## CONTENTS

	Introduction	1
1	Learning and development	5
	Introduction	5
	Active learning: 'constructivism'	5
	Piaget's stages of development	6
	Piaget's 'thinking' revolution: from pre-operation to	
	operational stage	7
	Criticism of Piaget's stages	8
	The pre-operational stage	8
	The operational stages	9
	The role of interaction: 'social constructivism'	10
	Vygotsky's theory of learning	10
	Helping children to learn by offering systematic support	11
	The importance of language for learning	11
	Children are all unique learners	13
	Gardner's framework for multiple intelligences	13
	Learning styles	13
	Exceptional children and mixed ability classes	15
	Summary and summar	15
	Recommended reading	16
	Background theory	16
	Tasks and a supplied to the control of the control	16
2	Learning the first language at home and at school	17
	Introduction	17
	Why is first language development of interest to EYL teachers?	17
	How are child learners different from adults?	17
		18
	Universal processes in language learning	
	How is the first language acquired?	19
	The role of input and interaction	19
	The role of Universal Grammar	19

	The achievements of the first five years	20
	The influence of school on first language development	21
	Language use at home	21
	Language use at school	22
	Organizing school knowledge and experiences	23
	Monitoring own learning	23
	Memory development	23
	Summary	24
	Recommended reading	24
	Background theory	24
	Tasks	25
3	Learning a second/third language at home and at school	27
	Introduction	27
	Early bilingualism	27
	The effect of age	20
	Critical Period Hypothesis	28
	Is younger better?	29
	Learning a second language in the playground and at school	30
	From informal to formal contexts	30
	Integrated second language learning	30
	Learning English as a foreign language	32
	Summary	32
	Recommended reading	32
	Background theory	32
	Practical teacher resources	33
	Tasks	34
4	Policy: primary ELT programmes	35
	Exceptional cundien and mixed aough cusass	
	Introduction	35
	Contextual factors in language teaching	
	Language settings	35
	Educational frameworks	36
	Status of English and attitude to English	36
	The role of motivation	
	Aims and expectations	38
	Exposure to English Integrating English into the curriculum	38
	Too box footors	40
	reacher factors	41
	Continuity and the private sector	42
	Summary	42
	Recommended reading	43
	Background theory	43

	Practical teacher resources Tasks	43 44
	Introduction noticubount	113
5	Teaching listening and speaking	45
	Introduction and a large transfer of the second and	45
	Teaching listening	45
	Listening—aspects of difficulty	45
	Support with listening	46
	Teacher talk in the primary English lesson	47
	Interactional modifications of language	48
	Listening activities for younger learners	49
	Listening activities for older learners	53
	Teaching speaking	55
	Fluent speakers	55
	What is realistic for young learners?	56
	Speaking activities with younger groups	56
	Speaking activities with older learners	58
	Need for meaning negotiation	59
	The demands of more complex tasks	60
	Summary	62
	Recommended reading	63
	Background theory	63
	Practical teacher resources	63
	Tasks	64
6	Teaching reading and writing	65
0	Cheg triendly amiddentage or the softeners to sold men w	
	Introduction	65
	Why teach reading and writing in EYL classes?	65
	Early literacy in English as a first language	66
	Reading and writing during pre-school years	66
	Reading and writing at school	67
	Teaching reading in EYL classes	68
	Reading activities with younger children	69
	Reading activities with older children	73
	Teaching writing in EYL classes	74
	What do native speaker children write?	74
	Writing activities with younger children in EYL classes	74
	Writing activities with older children in EYL classes	77
	Summary	79
	Recommended reading	79
	Background theory	79
	Practical teacher resources	80
	Tasks	81

7	Teaching vocabulary and grammar	83
	Introduction	83
	Teaching vocabulary and grammar	83
	Vocabulary and grammar are interdependent	83
	From picking up words to knowing words	84
	Learning grammar is a messy process	84
	The role of deliberate practice	85
	Vocabulary and grammar for younger children	86
	Learning grammar in a holistic way	86
	Learning vocabulary	86
	The role of rhythm	88
	Incorporating new vocabulary into children's existing	
	knowledge	89
	Vocabulary and grammar for older learners	90
	Vocabulary activities for older children	91
	Grammar activities for older children	91
	Summary Summar	95
	Recommended reading	96
	Background theory	96
	Practical teacher resources	
	Recommended reading gnines   Secommonded reading gnines	97
	Background theory snaugas original as a foreign language violating English as a foreign language violating and theory	12
8	Learning to learn	99
	Introduction	99
		99
	What is 'learning to learn'?	100
	What types of strategies can be developed?	100
	Developing social and affective strategies and raising awareness	101
	about language learning Activities for younger children	101
	Activities for older children	101
		104
	Developing metacognitive strategies  Learning to reflect	104
	Learning to reflect Activities for younger children	104
	Activities for older children	104
		109
	Developing cognitive strategies	
	Activities for older children	109
	Activities for older children	110
	Giving space to children's choices	110
	Summary Passamended reading	112
	Recommended reading	113
	Background theory	113
	Practical teacher resources	113
	Tasks	114

Introduction

Classroom research

Action research cycles

ix

143

143

Focus on children: observations	145
Focus on children: asking about their views and opinions	146
Using interviews	146
Using questionnaires	148
Focus on teachers: recording own classroom or inviting an	
observer	149
Other research instruments	150
Approaching the same question in different ways	150
Using more than one instrument	151
Summary	152
Recommended reading	152
Background theory	152
Practical teacher resources	152
Tasks	153
Appendix: Exploring your own practice: suggested tasks	155
Glossary	
Bibliography	
Index	177