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# Teaching Speaking To Young Learners

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Young Learners*

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**SANTIAGO LACEY**

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The Routledge Handbook of Teaching  
English to Young Learners Oxford  
University Press

"Drawing on wide-ranging literature from a variety of relevant disciplines, as well as their own extensive experience in teaching spoken English, the authors give a fascinating, comprehensive, and insightful account of the nature of second language speaking skills. The research and theory

they survey then serves as the basis for the principles, strategies, and procedures they propose for the teaching of spoken English. This book will, therefore, provide an invaluable resource for teachers, teachers in training, and researchers, providing both a state-of-the-art survey of the field as well as a source of practical ideas for those involved in planning, teaching, and evaluating courses and materials for the teaching of spoken English"--

*Teaching Languages to Young Learners*  
Oxford University Press

This book focuses on teaching English as a foreign language to children aged 7-12.  
*Teaching English to Young Learners*  
Routledge

Seminar paper from the year 2019 in the subject Didactics for the subject English - Pedagogy, Literature Studies, grade: 1,0, University of Paderborn (Institut für Anglistik und Amerikanistik), language: English, abstract: How might the use of hand puppets in primary school affect the productive speaking skills of young learners in an inclusive learning environment? The great potential of

acquiring English productive speaking skills frequently remains untapped in English lessons in primary school. What can teacher do to use the outlined learning potentials in terms of the productive speaking skills? Most English primary school books include hand puppets in their concepts and introduce teaching suggestions such as hand puppets as dialogue partners, hand puppet-based games or role plays. This leads to the idea that hand puppets might provide an authentic and meaningful speaking context that promotes productive speaking. The promotion of the speaking skills of young learners is a highly individualized process that needs to be adjusted to the individual development of every single child. Consequently, when providing appropriate occasions for children to talk, teachers need to take the heterogeneity of their student body into consideration, which can be challenging sometimes.

#### Practical English Language Teaching

Cambridge University Press

Students are lacking in communication skills now more than ever! Give your student a competitive edge! The Public

Speaking for Kids program takes the guesswork out of teaching speech and presentation skills to kids. Level One of the "Public Speaking for Kids" series, was designed to help 1st-6th graders develop quality public speaking skills. While many parents just desire for their kids to get comfortable standing in front of a crowd, we believe even young students can do so much more! Help your students take command of the audience and become excellent communicators with this incrementally skill-building curriculum. The Student Workbook is meant to be used hand-in-hand with the Teaching Guide (sold separately). This 66-page, full-color workbook engages the students and provides an easy framework for speech preparation. With images assigned to each tool and technique presented, this program helps engage all learning styles in a fun and memorable way. The Student Workbook is used daily to prepare and practice speeches, and also used for presentation evaluation.

Public Speaking for Kids - Level One, Teaching Guide Independently Published  
This book provides an overview designed to help educators collaborate more

effectively in the areas of content area literacy for the sake of their K-6 ELL students. The book weaves the practical and theoretical aspects of collaboration and suggests ways for teachers to form long term partnerships.

#### **Insights on Teaching Speaking in TESOL** GRIN Verlag

A compendium of the latest developments in research regarding English language education for Chinese-speaking learners, this volume combines cutting-edge research from multiple internationally-known scholars. The chapters offer unique insights into some of the most salient issues related to this broad topic. The seventh volume in the Global Research on Teaching and Learning English series, co-published with The International Research Foundation for English Language Education (TIRF), this book features chapters with original research written by TIRF Doctoral Dissertation Grant awardees. The volume addresses the crucial and growing need for research-based conversations on the contexts, environments, goals, and measures of success for Chinese-speaking learners of English. It includes sections on language

assessment, perceptions in university contexts, and technology, especially in relation to young learners, in order to promote in-depth discussion of the teaching and learning of English for native speakers of Chinese. The volume's 13 research-based chapters discuss topics such as the impact and implications of using emerging assessment tools; the increase in English for Specific Purposes (ESP) courses; academic speaking and writing; and teaching in an online or hybrid environment. Throughout the book the authors draw on their knowledge of their multiple contexts, as well as their learners' needs and goals. This volume brings together innovative research for TESOL and TEFL students, language teacher educators, language policy specialists, language assessment scholars, and language teachers. Readers will become familiar with how these issues related to Chinese-speaking learners of English are being addressed in academic circles around the world.

Teaching Young Second Language Learners GRIN Verlag

A selection of short activities organized around six themes: Animals, Journeys,

Fantasy and adventure, The world around us, Healthy bodies, and About me. *Language and the Joint Creation of Knowledge* Cambridge University Press 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 Listening and Speaking in Second and Foreign Language Contexts Routledge

This is an updated version of 'the' teacher training course for teachers and trainee teachers preparing for the Cambridge ESOL Teaching Knowledge Test (TKT) Modules 1, 2 and 3 or other initial teacher training qualifications.

