

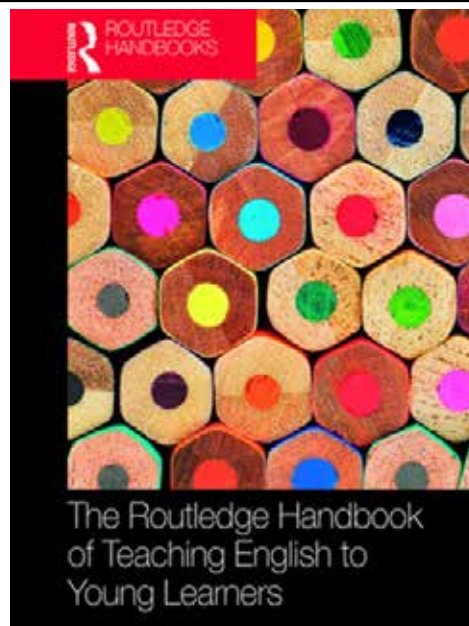
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The Routledge Handbook of Teaching English to Young Learners

Sue Garton and Fiona Copland
Editors
Routledge
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Research in primary-level English Language Teaching has not been widespread despite the increasing number of countries which are either considering or have brought the starting age of English to lower grades in State or Public education. This new publication by Routledge is a welcome resource for anyone interested in the teaching and learning of English in the State sector. With thirty-two (32) chapters from international scholars from East Africa, France, Japan, Mexico, the South Pacific, the USA and the UK, the areas covered include second language acquisition, discourse analysis, pedagogy and technology.

Understanding the macro issues of why Ministries of Education make decisions to introduce English at increasingly young ages are important. Decisions are often made hastily without a proper implementation plan. The 'earlier the better' brigade have done a good job in focusing on how children learn their own language without any or much effort and have applied this to second language learning without any evidence. Many countries employ teachers without either adequate English language proficiency or language methodology training to teach expecting the 'miracle' of the earlier the better to happen. It doesn't! Language learning, even for first language learners depends on unique conditions which are not replicable in a classroom.



This publication will give you insights into the multiple contexts of learning English and how multilingualism in primary schools should be embraced. Young learner pedagogy for fostering young learners' listening and speaking skills is covered by Kirkgoz from their research in Turkey, whilst Shin and Crandall cover the reading and writing from a publisher's perspective.

Technology and the young learner curriculum are covered using motivating concepts such as gaming from research in Japan, mobile learning in Spain, and classroom technology in France. The inclusion of technology is included in syllabus development in early English language learning, as well as materials needed, and the all-important assessment is covered by Papp.

The actual researching of young learners and the issues involved are covered by Pinter who suggests including children as researchers! There are regional perspectives shared from Africa, East Asia, Europe, Latin America and the Pacific.

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