



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 Paygal 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

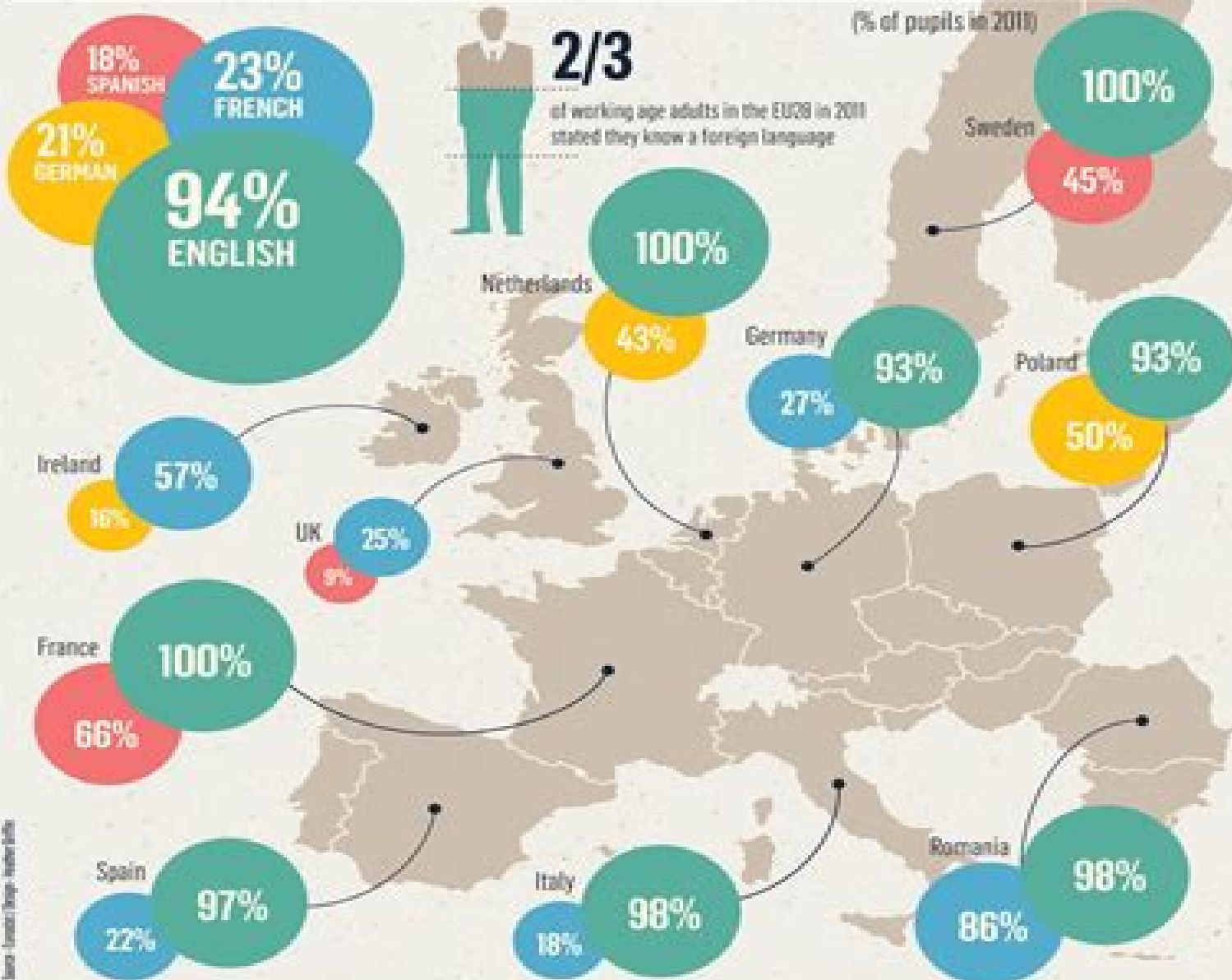
TOP FOUR LANGUAGES STUDIED IN EUROPE & THE MOST COMMONLY STUDIED LANGUAGES IN SECONDARY SCHOOLS

(% 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



**Marianne Nikolov, Helena
Curtain, Council of Europe, European
Centre for Modern Languages**

Second Languages In Primary Education:

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 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

Foreign Languages in Primary Education Hans Heinrich Stern, 1967 *Foreign Languages in Primary Education* H. H. Stern, 1974

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

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

Modern Foreign Languages in the Primary School Keith Sharpe, 2012-12-06 An overview of the place of modern languages in the primary school in the 21st century It is written for anyone with an active role in teaching languages in schools today either at primary or secondary levels It discusses the practical issues involved in teaching MFL to primary students

