



DO YOU HAVE A SECOND LANGUAGE?

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 50% of secondary school students study 2 or more languages, whereas in Ireland the comparable figure is only 8%

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%

of the total student population in Ireland 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

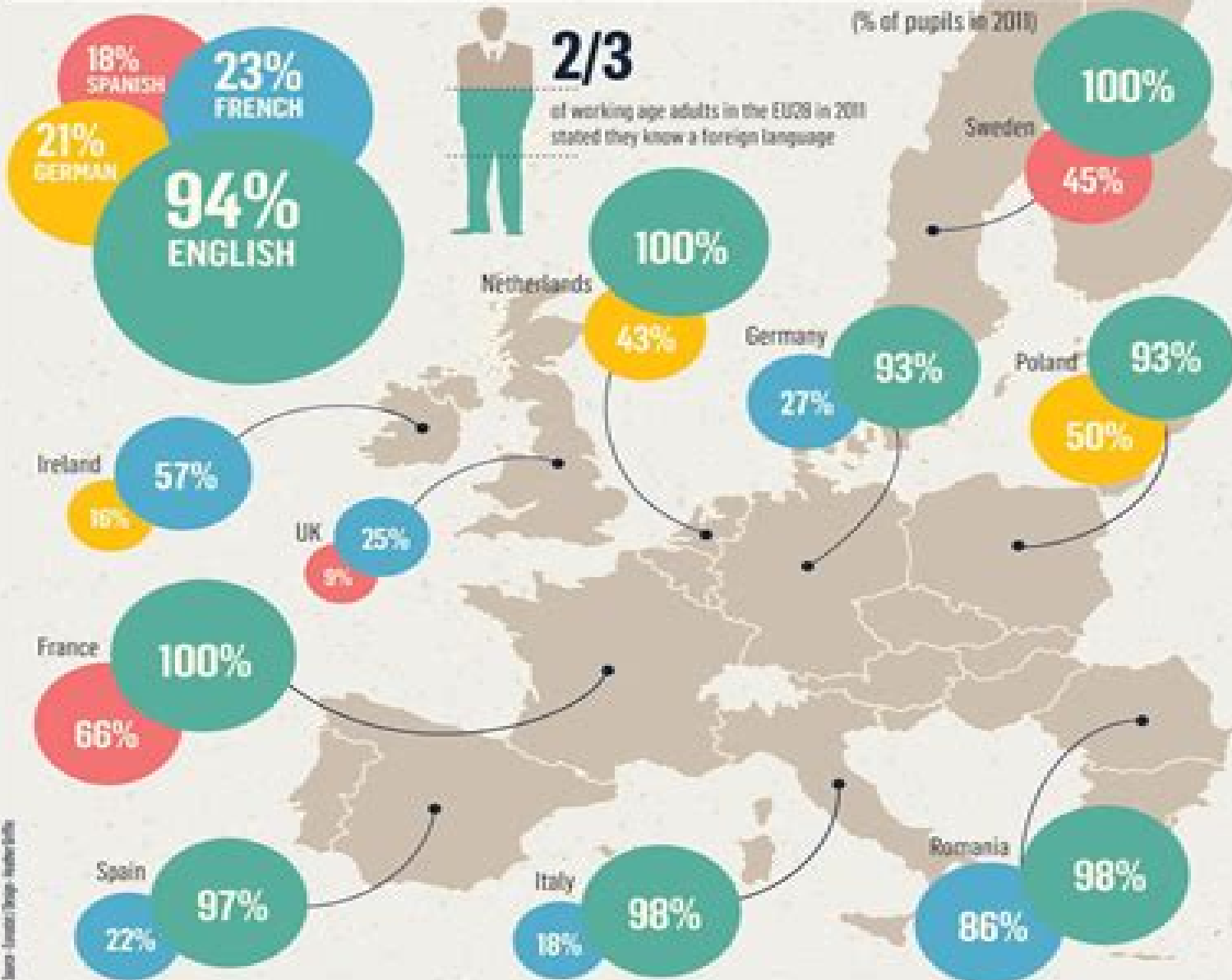
TOP FOUR LANGUAGES STUDIED IN EUROPE & THE MOST COMMONLY STUDIED LANGUAGES IN SECONDARY SCHOOLS

(% of pupils in 2010)



