

Second Languages In Primary Education

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Second Language Learning in the Early School Years Victoria A. Murphy 2014 A detailed exploration of second language learning in the early school years, providing a broad overview of research findings across a range of different contexts. At a time when children around the world are increasingly required to learn a second language in the primary classroom, *Second Language Learning in the Early School Years: Trends and Contexts* provides a much-needed overview of current themes and research on child second language learning. This book provides a detailed exploration of L2 language learning in the early years, examining past and present research evidence on bilingualism, second language, and foreign language learning in childhood, and providing a broad overview of research findings across a range of different contexts. The discussion focuses on learning contexts that intersect with educational provision in the early school years and a comparison of L2 outcomes across those contexts. Murphy discusses current trends towards a younger starting age for foreign language learning. She evaluates to what extent 'younger is better' in L2 learning in the early school years, and what other variables may contribute to successful child L2 outcomes. Reviewing the research, *Second Language Learning in the Early School Years: Trends and Contexts* argues that young children can learn multiple languages without adverse effect on their overall language development in any of their languages. This book is part of the Oxford Applied Linguistics Series, a series of titles providing thorough yet accessible coverage of controversial topics related to language use. The goal of the series is to influence the quality of language education through publishing and disseminating relevant scholarship and research. Additional material is available on the website: www.oup.com/elt/teacher/sllearly

Foreign Languages for Everyone Irene Brouwer Konyndyk 2011 ENDORSEMENTS "This book is a conduit for students, teachers, and teacher educators -- a carefully guided path to making language learning not only possible, but meaningful and fun " --Marjorie Hall Haley, PhD, Board of Directors of the American Council on the Teaching of Foreign Languages (ACTFL), Director of Foreign Language Teacher Licensure, George Mason University "Professor Konyndyk has developed a foreign-language pedagogy that makes students' deserts bloom. Foreign-language instructors and special educators will find themselves grateful to her for this contribution. --Lynn E. Snyder, PhD, CCC-SLP, Professor Emerita and Former Director of the Center for Language and Learning, University of Colorado at Boulder "Though I was told for such a long time 'No, you can't, ' you constantly were a voice saying 'Yes, you can and you will.' You not only helped show me that the world of language is one that is possible for me, but you also showed me the way that we . . . can have such a positive impact on the lives of others." --a personal note from one of Irene's own at-risk students ABOUT FOREIGN LANGUAGES FOR EVERYONE "This book is about how I learned to teach a second language to those who either have failed before or were not really given a chance to succeed. I wrote it to help others to be smart, productive teachers of foreign languages to students with learning disabilities. The book called me. My life journey prepared and inspired me to write it." -- Irene Brouwer Konyndyk, from her preface *Foreign Languages for Everyone* is based on Professor Irene Brouwer Konyndyk's careful study and classroom experience teaching foreign languages effectively to students with learning disabilities. The goal of serving at-risk students became highly personal for Irene when she realized that her own daughter had a learning disability but could succeed academically with the right combination of multisensory learning experiences. This is a wonderfully practical and inspiring book loaded with practical tips and pedagogical insights for successfully teaching foreign languages to children, young people, high school and college students, and older

adults who have difficulty learning a second language. ABOUT IRENE AND HER FREE ONLINE RESOURCES Irene Brouwer Konyndyk has taught languages at all levels -- from elementary through college. She received the Calvin College Innovative Teaching Award for her groundbreaking work developing a successful curriculum for at-risk second-language learners. She leads workshops across North America. Her free website, FOREIGN LANGUAGES FOR EVERYONE, provides: (1) downloadable copies of book-related appendixes, forms, and lesson plans, (2) illustrative video and audio clips, (3) news about important developments at the intersections of special education, learning disabilities, and foreign-language instruction, and (4) a community for second-language instructors to share best practices. TEACHING ENGLISH AS A SECOND LANGUAGE (ESL) This book is ideal for educators and volunteers who teach English as a second language (ESL). **An Early Start** Marianne Nikolov 2000-01-01 There is a growing interest in teaching languages to young children. This publication brings together papers from 18 countries. It gives a cross section of major achievements and problem areas as well as an insight into research issues.

