Teaching Foreign Languages in the Primary School: Principles and Practice


Abstract or Description

Teaching Foreign Languages in the Primary School advises modern foreign language trainee and qualified teachers on how to teach MFL successfully at primary level. This book offers full information, including sections on:

* children’s ideas about how to learn languages
* the current situation of MFL in the UK, Europe and elsewhere
* research into second language acquisition (e.g. behaviourist, cognitive and sociocultural perspectives)
* different approaches to teaching foreign languages (e.g. audio lingualism, communicative language teaching, task-based instruction)
* the use of games, songs and stories
* ways of developing speaking, listening, reading and writing skills
* ways of developing intercultural understanding, knowledge about language and language learning strategies
* assessment, continuity with secondary school, and ways of facilitating transition.

Brimming with case studies and tried and tested ideas from a multi lingual language teacher and ITE lecturer, Teaching Foreign Languages in the Primary School shows that language teaching at primary level can be both effective and enjoyable – no matter what language the pupils have as their first, and no matter what level the teacher has reached in their own language learning.

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Primary schools can choose from seven foreign languages: French, Spanish, German, Italian, and Mandarin, as well as Latin or Ancient Greek. Unsurprisingly, the first three are the most preferred choices. Truss, though, stressed the need to consider Mandarin, which is ‘vital for the economic future of our country’. The role of Assessment for Learning in the management of primary to secondary transition: implications for language teachers, The Language Learning Journal, 38:2, 175-191. McLachlan, A. (2009): Modern languages in the primary curriculum: are we creating conditions for success?, The Language Learning Journal, 37:2, 183-203. About Michele Morin. Practical aims. The foreign language as a subject differs from other subjects of the school curriculum. Whereas the teaching, for instance, of history is mostly connected with the imparting of historical laws and facts which pupils are to learn and the teaching of the mother tongue leads to the mastery of the language as a system (which is already used for exchanging thoughts and feelings) so that pupils will be able to use it more effectively in oral and. The more time is available for pupils’ practice in the target language, the better results can be achieved. In teaching a foreign language the teacher is called upon to inculcate in pupils the scientific outlook, to prepare the young people for an active participation in production and other types of useful activities. 4. Native language basis the Primary stage Reading. 4. Approximation Writing). Every subject of instruction is based on the universal principles of educative instruction, principles of didactics: consciousness, activity, visuality, accessibility, durability, consecutiveness, systemativeness. In each school subject these principles are applied specifically. For example, the principle of visuality is differently realized in different subjects: mathematics, history, foreign languages. In teaching a FL it is necessary to stimulate pupils’ activity by involving them in the act of communication in the target language, either in its oral (listening, speaking) or written (reading, writing) form. One needs a lot of practice in the use of the language to master it.