

普通高等教育"十一五"国家级规划教材 高等院校小学教育专业教材

小学英语教学法教程

(第2版)

□ 主编 王 蔷



高等教育出版社

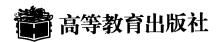
普通高等教育"十一五"国家级规划教材高等院校小学教育专业教材

小学英语教学法教程

(第2版)

主编 王 蔷

编者 王 蔷 陈则航 马 欣 赵春生



内容简介

本书是为加快提高小学英语教师的专业素质和能力而编写,其内容、结构和体例在第一版的基础上有了较大的调整,力求全面体现新课程理念下的小学英语课程改革的目标和理念。本书通过对第一语言和外语学习不同特点的讨论,引导小学教师充分认识小学生学习外语的特点,为发展适合小学生心理、生理和认知特点的外语教学方法奠定基础。在此基础上,本书对小学英语课程的价值和国家英语课程标准小学阶段英语课程的目标要求进行了解析。其他主要内容还包括课堂教学管理的技能和技巧,词汇、语法、语音教学,听说读写技能教学,适合低龄儿童的语言教学技巧,小学英语的评价与测试,以及教材的评价与调整等。

本书主要用英文写作,行文明快流畅,内容生动翔实,编者力求从学习者已有知识和经验出发,帮助学习者逐步建构小学英语教学的专业知识与能力,同时希望学习者通过使用这本教材,在小学英语教师专业化道路上取得进步的同时,也能提高自身的英语语言运用能力,为可持续发展奠定良好的基础。

本书可作为小学英语新课程教师培训用书,也可作为小学英语教育专业英语教学法课程的教材。

图书在版编目(CIP)数据

小学英语教学法教程/王蔷主编.—2版.—北京:高等教育出版社,2009.11

ISBN 978 - 7 - 04 - 015865 - 6

I.小… Ⅱ. 王… Ⅲ.①英语课 – 教学法 – 小学② 英语课 – 教学法 – 师范大学 – 教材 Ⅳ. G623.312

中国版本图书馆CIP数据核字(2009)第157921号

策划编辑 禹明秋 **责任编辑** 王 羽 **封面设计** 张 志 版式设计 张 岚 **责任校对** 王效珍 **责任印制** 尤 静

出社邮总 经印	址	高等教育出版社 北京市西城区德外大街 4 号 100120 010 - 58581000 蓝色畅想图书发行有限公司 北京市南方印刷厂	购书热线 咨询电话 网 址 网上订购 畅想教育	010 - 58581118 400 - 810 - 0598 http: //www.hep.edu.cn http: //www.hep.com.cn http: //www.landraco.com http: //www.landraco.com.cn http://www.widedu.com
开 印 字	本张数	787 × 1092 1/16 19.5 400 000	版 次 印 次 定 价	2003年6月第1版 2009年11月第2版 2009年11月第1次印刷 25.10元

本书如有缺页、倒页、脱页等质量问题,请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 15865-00

高等院校小学教育专业教材总序

教育部师范教育司

我国已进入全面建设小康社会、加速推进现代化建设的新的历史阶段。在这样一个历史阶段,教育越来越成为促进社会全面发展、推动科技迅猛进步,进而不断增强综合国力的一支重要力量,成为我国从人口大国逐步走向人力资源强国的关键因素。我国的教师教育正面临着前所未有的机遇和挑战。教师教育的改革发展直接关系到千百万教师的成长,关系到素质教育的全面推进,关系到一代新人思想道德、创新精神和实践能力的培养和提高,最终关系到党的十六大提出的全面建设小康社会奋斗目标的实现。

培养具有较高学历的小学教师是全面建设小康社会和适应基础教育改革与发展的迫切需要,也是我国教师教育改革发展的必然趋势。为了适应基础教育改革与发展的需要,我国对培养较高学历小学教师工作进行了长时间的积极探索,取得了较大成绩,并积累了许多宝贵经验。《中共中央国务院关于深化教育改革全面推进素质教育的决定》指出:建设高质量的教师队伍是全面推进素质教育的基本保障。教育部在《关于"十五"期间教师教育改革与发展的意见》中明确指出:"开创教师培养的新格局,提高新师资的学历层次。"教育部印发的《关于加强专科以上学历小学教师培养工作的几点意见》(以下简称《意见》)中指出:"教育部将组织制定专科学历小学教师的培养目标、规格,完善和改革课程体系和教学内容,制定《师范高等专科三年制小学教育专业教学方案(试行)》,组织编写小学教育专业教材,加强小学教育专业建设。"