Foreign Languages in Primary Education H. H. Stern 1974

Foreign Languages and the Elementary School Child Mildred R. Donoghue 1968

Early Instructed Second Language Acquisition Joanna Rokita-Jaśkow 2019-01-18 This book provides a holistic overview of what leads to success in foreign language learning at an early age and deepens our understanding of early foreign language learning. The studies use an array of methodological approaches to research learners aged between three and ten, as well as their parents and teachers, in instructional, minimal-input settings. They describe various ways of organising and promoting very early foreign language learning, both through language policy and innovative pedagogy, and focus on ways of providing input for second language acquisition, which include oral classroom discourse strategies, as well as learner development of literacy skills. Special attention is given to the necessity to develop critical reading skills, the ability to handle multimodal texts, and attitudes, motivations and behaviours and how these may impact on the teaching and learning process. Chapters emphasise that ultimate outcomes depend on extra linguistic environmental factors, such as parental involvement and teacher competences. These include establishing control in the classroom, as well as using appropriate strategies for Negotiation of Meaning, and helping learners build positive self-concept. This book will be of interest to all professionals involved in the teaching of foreign languages to young learners, as well as to researchers, teacher educators and students working in this area.

Children Learning Second Languages Annamaria Pinter 2011-03-29 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.

Foreign Languages in Primary Education Hans Heinrich Stern 1963 This report of an international conference of language teaching experts held under the auspices of the unesco institute of education in hamburg, Germany, April 9-14, 1962, reviews the whole problem of second language learning at the primary stage of education, and identifies the pertinent, related fields in need of further research. Following a brief discussion of arguments for early second language learning, it surveys extensively the results of practical experience and physiological and psycho-educational research that strengthen the argument for an early start. In the final section of general recommendations for introducing a

language in primary schools, are discussions of such problems as policy and planning needs, teacher and student requirements, and course content, methodology, materials, continuity, and cost. Also noted there, for those undertaking research, are the consideration of variables in learning situations, the need for theoretical background from related disciplines, and a list of specific problems. The four appendixes that precede an extensive bibliography contain a list of participants, a summary of primary school language teaching, a case study of bilingualism, and notes on documentation and reports. This document is available for \$2.50 from the unesco publications center, 317 east 34 street, New York City, New York, 10016. (ab).

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.

Debates in Modern Languages Education Patricia Driscoll 2014-01-03 Debates in Modern Languages Education offers a comprehensive introduction and synthesis of the major themes and research evidence in language learning and teaching today, providing an up-to-date, authoritative review of traditional and contemporary issues in language teaching. With chapters by leading experts in the field, thematic sections explore and consider: the importance of a wide range of different knowledge bases and skills for effective teaching how to become expert practitioners approaches to teaching with reference to relevant theories, complex constructs, and empirical research the innovations and ideas that shape and will shape the discipline for the next decade. Each thought-provoking chapter is supported by reference to further reading and additional material to encourage deeper exploration which will help the reader to fully engage in the debates presented. This book is a valuable resource for any student or practising teacher engaged in initial teacher education, continuing professional development and Masters level study.

Second-language Acquisition in Childhood Barry McLaughlin 1978 *Foreign Languages in Primary Education* Hans Heinrich Stern 1967

Teaching Languages in the Primary School Philip Hood 2015-01-19 Languages are now a more important part of primary education than ever before, and all successful primary teachers need to understand the principles that support good language teaching and learning. This second edition provides a coherent overview of teaching and learning languages, combining practical strategies for use in the classroom with engaging coverage of how to teach, informed by academic research and theory. Key features of this new edition: Fully updated coverage of policy and curriculum developments, including the 2014 National Curriculum and the Teachers' Standards A new chapter on curriculum, planning and assessment for KS2 Expanded coverage of the transition from primary to secondary school and the implications for teaching More examples of creative teaching and learning throughout. This is essential reading for all students studying primary languages on initial teacher education courses, including undergraduate (BEd, BA with QTS), postgraduate (PGCE, School Direct, SCITT), and also NQTs.

Foreign Languages in Primary Education : the Teaching of Foreign Or Second Languages to Younger Children Unesco 1963 **Teaching Languages to Young Learners** Lynne Cameron 2001-03-15 This book will develop readers' understanding of children are being taught a foreign language.