Assessing Young Learners Carson-Dellosa Publishing

Seminar paper from the year 2015 in the subject English Language and Literature Studies - Linguistics, grade: 1,3, University of Cologne, language: English, abstract: Nowadays foreign language teaching has become established in the majority of primary schools. The introduction of foreign language teaching in primary schools leads to an improvement of linguistic and communicative competency. Due to the fact that pupils begin to learn English in grade one they automatically extend their learning time and they also start to learn the language in the most opportune moment in their life. Even shy pupils realize that they already know some

English words, which they got to know from different kinds of advertising in radio, television or the internet. Another point is that it is possible to communicate in English without knowing much words or structures. As a result, the pupils' motivation to learn the language retains. As a teacher it is important to know which expectations you can have on your pupils and which accomplishments this young learners are able to achieve. Teachers should also be aware of the fact that children will always acquire new language input in a defined order. First they hear new input through listening. Then they attempt to repeat the new input through speaking. Through reading the children will see the written form of the new input and in the last step the children would write the new word themselves (cf. Clausen, 2009, p.8). So listening is a basic skill which is a foundation for any other skill like speaking, reading and writing. According to that this term paper focuses on how to teach listening. Its main purpose is to provide information about theoretical and practical approaches, especially with emphasis on the listening skill in primary school. Moreover it gives

an insight into appropriate behaviour of teachers and of different methods a teacher can use to improve children's listening skills.

**Assessing Speaking** Belgium : International Academy of Education Helps teachers to assess children's progress in English, in a way that is appropriate for young learners. Learning a Second Language, Yes or No Carson-Dellosa Publishing Practical and easy to use, Essential Speaking Skills is the definitive guide to teaching speaking to students of English as a second or additional language. Brimming with invaluable advice on teaching approaches and practical classroom ideas and learning activities, the handbook is specifically designed for teachers who teach large classes with very few resources. The clear explanations and the activities are suited to both new and experienced teachers of English, and can be used in junior and senior secondary school classrooms and for adult learners. **Teaching Speaking, Listening and Writing** Heinle & Heinle Pub Science in secondary schools has tended to be viewed mainly as a 'practical

subject', and language and literacy in science education have been neglected. But learning the language of science is a major part of science education: every science lesson is a language lesson, and language is a major barrier to most school students in learning science. This accessible book explores the main difficulties in the language of science and examines practical ways to aid students in retaining, understanding, reading, speaking and writing scientific language. Jerry Wellington and Jonathan Osborne draw together and synthesize current good practice, thinking and research in this field. They use many practical examples, illustrations and tried-and-tested materials to exemplify principles and to provide guidelines in developing language and literacy in the learning of science. They also consider the impact that the growing use of information and communications technology has had, and will have, on writing, reading and information handling in science lessons. The authors argue that paying more attention to language in science classrooms is one of the most important acts in improving the quality of science

education. This is a significant and very readable book for all student and practising secondary school science teachers, for science advisers and school mentors.

*Kids Speak Out About Education*

Cambridge 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.

*Leap 1A* Bloomsbury Publishing

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.

*Start with English Teacher's Guide A*

Bloomsbury Publishing

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

The Listening Skill. Theoretical and Practical Approaches Springer

This book takes teachers and language testers through the research on the assessment of speaking.

One Child, Two Languages Brookes

Publishing Company

In the World Library of Educationalists series, international experts themselves compile career-long collections of what they judge to be their finest pieces - extracts from books, key articles, salient research findings, major theoretical and practical contributions - so the world can read them in a single manageable volume. Readers will be able to follow the themes and strands and see how their work contributes to the development of the field. Language and the Joint Creation of Knowledge draws on the most prominent writing of Neil Mercer, covering his ground-breaking and critically acclaimed work on the role of talk in education, and on the relationship between spoken language and cognition. The text explores key themes, relating theoretical ideas to research evidence and to practical educational situations that improve children's lives. Offering students and researchers a clear, accessible and up-to-date account of a sociocultural perspective on the relationship between spoken language and cognition, it explains one of the key themes in Neil Mercer's work - that humans have uniquely evolved the

capacity to think together, or 'interthink'. Offering a crucial insight into the work of Neil Mercer, this selection showcases why his approach has become the dominant paradigm in educational research, and why it is increasingly influential in the psychology of teaching and learning. This unique collection of published articles and chapters, which represent the key themes and range of his research over the last 40 years, will be of interest to all followers of his work and any reader interested in the role of language in education.

Speaking and Writing for English Language Learners Cambridge University Press

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.

*Examining Young Learners: Research and Practice in Assessing the English of School-*

*age Learners* Cambridge University Press  
This book guides language teachers in planning and teaching activities that promote the development of speaking and listening skills at all levels of target language proficiency, for teachers of any modern language. Kathleen M. Bailey draws on her extensive experience as a language teacher, teacher educator, and language learner to interweave practical activities with the research and theory

that support their use. Activities include the use of pictures, songs, drama techniques, tasks, and projects to promote the development of speaking and listening skills. The author shares reflections of her own and encourages readers to reflect on their own experiences and become aware of their existing mental constructs through multiple reflection tasks and discussion questions. Each chapter provides focusing questions. The systematic chapter structure scaffolds the readers'

understanding of the concepts explored, which include communication strategies, interactive and non-interactive listening, speaking anxiety, accentedness and intelligibility, and much more. Through its companion website this book provides access to resources that enable readers to continue their own professional development as teachers of listening and speaking in second and foreign language contexts.