开展小学教师培养工作,课程教材建设是关键。当务之急是组织教育科研机构、高等师范大学的专家学者和广大师专院校的教师联合编写出一套高水平、规范化的、专为培养较高学历小学教师使用的教材。

编写小学教育专业课程教材,应该遵循以下原则:

- 一、时代性与前瞻性。教材要面向现代化、面向世界、面向未来,反映当代社会经济、文化和科技发展的趋势,贴近国际教育改革和我国基础教育课程改革的前沿,体现新的教育理念。
- 二、基础性与专业性。教材要体现高等专科或本科教育的基础性,同时要紧密结合当今小学教育课程改革的趋势和实施素质教育的要求,针对小学教育专业的特征和小学教师的职业特点,力求构建科学的教材体系,提高小学教师的专业化水平。
- 三、综合性与学有专长。教材要根据现代科技发展和基础教育课程改革综合化的趋势,强 化综合素质教育,加强文理渗透,注重科学素养,体现人文精神,加强学科间的相互融合以及 信息技术与各学科的整合;同时,根据小学教育的需要,综合性教育与单科性教育相结合,使 学生文理兼通,学有专长,一专多能。

四、理论与实践相结合。教材要根据小学教师职前教育的要求,既要科学地安排文化知识课和教育理论课,又要加强实践环节,注重教育实践和科学实验,重视教师职业技能和职业能力的培养。

ii 高等院校小学教育专业教材总序

五、充分体现教材的权威性、专业性、通用性和创新性。以教育部制定的小学教育专业课程方案为编写依据,以本、专科通用为目的,培养、培训沟通,在教材体系框架、内容、呈现方式等方面开拓创新,加大改革力度,充分体现以学生为本的教育理念,使教材从能用、好用上升到教师、学生喜欢用。

高等教育出版社和华东师范大学出版社根据以上原则分别组织编写了有关教材,经过专家审定,我们向各地推荐这套教材,请有关单位和学校酌情选用。

前言

本教材的第一版出版于2003年,当时正值小学英语作为国家课程刚刚在全国范围内启动,小学英语教师教育专业急需教材。为此,我们根据课程的需要编写了《小学英语教学法教程》,其中我们吸收和借鉴了不少国外小学英语教学的理论和实践经验,也根据我国的国情适当增加了国家关于小学英语课程的要求、内容和少量的教学案例。当时由于课程开设时间短,缺乏小学英语教学、教材及评估方面的成功案例,也缺乏课堂教学的研究和资源的开发,所以该教材的编写借鉴国外的理论和实践经验比较多,结合我国小学英语教学的实践相对较少,因此,对满足小学英语教师培养的需要和提高培养质量是个缺憾。

自本教材第一版出版以来,我们所有编者都有机会大量地接触小学英语一线教学,不仅参与了小学英语教材的编写,还经常深入课堂听课评课,与教师座谈,在全国各地开展小学英语教师培训,积累了宝贵的实践经验和大量一线教师的优秀教学案例,也更加了解了小学英语教师专业发展的需求。因此,在本次的修订工作中,我们以精简理论、强化实践、培养能力为原则和目标,对整个教材进行重新梳理,并在此基础上增加和调整了部分单元的内容,同时对结构和体例也进行了优化,通过增加各单元目标和三级标题,使单元的主题和内容都更加突出,也使教材的结构和任务更加合理和实用,方便教师选择教学活动和安排教学进度,增加了课堂教学的可操作性。在更新和补充的内容上,突出了我国小学开设英语课程的国情,简化小学英语教学基本理论部分英文撰写的内容,力求使英文撰写的理论更加浅显易懂;注重理论与实践的紧密联系,补充了我国小学英语课堂教学的案例分析和研究,在发展课堂教学管理及教学基本技能方面,引导学生对教学中出现的问题开展讨论与反思,培养分析问题、解决问题的能力。