The Teaching of Modern Foreign Languages in Primary and Secondary Education in the European Community EURYDICE., 1992 Information is presented on the policy and trends in modern foreign language teaching in member states of the European Community including Belgium Denmark Germany Greece Spain France Ireland Italy Luxembourg the Netherlands Portugal England Wales Northern Ireland and Scotland The report begins with an

executive summary including graphs of the number of years and hour one or two second languages are taught to pupils aged 6 18 This summary is followed by a description of the situation in each member state including provision of modern foreign language teaching in elementary and secondary schools languages taught and for how many hours per week initial training of foreign language teachers including exchange programs in service training of language teachers and pupil exchanges Enrollment teacher and exchange data are included where possible In addition data on the European Community s LINGUA program of action in support of language teaching are included MSE *Handbook of Research on Training Teachers for Bilingual Education in Primary Schools* Estrada Chichón, José Luis, Zayas Martínez, Francisco, 2023-02-06 Modern societies tend to demand innovative learning modalities in which foreign languages are used to teach content subjects from very early educational stages Education authorities in different geographical areas of the world are currently working to determine how bilingual teaching should be developed depending along with many other factors on the initial training of bilingual education teachers On this basis it is necessary to review how tertiary education institutions deal with the theoretical foundations and practical approaches necessary for this learning modality to train bilingual education teachers for primary schools The Handbook of Research on Training Teachers for Bilingual Education in Primary Schools includes international experiences of teacher training for bilingual education in primary schools in which educators should be able to recognize themselves and identify concrete working formulas to apply in their daily work Covering key topics such as teacher training language learning and primary education this reference work is ideal for administrators teacher trainers policymakers researchers scholars practitioners academicians instructors and students The Teaching of Modern Foreign Languages in the Primary School Patricia Driscoll, David Frost, 1999 It has been argued for some time that to improve language learning in Britain we need to start earlier as many other European countries do This book is addressed to policy makers and teachers who are considering the possibility of getting involved in the teaching of MFL in the primary school Language Planning in Primary Schools in Asia Richard Baldauf, Robert Kaplan, Knonko 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 **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

Living Languages: An Integrated Approach to Teaching Foreign Languages in Primary Schools Catherine Watts, Clare Forder, Hilary Phillips, 2012-10-03 Living Languages is simply bursting with practical and original ideas aimed at teachers and trainee teachers of foreign languages in primary schools Written by a team of experienced linguists this book will inspire and motivate the foreign language classroom and the teachers who work within it Living Languages comprises eight chapters and is structured around the integrated classroom merging language learning with different aspects of the wider curriculum such as multimedia performance celebrations and festivals creativity and alternative approaches to teaching languages Downloadable resources are also included with the book containing additional teaching materials and the associated films and audio recordings which make this a fully developed and effective teaching resource Over 50 real life case studies and projects are presented all of which have been tried and tested in the classroom with several having won recent educational awards Ideas and activities outlined in this unique resource include Languages across the curriculum helping to cement cross curricular links and embed new languages in different contexts linking subjects such as history science PE and mathematics with French German and Spanish Arts and crafts projects in Languages making and doing including making books creating beach huts and cooking biscuits Languages celebrations and festivals projects including the German Christmas market Spanish Day of the Dead celebrating Mardi Gras and the European Day of Languages among many others Continuing Professional Development to inspire primary teachers to continue their individual professional development The chapter contains concrete examples of others experiences in this area and includes details of support organisations and practical opportunities Each project is explored from the teachers perspective with practical tips lesson plans and reflections woven throughout the text such as what to budget how to organise the pre event period how to evaluate the activity and whom to contact for further advice in each case Activities and examples throughout are given in three languages French German and Spanish

Foreign Languages in Primary Education : the Teaching of Foreign Or Second Languages to Younger Children Unesco, 1963 **Learning in a Second Language** Paul Vedder, 1987 **Resources in Education** , 1998-05 **The use of first and second languages in primary education : selected case studies** Nadine Dutcher, 1982-01-01 **Foreign Languages in Primary Education - the Teaching of Foreign Or Second Languages to Younger Children** Institut de l'Unesco pour

l'éducation,1963 **Foreign Languages in primary education** H. H. Stern,1963 **An Early Start** Marianne Nikolov,Helena Curtain,Council of Europe,European Centre for Modern Languages,2000-01-01 There is a growing interest in teaching languages to young children This publication brings together papers from 18 countries It gives a cross section of major achievements and problem areas as well as an insight into research issues

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