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English for Primary Teachers

A handbook of activities & classroom language

Mary Slattery & Jane Willis



English For Primary Teachers Mary Slattery

Annika Kolb, Marita Schocker



English For Primary Teachers Mary Slattery:

English for Primary Teachers Mary Slattery, Jane Willis, 2001 Accompanying CD contains examples of classroom language from real classrooms plus pronunciation exercises Page 4 of cover *English for Primary Teachers* Mary Slattery, Jane Willis, 2001-05-24 The book aims to build teachers confidence in their ability to use English effectively at the same time as providing advice and techniques for primary English teachers The book is written in an accessible easy to follow style and encourages a positive attitude towards using English in the primary classroom The first unit asks teachers to reflect on the processes of language learning to examine ways to create effective learning conditions in class and introduces them to the study methods used in the book The units follow the processes of natural language acquisition and the pattern of school education so the order is listening activities speaking activities reading and writing There are two units on using stories with a final unit on integrating coursebook activities and lesson planning The content of the syllabus is derived largely from English lessons recorded by around 20 different teachers in different countries to show that the examples and expressions used are real ones that are used by primary teachers the world over The Language Study syllabus is graded beginning in Unit 1 with very basic classroom instructions within a typical lesson framework going on to more specific language relevant to particular activity types and later to longer stretches of English such as storytelling The book encourages teachers to practise the language activities with a colleague and or record themselves on a personal cassette doing the language practice activities in English A free CD gives examples of classroom language from real classrooms with pronunciation exercises [English for primary teachers](#) Mary Slattery, 2003 **Task-Based Instruction in Foreign**

Language Education Betty Lou Leaver, Jane R. Willis, 2004-12-30 Task based language instruction has proven to be highly effective but surprisingly underutilized Theory can only go so far and hands on experience can greatly speed and enhance the learning of a second language Nineteen talented instructors who have successfully implemented task based programs explain the principles behind the programs discuss how problems were resolved and share details on class activities and program design Each chapter takes the reader through the different stages in designing and setting up such programs adjusting them and appraising and testing them in normal classroom conditions This book covers TBI syllabus and program design and is based on actual classroom experience Any one of the courses or programs discussed can serve as models for others Many of the contributors are highly respected practitioners who are presenting their programs for the first time while others are regular participants in today's ongoing dialogue about teaching methods Full of concrete adaptable models of task based language teaching drawn from a number of countries and eleven different languages including Arabic Chinese Czech English French German Korean Spanish and Ukrainian Task Based Instruction in Foreign Language Education presents proven real world practical courses and programs and includes web based activities It demonstrates useful and practical ways to engage students far beyond what can be learned from reading textbook dialogue TBI involves the student directly with the language

being taught via cognitively engaging activities that reflect authentic and purposeful use of language resulting in language learning experiences that are pleasurable and effective For all instructors seeking to help their learners enhance their understanding and grasp of the foreign language they are learning Task Based Instruction in Foreign Language Education is a rich and rewarding hands on guide to effective and transformative learning **Teachers Exploring Tasks in English**

Language Teaching Jane Willis, 2004-11-30 Winner British Council Innovation in English Language Teaching Award 2006 This book was written for language teachers by language teachers with a view to encouraging readers to use more tasks in their lessons and to explore for themselves various aspects of task based teaching and learning It gives insights into ways in which tasks can be designed adapted and implemented in a range of teaching contexts and illustrates ways in which tasks and task based learning can be investigated as a research activity Practising language teachers and student professionals on MA TESOL Applied Linguistics courses will find this a rich resource of varied experience in the classroom and a stimulus to their own qualitative studies *The Primary English Teacher's Handbook = Настольная книга учителя английского языка начальной школы* Коллектив авторов, Евгения Костюк, 2021-05-20 **Corpora, Grammar and Discourse** Nicholas Groom, Maggie Charles, Suganthi John, 2015-10-15 Corpus linguistics has had a revolutionary impact on grammar and discourse research Not only has it opened up entirely new theoretical perspectives and methodological possibilities for both fields but it has also to a considerable extent erased the boundaries that have traditionally been drawn between them This book showcases a variety of current corpus based approaches to the study of grammar and discourse and makes a case for seeing grammar and discourse as fundamentally inter related phenomena The book features contributions from leading experts in cognitive linguistics construction grammar critical discourse studies genre and register analysis phraseology language learning and teaching languages for specific purposes second language acquisition sociolinguistics systemic functional linguistics and text linguistics An essential reference point for future research Corpora Grammar and Discourse has been edited in honour of Susan Hunston whose own work has consistently pushed at the boundaries of corpus based research on grammar and discourse for over three decades Teaching English in the Primary School Annika Kolb, Marita Schocker, 2021-11-15 Grundschulenglisch kompetent unterrichten Qualitativ hochwertiger Englischunterricht in der Grundschule h ngt vor allem von der professionellen Kompetenz der Lehrkr fte ab Der vorliegende Band in englischer Sprache behandelt in 13 Kapiteln grundlegende Themen und Konzepte f r deren Entwicklung in Aus und Fortbildung sowie im Selbststudium Der Praxisband geht auf die besonderen Bedingungen der Bundesrepublik Deutschland ein und ber cksichtigt die internationalen Forschungen zum Fremdsprachenunterricht in der Grundschule Er ist dabei dem aufgabenorientierten Lehren und Lernen verpflichtet Ausgehend von der Heterogenit t heutiger Grundschulkindern und der Komplexit t des fremdsprachlichen Klassenzimmers veranschaulichen die Kapitel den Zusammenhang von didaktischer Theorie und Unterrichtspraxis Die Themen umfassen u a aufgabenorientiertes Lehren und Lernen Classroom Management

