



# Using English In The Primary Classroom

**Earl Herbert Cressy, C. C. Chih**



## **Using English In The Primary Classroom:**

**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

**Using English in the Primary Classroom** Peter Clutterbuck, 1995-01

**Encouraging Pupils to Use English in the Primary Classroom** Magyar Ágnes, 2002

Classroom Discourse Competence Katrin Thomson, 2022-04-04 In language learning contexts the role of the language teacher is a particularly crucial one it is the teacher who through and with their use of the foreign language has a significant influence on the extent to which language learners are linguistically cognitively activated and thus determines whether processes of language learning are initiated and promoted or perhaps even impeded or prevented Thus it is of utmost importance for language teachers to acquire a high level of classroom discourse competence CDC a professional competence that goes far beyond the notions of FL proficiency and communicative competence Located at the intersection of theory classroom research and practical approaches to E FL teacher education Classroom Discourse Competence Current Issues in Language Teaching and Teacher Education offers university students trainee teachers in service teachers and teacher educators a comprehensive conceptualization of CDC Part I Furthermore the chapters in this book explore facets of CDC Part II and present good practice examples of CDC development in the context of pre service teacher education Part III

**Professional Development of English Language Teachers in Asia** Kayoko Hashimoto, Van-Trao Nguyen, 2018-05-16 Why has English language proficiency in Japan remained so low in comparison to other Asian countries Has Vietnam attempted to improve English language teaching because ASEAN has adopted English as its working language Why do English language teachers struggle with curriculum changes imposed by governments in order to make them competitive in

the international community Do professional development PD programs actually meet the needs of teachers This book addresses issues surrounding these questions by examining how the Japanese and Vietnamese governments have approached and defined the PD of English language teachers and how such PD programs have been delivered It further analyses the impact of policy changes on individual teachers and explores how PD can help teachers to implement such changes effectively at the micro level PD of language teachers or language teacher education is relatively new as a field of inquiry in Applied Linguistics By including case studies of Japan and Vietnam in the one volume this book embarks on the challenging task of demonstrating that PD is an essential element of the successful implementation of language policies in Asia where World Englishes have been shaped by distinct local contexts Language Planning in Primary Schools in Asia Richard Baldauf, Robert Kaplan, Knoko Kamwangamalu, Pauline Bryant, 2013-09-13 In foreign language education decisions must be taken on what languages to teach who will teach them in which schools i e all only urban only rural in which grades the number of hours a week and the cost involved This book explores the answers to these questions across a number of Asian polities It illustrates why some of the efforts undertaken are successful and why some are not why despite significant investments of time and resources some students do not seem to acquire the languages being taught and why some teachers responsible for instruction in the designated foreign languages have problems achieving fluency in the designated language or have other language teaching difficulties It suggests some strategies various polities might attempt to achieve their stated language learning objectives This book was originally published as a special issue of Current Issues in Language Planning

**Early Language Learning and Teacher Education** Subhan Zein, Sue Garton, 2019-02-26 Language teacher education is widely identified as one of the most important areas that needs addressing in order to improve early language instruction yet research into teacher education for early language teachers remains relatively sparse This volume responds to this gap by compiling studies with diverse methodological tenets from a wide range of geographical and educational contexts around the world The volume aims to enhance understanding of early language teacher education as well as to address the need to prepare early language teachers and assist them in their professional development The chapters focus on the complexity of teacher learning innovations in mentoring and teacher supervision strategies in programme development and perceptions and knowledge and assessment in early language learning teacher education The volume offers comprehensive coverage of the field by addressing various aspects of teacher education in different languages The contributions highlight examples of research into current practice in the professional enhancement of early language learning teachers but with an emphasis on the implications for practitioners Practical Lessons in the Use of English Mary Frances Hyde, 1887 **Aboriginal Ways of Using English** Diana Eades, 2013-06-14 This new collection by Professor Diana Eades addresses the way non traditional language Aboriginal speakers of English use and speak English Here she draws together some of her best writing over the past thirty years Older chapters are brought up to date with contemporary reflections informed by her many years

experience in research and teaching as well as the practical applications of her scholarly work The introduction includes an overview about Aboriginal ways of speaking English and the implications for both education and the law as well as discussing the use of the term Aboriginal English To understand Aboriginal ways of speaking English leads to be better understanding Aboriginal identity a better engagement in intercultural communication and learning about the complexities of how English is used by and with Aboriginal people in the legal process This is invaluable reading for university undergraduates in a range of disciplines but also postgraduate courses where theres little information available Educated readers and students with or without a linguistics background will find the book accessible

**Practical Lessons in the Use of English for Grammar Schools, with Supplement** Mary Frances Hyde,1889 **Elementary Lessons in English for Home and School Use** Nelly Lloyd Knox-Heath,1880 **The Use of English** ,1999 *Read* ,1993 Learning about Language John Foster,2012 Bringing a fresh and lively approach to language study Learning about Language is an exciting collection of fun creative activities and warm up games that explore the multifaceted nature of the English language For use in any primary classroom this book will help develop the pupil s knowledge of how the English language works and will improve their ability to use language effectively Throughout the book the author explains key features of the English language by arranging the volume alphabetically into sections each of which explores a different linguistic feature Foster suggests enjoyable activities that will enable students to consolidate their learning and improve their communication skills through word play and frequently uses rhyme to illustrate and elaborate on points made Areas covered include Spelling punctuation and grammar Origin meaning similarities and differences of words including homonyms anagrams and synonyms The explanation of particular uses of language for specific purposes Humorous misuse of words including malapropisms and spoonerisms The inclusion of numerous opportunities for students to play with words by participating in word games and through their own writing With its unique and accessible approach to language study Learning about Language provides teachers of English with a dynamic collection of resources that will be welcomed by educators and students alike **Progressive Lessons in the Art and Practice of Needlework for Use in Schools** Catherine F. Johnson,1895 **Educational Review** ,1917 **Middle School Standards, Second Study** Earl Herbert Cressy,C. C. Chih,1929 School & Society James McKeen Cattell,Will Carson Ryan,Raymond Walters,1917 **School and Society** James McKeen Cattell,Raymond Walters,1917 **The Farfaru Journal of Multi-disciplinary Studies** ,1987

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