Foreign Languages in Primary Education Hamburg. UNESCO-Institut für Pädagogik 1963

Learning to Teach Foreign Languages in the Secondary School Norbert Pachler 2013-12-17 Praise for previous editions:- 'A wealth of theory, research, practical advice, case studies and tasks in one volume...Indispensable for both HEI tutors and mentors, and an important book to recommend to all MFL students.' - Language Learning Journal 'Presenting clear, straightforward, factual information on all current issues facing MFL student teachers ... An excellent reference

guide during the first years of teaching.' - Mentoring and Tutoring Learning to Teach Foreign Languages in the Secondary School has established itself as the leading textbook for student teachers of foreign languages in the UK and internationally. The practical focus is underpinned by a theoretical perspective and backed up by the latest research, encouraging you to develop a personal approach to foreign language teaching. This new, fourth edition, has been comprehensively updated to take account of recent policy and curriculum changes, and now covers a range of relevant statutory frameworks. Fully revised chapters cover the key knowledge and skills essential for becoming a foreign language teacher: What can we learn from research into language teaching and learning? Teaching methods and learning strategies Creating a meaningful learning environment Transition from Primary to Secondary The role of digital technologies Teaching in the target language Receptive skills and productive skills Teaching and learning grammar Planning and reflecting on classroom practice Pupil differences and differentiation Assessment for and of learning It includes many examples of how to analyse practice to ensure pupil learning is maximised, together with activities and tasks to support you as you analyse your own learning and performance. Learning to Teach Foreign Languages in the Secondary School provides practical help and support for many of the situations and potential challenges you are faced with in school. It is an essential purchase for every aspiring secondary foreign languages school teacher.

Second Languages in Primary Education Mildred R. Donoghue 1979

Storybridge to Second Language Literacy Irma-Kaarina Ghosn 2013-09-01 Storybridge to Second Language Literacy makes a case for using authentic children's literature—alternately also referred to as 'stories' or 'real books'—as the medium of instruction in teaching English to young learners, particularly in contexts where children must access general curriculum subjects in English. The author first proposes theoretical foundations for the argument that illustrated children's books are superior to traditional language teaching courses in the primary school. She builds the case around the motivational power of stories, the language and content of quality children's literature, and the potential of literature to contribute to development of second language academic literacy. She then reviews research of the past thirty years that clearly supports her claim. Finally, she uses transcripts from real classrooms to illustrate how teachers in diverse contexts make use of stories. Through the classroom vignettes, a practical model of literature-based instruction emerges that is adaptable to a wide range of primary school teaching contexts, including English as a second language contexts in core-English countries. Storybridge to Second Language Literacy compiles in one volume solid theoretical foundations for story-based instruction, research evidence of the past thirty years supporting the approach (not currently available in a single source), and extensive classroom vignettes illustrating diverse practical applications (not lesson plans). This makes the book valuable for anyone in the field of young learner ELT. MA students in TESOL will find the book useful and will develop an understanding of why and how literature-based instruction works and develop insight to guide their practice. Members of TESOL Elementary Education, EFL, and Bilingual Education SIGs, and IATEFL Young Learner SIG will be interested in the volume. Instructors of teacher development courses should also find the proposed volume a valuable addition to assigned readings. Each chapter is followed by 'Think about it' questions and 'Try it out' suggestions.

The Teaching of Modern Foreign Languages in Primary and Secondary Education in the European Community EURYDICE. 1992 Information is presented on the policy and trends in modern foreign language teaching in member states of the European Community, including Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, the Netherlands, Portugal, England, Wales, Northern Ireland, and Scotland. The report begins with an executive summary, including graphs of the number of years and hour one or two second languages are taught to pupils aged 6-18. This summary is followed by a description of the situation in each member state, including provision of modern foreign language teaching in elementary and secondary schools (languages taught and for how many hours per week), initial training of foreign language teachers (including exchange programs), in-service training of language teachers, and pupil exchanges. Enrollment, teacher, and exchange data are included where possible. In addition, data on the European Community's LINGUA program of action in support of language teaching are included. (MSE)