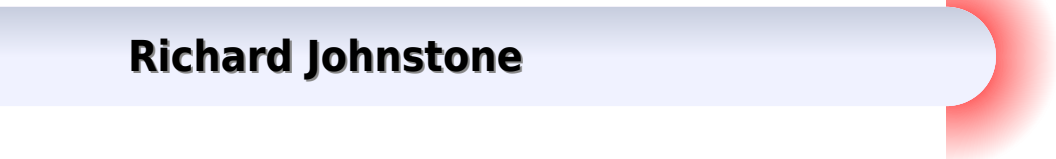
2/3

of working age adults in the EU28 in 2011 stated they know a foreign language



Second Languages In Primary Education

Richard Johnstone



Second Languages In Primary Education:

Foreign Languages 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 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 NQTs. [Foreign Languages in Primary Education](#) H. H. Stern, 1974 [Foreign Languages in Primary Education](#) Hans Heinrich Stern, 1967 **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

Second Languages in Primary Education Mildred R. Donoghue, John F. Kunkle, 1979 *Foreign Language Learning in Primary Schools (age 5/6 to 10/11)* Peter Doyé, Alison Hurrell, Council of Europe. Council for Cultural Co-operation. Education Committee, 1997-01-01 Grade level 1 2 3 4 5 k p e i t **Learning to Teach Foreign Languages in the Secondary School** Norbert Pachler, Michael Evans, Ana Redondo, Linda Fisher, 2013-12-17 Praise for previous editions A wealth of theory research practical advice case studies and tasks in one volume Indispensable for both HEI tutors and mentors and an important book to recommend to all MFL students Language Learning Journal Presenting clear straightforward factual information on all current issues facing MFL student teachers An excellent reference guide during the first years of teaching Mentoring and Tutoring Learning to Teach Foreign Languages in the Secondary School has established itself as the leading textbook for student teachers of foreign languages in the UK and internationally The practical focus is underpinned by a theoretical perspective and backed up by the latest research encouraging you to develop a personal approach to foreign language teaching This new fourth edition has been comprehensively updated to take account of recent policy and curriculum changes and now covers a range of relevant statutory frameworks Fully revised chapters cover the key knowledge and skills essential for becoming a foreign language teacher What can we learn from research into language teaching and learning Teaching methods and learning strategies Creating a meaningful learning environment Transition from Primary to Secondary The role of digital technologies Teaching in the target language Receptive skills and productive skills Teaching and learning grammar Planning and reflecting on classroom practice Pupil differences and differentiation Assessment for and of learning It includes many examples of how to analyse practice to ensure pupil learning is maximised together with activities and tasks to support you as you analyse your own learning and performance Learning to Teach Foreign Languages in the Secondary School provides practical help and support for many of the situations and potential challenges you are faced with in school It is an essential purchase for every aspiring secondary foreign languages school teacher [Learning Foreign 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 primary school

This book delves into Second Languages In Primary Education. Second Languages In Primary Education is a vital topic that must be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Second Languages In Primary Education, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:

- Chapter 1: Introduction to Second Languages In Primary Education
- Chapter 2: Essential Elements of Second Languages In Primary Education
- Chapter 3: Second Languages In Primary Education in Everyday Life
- Chapter 4: Second Languages In Primary Education in Specific Contexts
- Chapter 5: Conclusion

2. In chapter 1, the author will provide an overview of Second Languages In Primary Education. The first chapter will explore what Second Languages In Primary Education is, why Second Languages In Primary Education is vital, and how to effectively learn about Second Languages In Primary Education.
3. In chapter 2, the author will delve into the foundational concepts of Second Languages In Primary Education. The second chapter will elucidate the essential principles that need to be understood to grasp Second Languages In Primary Education in its entirety.
4. In chapter 3, the author will examine the practical applications of Second Languages In Primary Education in daily life. This chapter will showcase real-world examples of how Second Languages In Primary Education can be effectively utilized in everyday scenarios.
5. In chapter 4, the author will scrutinize the relevance of Second Languages In Primary Education in specific contexts. The fourth chapter will explore how Second Languages In Primary Education is applied in specialized fields, such as education, business, and technology.
6. In chapter 5, the author will draw a conclusion about Second Languages In Primary Education. This chapter will summarize the key points that have been discussed throughout the book.

This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Second Languages In Primary Education.

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