Integration der Fertigkeiten Focus on Form Arbeit mit literarischen Texten kulturelles Lernen Einsatz von Medien und Materialien f cher bergreifendes Lernen und den bergang in die Sekundarstufe Hinweise zur vertiefenden Lekt re und zahlreiche Unterrichtsbeispiele erg nzen die Kapitel Der Band richtet sich an Studierende an Referendarinnen und Referendare und an Lehrkr fte in der Grundschule die sich f r einen Englischunterricht einsetzen der die Lebenswelten der Lernenden ernst nimmt und der die Lernenden bei der Entwicklung ihrer Englischkompetenzen unterst tzt Er eignet sich zur Grundlage von Seminaren und zum Selbststudium _____

The present volume provides a comprehensive introduction to the teaching of English at primary school Following a task based and learner oriented approach the volume focuses on the German teaching context while taking relevant international research into account Starting from the diverse lived experience of today s primary school children and the complexity of the foreign language classroom the 13 chapters illustrate how theory and classroom practice relate to each other Topics include learning through tasks classroom management the integration of skills focus on form working with literature cultural learning the use of media and teaching materials integrating subject matter and the transition to secondary school The chapters present a variety of classroom examples and suggestions for further reading The volume is aimed at students trainee teachers and primary school teachers It is a helpful resource for both pre service and in service teacher education

The Age Factor and Early Language Learning Marianne Nikolov, 2009-10-28 This edited volume documents the state of the art in research into how the age factor interacts with other factors in a variety of educational contexts The book comprises 17 chapters examining early language learning and teaching in a range of countries in Europe Asia and North America Authors discuss main themes in research methodology curricular and assessment issues short and long term outcomes the role of individual differences innovation in teacher education classroom processes as well as the impact of the target language The first two chapters Nikolov Edelenbos and Kubanek overview the main trends in research Four papers Curtain Ofra Inbar Lourie and Elana Shohamy Jalkannen Haenni Hoti Heinzmann and M ller focus on the assessment of young learners two authors examine how age impacts on language learning over time Mu oz Kasai Individual differences motivation anxiety aptitude and socio economic status are explored by Mihaljevi Djigunovi Mattheoudakis and Alexiou and Kiss Innovation is the common theme in chapters written by Wang Moon and Peng and Zhang The last three papers analyze the status of languages Harris Enever Carmel The book is a must have for teacher educators of pre and in service teachers of modern languages to young learners MA and PhD students in TEFL TESOL and other languages researchers and policy makers

The TKT Course Mary Spratt, Alan Pulverness, Melanie Williams, 2005-04-18 Language and background to language learning and teaching Describing language and language skills Background to language learning Background to language teaching Lesson planning and use of resources for language teaching planning and preparing a lesson or sequence of lessons Selection and use of resources and materials Managing the teaching and learning process Teachers and learners language in the classroom

Classroom management TKT module 3 practice test **Annual Report on English and American Studies** ,2003

Uni-Wissen Teaching English in the Primary School Michael K. Legutke, Andreas Müller-Hartmann, Marita Schocker-von Ditzfurth, 2015-02-23 Teaching English in the Primary School provides a comprehensive introduction to the teaching of English in the primary school. It focuses on developments in Germany and includes a European perspective as regards current research and education policies. The book systematically presents relevant research on what we know about how young learners learn foreign languages; it discusses appropriate methods, tasks, materials, texts and procedures and includes chapters on related issues such as assessment, transition, cross-curricular teaching and teaching English at the pre-school level. Throughout the book the authors convincingly illustrate how theory and practice relate to each other. **Sicher im Studium** die Reihe mit dem Grundlagenwissen sämtlicher Teildisziplinen des Studienfachs Anglistik Amerikanistik Fragestellungen und wissenschaftliche Zusammenhänge des Faches Orientierung und kompaktes Wissen Antworten auf die Fragen Wie lernen Kinder die englische Sprache Wie wird Wortschatz und Grammatik vermittelt Wie muss der Unterricht organisiert werden Für die gezielte und schnelle Vorbereitung auf Hochschulprüfungen übersichtlich und leicht verständlich **Vocabulary**