The Use of First and Second Languages in Primary Education Nadine Dutcher 1982

Foreign Languages in primary education H. H. Stern 1963

The Literacy Approach to Teaching Foreign Languages Ana

Halbach 2022-03-21 This book describes a new approach to teaching foreign languages for primary and secondary school that shifts the attention from learning the language to communicate skillfully in the foreign language. The approach focuses on developing students' literacy skills as a way to discover language and make it meaningful. In the first four chapters the rationale for the approach is explained and illustrated with examples from different units of work in different languages (French, English and Spanish). Chapter 5 talks the reader through a complete unit of work based on a YouTube video, while chapter 6 looks at how this approach can be integrated into an existing curriculum. The book ends by looking at teachers and their difficulties in implementing this approach, and finally sets the Literacy Approach against recent developments in education. This volume will be of interest to academics, students and teachers in fields including foreign language education, literacy development, and CLIL.

Language Planning in Primary Schools in Asia Richard B. Baldauf

2013-09-13 In foreign language education, decisions must be taken on what languages to teach, who will teach them, in which schools (i.e. all, only urban, only rural), in which grades, the number of hours a week, and the cost involved. This book explores the answers to these questions across a number of Asian polities. It illustrates why some of the efforts undertaken are successful and why some are not, why - despite significant investments of time and resources - some students do not seem to acquire the languages being taught, and why some teachers responsible for instruction in the designated foreign languages have problems achieving fluency in the designated language or have other language teaching difficulties. It suggests some strategies various polities might attempt to achieve their stated language learning objectives. This book was originally published as a special issue of Current Issues in Language Planning.

Foreign Languages in the Elementary School Theodore Andersson 1969

Foreign Languages in Primary Education - the Teaching of Foreign Or Second Languages to Younger Children Institut de l'Unesco pour l'éducation 1963

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.

Teaching Modern Languages at Primary School Richard Johnstone 1994

Issues facing schools, teachers, and policy-makers in the expansion of elementary school instruction in modern second languages are discussed, particularly in the context of Scotland's educational system. An introductory chapter defines key terminology, the transition from pilot programs to institutionalization, and discusses briefly the distinction between "second" and "foreign" languages. The second chapter outlines five different instructional approaches and offers examples of foreign language initiatives in Scotland and elsewhere in the United Kingdom (UK), Europe, and some other countries. Objectives and difficulties encountered are examined. Several concepts in second language learning and use are considered in the third chapter, including use of language for real communication, language as a dynamic system of rules and strategies, communicative competence, "language acquisition" versus "language learning," progression of skills, and proficiency. In chapter four, evidence of instructional outcomes from UK elementary schools, immersion research, research on specific aspects of second language teaching (intensive teaching, first-language literacy, and second-to-first language transfer), and learner age is offered. A final chapter draws conclusions concerning starting age, implications of language policy for elementary language teaching, choice of approach,

teacher qualifications, and implications for secondary education. (MSE) **Teaching Modern Foreign Languages in Secondary Schools** Ann Swarbrick 2013-10-11 A companion to Aspects of Teaching Secondary Modern Foreign Languages, this book charts developments during the past few decades of reform in MFL teaching, considering the origins of these reforms and analysing their impact on the classroom. The reader is divided into four sections: 'Controversies and disagreements' is an overview of changes to MFL teaching and learning during the last thirty years; 'MFL, schools and society' looks at the role of MFL in a wider social and educational context; 'Developing strategy' looks at how more effective MFL teaching might be achieved; 'Research and the MFL teacher' looks at the implications for classroom practice of recent research into MFL teaching and Learning.

