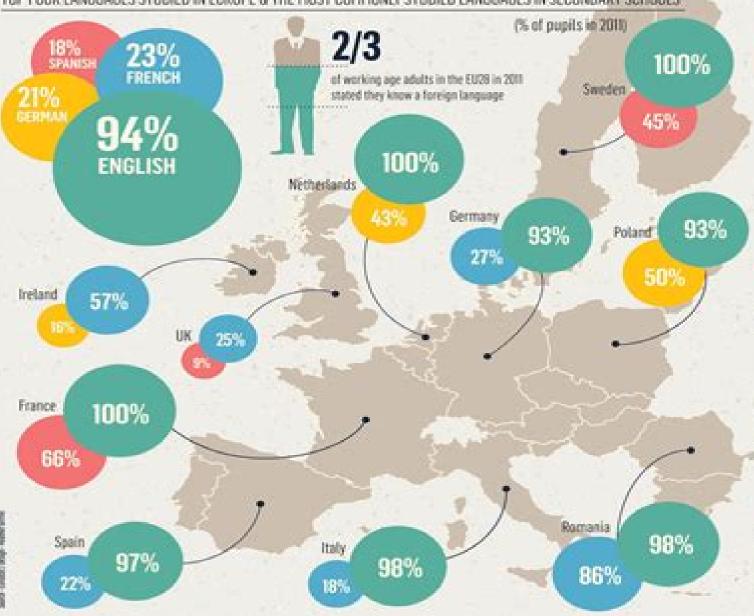
(4)

DO YOU HAVE A SECOND LANGUAGE?

TOP FOUR LANGUAGES STUDIED IN EUROPE & THE MOST COMMONLY STUDIED LANGUAGES IN SECONDARY SCHOOLS



7% v 70%

only 7% of Irish 10 year olds learn a foreign language, compared with an EU average of above 70%

100% **

secondary school students in Czech Republic 2 or more languages are studied

19% 🛉

of Irish students at Leaving Cert. level study no foreign languages

50% v 8%

in the EU SO's of secondary school students study 2 or more tanguages, whereas in Ireland the comparable figure is only B's

500



the number of employees Paypal had to hire from abroad to staff positions in its Irish office, to meet its linguistic requirements

1.42%

ARREST AND PROPERTY.

of the total student population in fireland went on an Erasmus exchange in the academic year 2011/2012, up from 1,29% in the academic year 2010/2011. This is a promising trend

Second Languages In Primary Education

H. H. Stern

Second Languages In Primary Education:

Teaching Languages in the Primary School Philip Hood, Kristina Tobutt, 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 NOTs Foreign Languages in Primary Education H. H. Stern, 1974 **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 Foreign Languages in Primary Education Hans Heinrich Stern, 1967

Second Languages in Primary Education Mildred R. Donoghue, John F. Kunkle, 1979 Foreign Languages in Primary Education Hans Heinrich Stern, 1967 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 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 Games & Activities for Primary Modern Foreign Languages Nicola Drinkwater, 2008 Embodying the primary school philosophy of learning through play this book equips those faced with teaching foreign languages in the primary sector with a large collection of classroom activities which encourage pupils to use the foreign language in a fun and physical way while focusing on speaking skills Handbook of Undergraduate Second Language Education The Routledge Handbook of Teaching English to Young Learners Sue Garton, Fiona Copland, 2018-10-10 The Routledge Handbook of Teaching English to Young Learners celebrates the coming of age for the field of research in primary level English Language Teaching With 32 chapters written by international scholars from a wide geographical area including East Africa Mexico the South Pacific Japan France the USA and the UK this volume draws on areas such as second language acquisition discourse analysis pedagogy and technology to provide An overview of the current state of the field identifying key areas of TEYL Chapters on a broad range of subjects from methodology to teaching in difficult circumstances and from Content and Language Integrated Learning CLIL to gaming Suggestions of ways forward with the aim of shaping the future research agenda of TEYL in multiple international contexts Background research and practical advice for students teachers and researchers With extensive guidance on further reading throughout The Routledge Handbook of Teaching English to Young Learners is essential reading for those studying and researching in this area Research in Education ,1974 Resources in **Education** .1998-04 Learning in a Second Language Paul Vedder, 1987 Policy and Politics in Global Primary English

Janet Enever, 2018-06-14 Janet Enever explores the complex forces that shape national and local language education policymaking for the early introduction of English as a foreign language at primary and pre primary levels worldwide This is the first book of its kind demonstrating the extent to which English is now perceived as a prerequisite for participation in the global economy reflecting the rapid development of early start English now exploding across Asia Latin America and other fast growing economies This is a timely and important book Professor Enever demonstrates comprehensive knowledge of primary English policy and practice in a range of countries and from a sound theoretical framework draws together evidence to show how policies are all too often guided by short term political considerations rather than sound educational practice Whilst critiquing inappropriate practice she also analyses the conditions which have the potential to lead to quality and equitable English language programmes at the primary level David Hayes Department of Applied Linguistics Brock University Canada Handbook of CLIL in Pre-primary Education Ana Otto, Beatriz Cortina-Pérez, 2023-05-16 This book provides an in depth look on Content and Language Integrated Learning CLIL and Early Childhood Education ECE two domains where major joint research is needed By taking stock on theoretical underpinnings it explores the ideal conditions for early additional language acquisition in preschool contexts through CLIL with a learner centered approach grounded in developmentally appropriate practices DEP and an emphasis on the importance of play cognition holistic content adaptation and social emotional learning The book also offers a comprehensive view of how this methodological approach has already set a clear path on Pre primary education internationally Finally it offers insights into CLIL pedagogies as related and adapted to Pre primary education resources and materials for very young learners and practical implementation from the classroom By providing a solid empirical background on Pre primary CLIL along with appropriate methodological issues and practices this book serves as a key resource to students practitioners academics as well as teacher educators and policy makers in international contexts Encyclopedia of Bilingualism and Bilingual Education Colin Baker, Sylvia Prys Jones, 1998 This encyclopedia is divided into three sections individual bilingualism bilingualism in society and bilingual education It includes many pictures graphs maps and diagrams The book concludes with a comprehensive bibliography on bilingualism

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 **New Focus** ,1988 **Principles of Secondary Education** Paul Monroe,1914

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