

Introduction	8
1 Why have we written this book and who have we written it for	8
2 What is our experience with primary EFL?	9
3 How have we structured our book?	10
4 Some words of thank you	10
1 Starting early: A European development	12
1 The classroom as a focus of interest	12
2 Starting early: A European trend	13
3 Starting early: Reasons why	14
4 Purposes and principles for teaching primary EFL	17
5 Implementation of primary EFL: Issues and challenges	18
2 How foreign languages are learned and how this may inform teaching	22
1 On the difficulty of researching language learning	22
1 Coping with a complex process	22
2 Different types of research	22
3 On the relative value of research	23
4 The research we refer to	23
2 Tuning in: Making you aware of the complexity of classroom language learning	24
3 What empirical studies in primary classrooms tell us about language learning	25
1 A summary of findings	25
2 Primary LAQ studies	27
3 Current practice and insights into language learning	28
4 Different approaches to researching language learning: From behaviorism to psycho-linguistic LAQ studies to classroom research	28
1 Focus on L1 – L2 interferences: Language learning as habit formation (LADO 1964)	28
2 Focus on interlanguage: Language learning as mental construction of internal grammars (SEINKER 1972, CORDER 1981)	29
3 Focus on individual language acquisition processes: Psycho-linguistic research (ELLIS 2003)	29
4 Focus on the social context: Language development as social development (VYGOTSKY 1978, LONG 1985, SWAIN 1985)	29
5 The issues	30
1 Research needs to be classroom-based and focus on the needs and understanding of teachers and learners	30
2 The quality and quantity of exposure matters: On the central role of the teacher to support learning	31

3	Task-based language learning (TBLL)	32
1	Principles of TBLL	32
2	Characteristics of tasks	33
3	Designing Tasks	34
1	Alternative: Dimensions of using tasks in the classroom – an example	34
2	Nunan's framework for choosing tasks	34
3	Task types	36
4	Working with tasks	38
1	From task-as-a-workplan to tasks-in-action	38
2	Sequencing tasks	38
3	Task demands and task support	40
5	Beginning research on using tasks in the classroom	42
4	Managing classroom processes	44
1	Introduction	44
2	Focus on the teacher-student rapport	44
3	The teacher as mediator	46
4	The teacher's language as model	49
5	Challenges and perspectives	50
5	Skills development	51
1	Introduction	51
2	General principles for developing language	51
3	From listening to speaking	52
1	What the curricula say and what learners can actually do in our language-learning context	52
2	Principles for developing listening and speaking skills	53
4	From reading to writing	56
1	What the curricula say and what learners can actually do in our language-learning context	56
2	Controversial views on reading and writing	57
3	Principles for developing reading and writing	58
5	Perspectives on reading and writing	61
6	Teaching the sub-skills: Words and grammar	62
1	Discourse and the lexical approach	62
2	Selecting and storing words	63
3	Challenges when learning words	65
1	Providing ample practice opportunities for pronunciation	66
2	Developing the meaning of words	66
4	Teaching vocabulary	68
5	Creating grammatical awareness	69

7	Working with texts: Focus on short narrative forms	72
1	Topics and text types	72
2	The pedagogical relevance of literary texts	72
1	The role of literary texts	72
2	Seven fundamental tenets	73
3	Literary texts in early language learning	76
1	Short narrative forms: Stories and picture books	76
2	Poetic and rhythmic texts	79
4	Selecting and analyzing literary texts	79
1	Teacher's comfort level	79
2	Appropriateness	80
3	Authenticity	80
4	Structure	81
5	Teaching and learning potential	81
6	Media: Visual and audiovisual support	82
5	Approaches to literary texts	83
8	Teaching Culture: Promoting Intercultural Communicative Competence (ICC)	84
1	ICC: The main goal of language learning	84
2	Teaching culture in the primary classroom: A short history	85
3	Teaching ICC: A model	87
4	Issues when teaching ICC	90
1	Working with course books	90
2	Working in projects in- and outside the classroom	91
9	Media in the Primary EFL classroom	94
1	Introduction	94
2	Properties and functions of media: Focus on the language classroom	94
1	The classroom as simulation and stage	95
2	The classroom as detective agency	95
3	The classroom as training ground	96
4	The classroom as studio for text production	96
5	The classroom as window to the world	96
6	The classroom as workshop for learning	97
3	Multimedia and intertextuality	97
1	Multiple connections	97
2	"A fashion show"	98
3	Multi-modality and classroom discourse	99
4	Computers	100
5	The hand puppet	100
1	Reasons for the use of hand puppets in primary EFL	101
2	Quality, choice and training	102
3	Issues and limitations	103
6	Issues and directions	103

10	Cross-curricular teaching	105
1	Introduction: Clarifying terminology	105
2	Purpose and principles of cross-curricular teaching	106
3	Features of good practice	109
11	Evaluating course books	113
1	Introduction: Why use course books?	113
2	Defining course materials	114
3	Criteria for good course books	114
1	The quality of activities	115
2	The quality of the language	118
3	The quality of the teacher's guide	120
4	Five basic questions to ask when deciding which course book to choose	121
12	Assessing and fostering learner development	122
1	Classroom assessment: Towards a definition	122
2	Teacher assessment	123
1	Types of teacher assessment	123
2	Quality standards	123
3	Assessment tasks	124
4	Data gathering, documentation and feedback	125
3	Peer and self-assessment	126
1	The concept of self-assessment and the portfolio initiative	126
2	Features of a junior portfolio	127
3	Reasons for using a junior portfolio and challenges for self-assessment	127
4	Challenges and future directions	129
13	Language teaching and learning as a continuum	131
1	Interface between the primary and the secondary school: Transition or gap?	131
1	Gains vs. losses	131
2	Innovations vs. established routines	131
3	Expectations vs. reality	132
4	Generalists vs. language specialists	132
5	Relative homogeneity vs. mixed ability	132
6	Standards vs. native speaker norms	133
7	Self-assessment vs. teacher assessment	133
2	Chances, strategies and perspectives	134
1	The state/national level	134
2	The regional and local level	135
3	The individual level	135

14	Focus on an early start: English in kindergarten and pre-school	137
1	The importance of pre-school education: Literacy development and multilingualism	137
2	Very young children learning English: Two instructional models	138
1	The course model: Mini English lessons	138
2	The pre-school immersion model	139
3	Issues	140
1	Access	141
2	Continuity	141
3	Curricula, methods and materials	142
4	Teacher education	142
4	Chances and perspectives	142
15	Bibliography and resources	144
1	Bibliography	144
2	Texts and Resources	159
1	Standards and curricular guidelines	159
2	Course books & classroom materials	160
3	Fairy tales & picture books	161
4	Debate on early start – daily newspapers and magazines	161
5	Early start & immersion	161
6	Professional journals	162
7	Websites for teachers	162
	Index	163