Language Is Music Susanna Zaraysky 2009 Language is Music focuses on making learning foreign languages fun, easy and affordable for anyone with a desire to communicate effectively with people around the world. By applying over 100 simple tips to things you already do, such as listening to music or surfing the Web, you can experience the joy of "fluency" in any language without having to study abroad or spend money on private tutors. In Language is Music, Susanna Zaraysky masterfully shares her listening methods so that anyone can have fun learning any language. With over 100 tips and 100 free or low-cost Internet resources, you will learn how to use daily activities, such as watching T.V. or listening to music; conversation partners; and attendance at cultural events to become a masterful speaker of any tongue. "Learning foreign languages is like learning to sing a song or play music," says self-made linguist Susanna Zaraysky and author of Language is Music. Zaraysky has what you might call "an ear" for languages, having used music to successfully learn English, Russian, French, Spanish, Italian, Portuguese, and Serbo-Croatian-all with excellent accents. Advance Praise for Language is Music "I love it! I think it will help people who want to learn, and those who are curious about additional language learning. Many people want to learn a language but are frightened, or disappointed by the courses they have taken. Reading Language is Music will encourage them to try again, on their own and with friendly supporters." -Dr. Elba Maldonado-Colon, Professor Department of Elementary Education Bilingual Program, San Jose State University LET IT JUST ROLL OFF YOUR TONGUE. With lyrical insight and solid experience, Susanna Zaraysky, author of Language is Music, provides easy steps for learning a language. Gone are the boring, disconnected strategies that most of us remember from school. You've never learned a language this quickly and easily. Zaraysky's methods embody fun, connection, rhythm, and above all...music. -Suzanne Lettrick, M.Ed Educator and Founder of The Global Education and Action Network "Forget dictionaries and phrase books . . . Susanna Zaraysky's easy-to-use guide to language learning is indispensable for any serious language learner wanting to become fluent--not just conversationally proficient--in another language. Language is Music will teach you how to make language acquisition a part of your daily life, and to recreate the kind of total-immersion environment necessary for fluency. Highly recommended reading for aspiring polyglots. Pick up this book and you too will be all ears!" -Justin Liang, Japanese, Mandarin, Cantonese, Marshallese, intermediate Spanish Back in France, I spent many years learning "academic" English in school. But I progressed much faster when I forced myself to listen to the BBC or not look at the subtitles when watching an American movie. I wish I had Susanna's book with me then. It's full of creative ideas and practical tips that are indispensable complements to the traditional methods of learning foreign languages -- and it's coming from someone you can trust, she speaks so many of them! -Philippe Levy, French native speaker This book is great. It showed me another aspect and a new approach of learning a language. I will put the book to good use. As a foreign English speaker, I spent many years at school learning English and did not make much progress. A lot of the tips that I read in this book, I learned them with time. However if I had read this book earlier, it would have made my life much easier and I would have saved so much time. I am going to apply the tips in Language is Music into learning a third language: Spanish. This time, I am sure I will make huge progress much faster. Not only is Language is Music useful in acquiring a foreign language, but the resources and websites in the book are valuable for someone who wants to travel abroad. -Fabien Hsu, French native speaker

Foreign Languages in Primary Education Hans Heinrich Stern 1967

Early Language Learning Policy in the 21st Century Subhan Zein

2021-09-22 This volume analyses the policymaking, expectations, implementation, progress, and outcomes of early language learning in

various education policy contexts worldwide. The contributors to the volume are international researchers specialising in language policy and early language learning and their contributions aim to advance scholarship on early language learning policies and inform policymaking at the global level. The languages considered include learning English as a second language in primary schools in Japan, Mexico, Serbia, Argentina, and Tanzania; Spanish language education in the US and Australia; Arabic as a second language in Israel and Bangladesh; Chinese in South America and Oceania; and finally, early German teaching and learning in France and the UK.

The Teaching of Modern Foreign Languages in the Primary School

Patricia Driscoll 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.

Teaching Languages Creatively Philip Hood 2018-10-03 Teaching Languages Creatively brings together the experience of international primary language experts to explore creative teaching and learning in primary languages. Drawing on the latest research and theory and illustrated with ideas and case studies from real schools, it covers key topics, including: engaging students in the target language; celebrating bilingualism in the classroom; incorporating technology into modern teaching; integrating language learning across the curriculum; successful transitions; learning languages through singing, storytelling and dance. Ideal for primary trainee teachers, newly qualified teachers, and established teachers looking for creative new ideas to enrich the learning experience of their students, Teaching Languages Creatively is an essential guide for inspiring the love of languages that is so vital for young learners.

