Discussion and reflection questions enhance its utility as a professional development tool or course text. Dual-Language Learners Strategies for Teaching English [Redleaf Press](#) Teach young children English, maintain their home language, and develop the early literacy skills necessary for school readiness and success. Spotlight on Young Children Supporting Dual Language Learners [Spotlight on Young Children](#) Offers practical ways to support young dual language learners and their

families. Addresses communicating, using technology, pairing children, and more. **Teaching Young Learners to Think** *Cambridge University Press* **Teaching Young Learners to Think** offers 80 activities with photocopiable worksheets and easy-to-follow teacher's notes. Herbert Puchta, author of a wide range of innovative teaching materials, and Marion Williams, well-known for her book *Psychology for Language Teachers*, have developed specifically designed tasks that develop children's foreign language competence while promoting the basic thinking skills they will need as they grow older. Teachers will enjoy using the motivating tasks that have been carefully devised to match the language level of EFL learners. Students will enjoy the fun of the thinking challenges these activities offer. **Children Learning Second Languages** *Springer* 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. **The 6 Principles for Exemplary Teaching of English Learners(r) Young Learners in a Multilingual World** *Tesol International Association, Incorporated* **TESOL International Association** has defined a core set of principles for the exemplary teaching and learning of English as a new language. This book shows educators how to apply these principles to teaching young English learners (2- to 12-year-olds) in a foreign language (EFL) setting. The 6 Principles(R) and their recommended practices are targets of teaching excellence that provide teachers with the knowledge to improve instruction and assessment. Instructional techniques are illustrated with a multitude of classroom examples, case studies, checklists, and vignettes. **Teaching Young Children a Second Language** *Praeger* The last two decades have yielded some important research on how first and second generation immigrant children live and study in the United States. In particular, there are some significant findings that concern young children's second language development. This book provides an overview of recent linguistic and methodological research and examines the ways in which new theoretical findings can inform classroom practice. Gordon is particularly concerned with ways of rendering instruction intellectually challenging and exciting in the primary level ESL classroom. **Very Young Learners** *Oxford University Press* 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. **Young Learners - Primary Resource Books for Teachers** *Oxford University Press* Practical ideas are provided for a wide variety of language practice activities. By Sarah Phillips. Part of the Primary Resource Books for Teachers series. **Teaching Dual Language Learners What Early Childhood Educators Need to Know** *Paul H Brookes Publishing* "Teaching Dual Language Learners is a practical guide to help early childhood educators understand the needs of and provide

instruction for young dual language learners in their classroom"-- Teaching Practices and Equitable Learning in Children's Language Education [IGI Global](#) Educating children and leading them towards the path of bilingualism is a valuable and challenging task for any educator. Effective language teaching can contribute to young learners' cognitive growth, develop their problem-solving skills, enhance their comprehension abilities, and provide children with the satisfaction of succeeding in the challenge of learning a foreign language. All these issues must be taken under consideration when researching children and their teachers. The current literature indicates that further material is needed to provide professionals with different classroom situations and enhance the art of teaching children. Teaching Practices and Equitable Learning in Children's Language Education focuses on various perspectives of efficient practices, approaches, and ideas for professional development in the field of young language learners. The chapters in this book link the theoretical understanding and practical experience of teaching children languages by concentrating on teaching practices, material design, classroom management, reading, speaking, writing, and more. This book is designed for inservice and preservice teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students interested in the field of early language learning and applied linguistics at large. Teaching English Language Learners A Handbook for Elementary Teachers [Rowman & Littlefield](#) This handbook is for elementary staff who work with English Language Learners, but who don't have specialized training in English language acquisition. It provides a thorough picture of English Language Learners, and offers practical strategies for teaching. Second Language Acquisition and the Younger Learner Child's Play? [John Benjamins Publishing](#) This new volume of work highlights the distinctiveness of child SLA through a collection of different types of empirical research specific to younger learners. Characteristics of children's cognitive, emotional, and social development distinguish their experiences from those of adult L2 learners, creating intriguing issues for SLA research, and also raising important practical questions regarding effective pedagogical techniques for learners of different ages. While child SLA is often typically thought of as simple (and often enjoyable and universally effortless), in other words, as "child's play", the complex portraits of young second language learners which emerge in the 16 papers collected in this book invite the reader to reconsider the reality for many younger learners. Chapters by internationally renowned authors together with reports by emerging researchers describe second and foreign language learning by children ranging from pre-schoolers to young adolescents, in home and school contexts, with caregivers, peers, and teachers as interlocutors. Young Learners Online A Guide for Foreign Language Teachers 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. **Teaching English Online to Young Learners: 100 FAQs Optimizing Elementary Education for English Language Learners** [IGI Global](#) Teaching English language learners has long presented challenges for teachers tasked with bringing these students to a level of language comprehension comparable to that of native speakers. These challenges and issues can lead to difficulty comprehending core academic topics for those learning the English language. **Optimizing Elementary Education for English Language Learners** is a critical scholarly publication that explores the importance of English as a Second Language (ESL) education as well as the challenges that can arise in striving for effective and engaging learning environments for the students involved. Featuring a broad scope of topics, such as effective lesson plans, teacher education and preparation, and the education achievement gap, this book is geared toward academicians, practitioners, and researchers seeking current research on effective teaching strategies for teachers of English language learners. **Navigating the Common Core with English Language Learners Practical Strategies to Develop Higher-Order Thinking Skills** [John Wiley & Sons](#) The must-have Common Core guide for every ESL/ELL instructor **Navigating the Common Core with English Language Learners** is the much-needed practical guide for ESL/ELL instructors. Written by experienced teachers of English Language Learners, this book provides a sequel to the highly-regarded **ESL/ELL Teacher's Survival Guide** and is designed to help teachers implement the Common Core in the ELL classroom. You'll find a digest of the latest research and developments in ELL education, along with comprehensive guidance in reading and writing, social studies, math, science, Social Emotional Learning and more. The Common Core is discussed in the context of ESL, including the opportunities and challenges specific to ELL students. Ready-to-use lesson plans and reproducible handouts help you bring these ideas into the classroom, and expert guidance helps you instill the higher-order thinking skills the Common Core requires. The Common Core standards have been adopted in 43 states, yet minimal guidance has been provided for teachers of English Language Learners. This book fills the literature gap with the most up-to-date theory and a host of practical implementation tools. Get up to date on the latest stats and trends in ELL education Examine the challenges and opportunities posed by Common Core Find solutions to common issues that arise in teaching ELL students Streamline Common Core implementation in the ELL classroom The ELL population is growing at a rapid pace, and the ELL classroom is not exempt from the requirements posed by the Common Core State Standards. ESL/ELL teachers know better than anyone

