

# TEACHING YOUNG LEARNERS ENGLISH

Joan Kang Shin | JoAnn (Jodi) Crandall



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

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# Preface

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Teaching English to young learners or TEYL is an exciting and evolving field within the larger field of Teaching English to Speakers of Other Languages (TESOL). Countries around the world are lowering the age of English education to the primary school level, and students are studying English at younger and younger ages. This is a new and big challenge for many countries, especially those that have traditionally been teaching English and other foreign languages at the secondary level. As a result, there is a growing need for both pre-service and in-service teacher education programs that specifically address teaching children at the primary and pre-primary school levels. The aims of this book are to help teachers of English to young learners (EYL) understand the foundational concepts for teaching English as a foreign language in international contexts, and to prepare them to develop lessons and activities that are developmentally appropriate and that cater to children's characteristics and cognitive levels. It can be used as a basic text for prospective EYL teachers, or it can be used as a professional development tool for teachers and administrators who need to develop the special knowledge and skills to teach EYL.

*Teaching Young Learners English* focuses on teaching children at the primary school level (ages 5–12 years). Although most of the activities can be applied to all ages, we will make clear when certain activities are more appropriate for “very young learners” (under 7 years of age) or “young learners” (7–12 years old). We will begin by discussing the characteristics of young learners and how to create effective lessons that connect with their lives outside of class and motivate them to learn English. Other chapters will present effective activities (including storytelling) to help young learners develop oral (listening and speaking) and written (reading and writing) language skills, as well as ways to help prepare young learners to develop the kinds of skills that they will need in the interconnected world of the twenty-first century. You will also learn how to assess your young learners' progress and your own growth as an EYL teacher, with a number of suggestions for additional professional development you may want to participate in for your own success as an EYL teacher.

In addition to providing a theoretical foundation and practical applications for all the concepts outlined above, every chapter has a sample lesson plan as well as a “Teacher to Teacher” section in which you will hear the voices of practicing EYL teachers around the world. This feature will give you the opportunity to see how teachers apply the concepts and ideas from each chapter in their own classrooms, enabling you to learn from the experiences and perspectives of other teachers to improve your teaching.

# About the Authors

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## **DR. JOAN KANG SHIN**

Dr. Joan Kang Shin is the Director of TESOL Professional Training Programs in the Education Department at the University of Maryland, Baltimore County, and specializes in the training and professional development of teachers of English to young learners. In her role she is responsible for administering professional development and teacher training programs that reach teachers in over 100 countries around the world.



## **DR. JOANN (JODI) CRANDALL**

Dr. JoAnn (Jodi) Crandall is Professor Emerita and former Director of the Language, Literary and Culture Ph.D. Program, and Co-Director of the MA TESOL Program at the University of Maryland, Baltimore County. She has worked in all areas of ESL/EFL including teaching, curriculum and materials development, standards development, and teacher training.