Activities Mary Slattery, 2013-07-15 A selection of activities for vocabulary work with children from 4 to 12 years of age. Each unit gives clear and accessible details of how to prepare, organize and teach a lesson including examples of teacher language in the classroom. Taking into account the most effective ways in which children learn, the activities are designed to encourage the recall and recycling of vocabulary **Berufsbezogene Sprache der Lehrenden im Fremd- und**

Zweitsprachenunterricht Eva Burwitz-Melzer, Claudia Riemer, Lars Schmelzer, 2023-07-31 Im Fremd- und Zweitsprachenunterricht ist die Sprache gleichzeitig Medium und Gegenstand des Lernens. Die Lehrenden tragen durch den Gebrauch ihrer berufsbezogenen Sprache maßgeblich zum Gelingen des Unterrichts und zum Lernerfolg der Lernenden bei. Als berufsbezogene Sprache kann jede Sprachverwendung der Lehrerinnen also mündliche und schriftliche Sprachverwendung, aber auch die wechselnde Verwendung von Zielsprachen sowie von Erst- bzw. Schulsprachen und weiteren Zweit- und Fremdsprachen inklusive non- und paraverbalen Botschaften angesehen werden. Spracherwerbs- und Lerntheorien stellen daher häufig die sprachliche Interaktion im Unterricht in den Mittelpunkt ihrer Betrachtungen. Während die Anforderungen an die Berufssprache der Lehrenden hoch sind, scheint die Berücksichtigung des Themas in der Lehrerinnenausbildung gering zu sein. Die Beiträge in diesem Band reflektieren und diskutieren die Besonderheiten der berufsbezogenen Sprache der Lehrenden im Fremd- und Zweitsprachenunterricht, deren Erforschung sowie mögliche Veränderungen im Rahmen der Lehrerinnenbildung Englisch lernen in der Grundschule Heiner Böttger, 2020-06-08 Dieses Buch bietet eine fundierte Zusammenschau auf die vielfältigen Aspekte und Themenbereiche der Englischdidaktik und ihrer Methodik in der Grundschule. Es zeigt einen Weg zu grundschulgemätem, lebendigem, gleichzeitig aber auch sinnvollem und effizientem Englischunterricht für die Zielgruppe der Englisch lernenden Grundschulkindern. Zusätzlich zu Einführung und

Nachschlagem glichkeiten bietet der Band Angebote zur Fort und Weiterbildung und regt zur kritischen Reflexion eigener Erfahrungen aus Studium und Schule aus Hospitationen und Praktika an Der Band wendet sich an Studierende f r das Lehramt an Grundschulen insbesondere vor den Examina und Abschlusspr fungen an Grundschullehrkr fte und an Lehrkr fte der Eingangsklassen weiterf hrender Schulen **Schuleingangsphase erleben und gestalten** Ulrike Fajtak,2019 Im Kindergarten und in der Schule erfolgt die Grundlegung von Bildung Daher tragen beide Institutionen Verantwortung f r die Kontinuit t von Erziehung und Bildung der Kinder Die Beitr ge dieses Studienbuches zeigen die Herausforderungen der Transition von elementaren Bildungseinrichtungen in die Schule aus unterschiedlichen p dagogischen und didaktischen Perspektiven auf Unter anderem werden folgende Fragen und Themen diskutiert Welche systemischen Voraussetzungen sind in sterreich f r den bergang von elementaren Bildungsinstitutionen in die Schule gegeben Wie wird Transition und Schulf higkeit aus entwicklungspsychologischer Perspektive betrachtet Inwiefern kann Religion als heterogenit tssensibles Merkmal in der Schuleingangsphase angesehen werden Welche M glichkeiten und Chancen er ffnen sich f r Inklusion im Anfangsunterricht Wie k nnen Lernentwicklungen und f rderdiagnostische Ma nahmen in den Unterrichtsgegenst nden Deutsch Lesen Schreiben und Mathematik dokumentiert werden Vor welchen Herausforderungen steht der Sachunterricht in der Schuleingangsphase Wie kann fr her Fremdsprachenunterricht Englisch konzipiert werden Welchen Stellenwert haben Motorik Rhythmik Bewegung und Sport in der Schuleingangsphase Welche Schwerpunkte k nnen im letzten Kindergartenjahr gesetzt werden Wie kann selbstgesteuertes Lernen im Anfangsunterricht erm glicht werden *Vocabulary Activities* Mary Slattery,2004-12-23 香港圖書館 Hong Kong,2002-07-19 *The British National Bibliography* Arthur James Wells,2000 香港 香港 香港 香港 香港 香港 香港 香港 香港 香港 香港 香港,

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