else how critical language is to learning, and ELL students need a specialized Common Core approach to avoid falling behind. Navigating the Common Core with English Language Learners provides specific guidance and helpful tools that teachers can bring to the classroom today. **Motivational Teaching** [Oxford University Press](#) **Motivational Teaching** provides a clear overview of the many factors that affect learner motivation and connects each of them to innovative teaching ideas and strategies. • Features over 100 tried and tested teaching ideas, underpinned by the latest research into learner motivation. • Explores how motivation to learn works both on an individual level and within the classroom environment. • Provides insights to enhance motivation through key teaching processes, from choosing materials and designing tasks to closing lessons and giving feedback. • Investigates how teachers can raise learner motivation across a range of ages, abilities, and backgrounds. **Teaching Dual Language Learners What Early Childhood Educators Need to Know** "Teaching Dual Language Learners is a practical guide to help early childhood educators understand the needs of and provide instruction for young dual language learners in their classroom"-- **Mixed Ability Teaching - Into the Classroom** [Oxford University Press](#) **Into the Classroom** is a series of short, practical guides that help teachers who work in the primary and secondary school setting to make sense of new teaching tools, techniques, and educational policy, with ideas for implementing them in the classroom. **Mixed-Ability Teaching** shows how collaborative ways of working can promote a positive classroom atmosphere and offer support and challenge for every student. Helps teachers prepare effectively for lessons by looking at the factors and variables that characterize mixed-ability groups. Suggests constructive and imaginative solutions to the challenges associated with activating all learners in mixed-ability groups. Explores a learner-centred approach to assessment and develops techniques that combine evaluation with learning. Provides practical classroom ideas for improving the learning environment through differentiated and open-ended language learning activities. Extra resources are available from: [www.oup.com/elt/teacher/itc](http://www.oup.com/elt/teacher/itc) **Edmund Dudley** is a freelance teacher trainer and English teacher based in Hungary. His main area of interest is teaching teenagers, and he has considerable experience of working with mixed-ability classes at both primary and secondary levels. **Erika Osváth** is a freelance teacher trainer and English teacher based in Hungary. She has extensive experience of teaching mixed-ability classes at both primary and secondary levels in many international settings. **Using Literature to Teach English as a Second Language** [IGI Global](#) **Innovation** has replaced stereotypical and old methods as an attempt to make English language teaching and learning appealing, effective, and simple. However, teaching a second language through literature may be a paramount tool to consolidate not only students' lexical and grammatical competences, but also for the development of their cultural awareness and broadening of their knowledge through interaction and collaboration that foster collective learning. Despite past difficulties, literature's position in relation to

language teaching can be revalidated and revalued. **Using Literature to Teach English as a Second Language** is an essential research publication that exposes the current state of this methodological approach and observes its reverberations, usefulness, strengths, and weaknesses when used in a classroom where English is taught as a second language. In this way, this book will provide updated tools to explore teaching and learning through the most creative and enriching manifestations of one language - literature. Featuring a range of topics such as diversity, language learning, and plurilingualism, this book is ideal for academicians, curriculum designers, administrators, education professionals, researchers, and students. **Facing Diversity in Child Foreign Language Education** [Springer Nature](#) 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. **Basics of Supporting Dual Language Learners An Introduction for Educators of Children from Birth Through Age 8** Outlines the core ideas of DAP as practiced in kindergarten so teachers can deepen their everyday practice.