Universal Grammar and the Second Language Classroom Melinda Whong 2013-06-26 This book proposes that research into generative second language acquisition (GenSLA) can be applied to the language classroom. Assuming that Universal Grammar plays a role in second language development, it explores generalisations from GenSLA research. The book aims to build bridges between the fields of generative second language acquisition, applied linguistics, and language teaching; and it shows how GenSLA is poised to engage with researchers of second language learning outside the generative paradigm. Each chapter of Universal Grammar and the Second Language Classroom showcases ways in which GenSLA research can inform language pedagogy. Some chapters include classroom research that tests the effectiveness of teaching particular linguistic phenomena. Others review existing research findings, discussing how these findings are useful for language pedagogy. All chapters show how generative linguistics can enhance teachers' expertise in language and second language development. "This groundbreaking volume ably takes on the gap that currently exists between generative linguistic theory in second language acquisition (GenSLA) and second language pedagogy, by gathering chapters from GenSLA researchers who are interested in the relevance and potential application of their research to second/foreign language teaching. It offers a welcome and thought-provoking contribution to any discussion of the relation between linguistic theory and practice. I recommend it not only for language teachers interested in deepening their understanding of the formal properties of the languages they teach, but also for linguists interested in following up on more practical consequences of the fruits of their theoretical and empirical research." Donna Lardiere, Georgetown University, Washington DC, USA

Foreign Languages in Primary Education ; the Teaching of Foreign Or Second Languages to Younger ... H. H. Stern 1974

Languages in Elementary Schools Kurt E. Müller 1989 Ten essays address aspects of second language instruction at the elementary school level: "Elementary School Foreign Languages: Perspectives, Practices, and Promises" (Carol Ann Pesola, Helena Anderson Curtain); "The Integrated Curriculum: Rethinking the Elementary School Foreign Language Program for the '90s" (Virginia Garibaldi Allen); "The Ages and Learning Stages of Children and Their Implications for Foreign Language Learning" (Myriam Chapman, Elizabeth Grob, Mari Haas); "Learning Language through Content: Learning Content through Language" (Myriam Met); "Creating Effective Foreign Language Learning Environments in Elementary Classrooms" (Eileen B. Lorenz, Sarah Rice); "School-District Perspectives on Elementary-School Language Programs" (R. Stephen Tegarden, Christine L. Brown); "Testing and Elementary School Foreign Language Programs" (John W. Oller, Jr.); "Mother Tongue and Father Grammar, or, Why Should Children Learn a Second

Language?" (Donald G. Marshall); "Two Languages for All Children: Expanding to Low Achievers and the Handicapped" (Carolyn Andrade, Richard R. Kretschmer, Jr., Laura W. Kretschmer); and "Policy and Curricular Implications of Expanding Language Education in Elementary Schools" (Kurt E. Muller). (MSE)

Foreign Languages in Primary Education. The Teaching of Foreign Or Second Languages to Younger Children. Report on an International Meeting of Experts, 9-14 April 1962, Etc Hans Heinrich STERN 1963

The Common Sense of Teaching Foreign Languages Caleb Gattegno 2010-08-05 Gattegno wrote this book as a scientist interested in learning processes, as a student interested in the mastery of foreign languages, and as a teacher interested in providing his students with ideal learning conditions. These perspectives combined with years of research, travel, and fieldwork create a full insight into the problem of learning a foreign language. He argues that learning a language should not be about recitation and memorization, but about the natural learning processes we have used since birth. "In fact," he writes, "We can no more say that we remember our language than that we remember how to stand up or walk."

Early Years Second Language Education Sandie Mourão 2014-11-20 The age for early language learning has dropped dramatically in the past decade to include children under 6 years old, yet very little published research exists to support the implementation of such programmes. Drawing on a synthesis of theory, research and practice, this edited volume makes an innovative contribution to literature concerning language education for very young children. It explores language learning in a wide range of geographical contexts with reference to second and foreign language learning, bilingualism and plurilingualism with children under the age of 6 years old. Chapters present discussion around teacher education, policy-making, international case studies, school and home-based projects, code switching and language use, and methodologies and approaches. Early Years Second Language Education: International perspectives on theory and practice will be essential reading for researchers, academics, teacher trainers, and post-graduate students in the fields of early years education, foreign and second language education, language didactics and teacher education.

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