通过调整,本书目前共包括八个单元,其中第四单元的语言知识教学(词汇、语法和语音教学)为新增章节,其他新增内容包括课堂教学管理章节中的提问和大班教学问题,评价与测试中有关小学英语测试的内容,教材评价与调整一章中的资源的开发与利用一节。考虑到本书篇幅过长,删减了第一版中的教师发展一章。

本书的第一章、第三章第1节、第四章第3节、第五章第1—3节和5—6节以及第6章第3节为陈则航执笔;第三章2—9节、第四章第2节、第八章的第4节为马欣执笔;第四章第1节、第五章第4节、第六章第1、2、4节、第七章第5节以及第八章1—3节为赵春生执笔,第二章和第七章1—4节为王蔷执笔。王蔷对全书进行了统稿和文字修订。

希望第二版的《小学英语教学法教程》能够更好地满足广大的职前和在职小学英语教师专业学习的需要,也衷心希望所有使用本教材的读者提出宝贵意见。

第一版前言

自2001 年教育部决定我国从小学三年级起推进英语课程以来,小学英语教师的培养问题已引起了各地教育部门的广泛关注,因为小学英语教师的数量和质量是小学开设英语课程的基本前提和保证。为满足小学开设英语课程的需要,一批师范本、专科院校陆续开设了小学英语教师学历教育课程,随着新课程的实施,在职小学英语教师的培训也提上议事日程,《小学英语教学法教程》(以下简称《教程》)就是为了小学英语教师英语教学专业化发展而编写的。

本《教程》是根据 2001 年《国家英语课程标准(实验稿)》所倡导的新的课程理念和教学要求而编写,全书采用英文写作,目的是使学生能够运用英语进行专业学习,这样既能使学生提高小学英语教学的理论水平、掌握小学英语教学的方法和技巧,又能通过参与、实践、讨论、探究、反思等学习活动提高英语语言的实际运用能力。教材的写作语言力求简洁易懂,整体设计以任务为主线,从学生已有的语言水平、知识结构和生活经验出发,启发学生思维,强调互动合作,重视培养学生分析问题和解决问题的能力。各单元还根据学习和讨论的主题配有中英文阅读材料,鼓励学生自主学习。我们希望通过这门课程的学习,一方面引发学生对小学外语教育的意义、价值、目的、特点和方法等问题的理论思考,另一方面,通过大量的教学技能和技巧的训练,培养学生的实际从教能力和语言运用水平,力求使小学英语教师的专业化教育做到起点高、专业性强,既重理论,也重实践,着眼于小学英语教师的终身学习和可持续发展能力的培养。

本《教程》共有七个章节。第一章是关于儿童学习语言特点的讨论。主要围绕着小学生学习语言的特点、儿童与成人学习外语的差异、优秀小学教师的素质、教师的角色等问题展开,目的是帮助教师认识小学英语教学的目的,了解儿童的心理、生理和认知特点,以及小学英语课程对教师素质的要求。第二章主要介绍《国家英语课程标准(实验稿)》的基本理念和教学基本要求,使小学教师能全面了解和深刻领会小学英语课程的目标、要求和实施原则。第三章主要讨论课堂教学管理问题,包括教室座位排列、课堂纪律、教案撰写、教学中目标语和母语的使用、教学资源的开发与利用等。第四章是关于小学英语教学的技能和技巧的培训。所涉及的具体教学技能和技巧有: 听说教学、读写教学、故事教学、歌曲、歌谣、游戏以及项目活动等。第五章主要讨论小学英语课程的评价问题,包括测试与评估的不同概念和意义,形成性评价与终结性评价的不同特点,重点讨论了形成性评价的理念和方法。第六章围绕关于如何选择和使用教材展开。主要从教材分析入手,讨论如何有效地使用教材和开发教学资源等。第七章是有关小学英语教师发展的问题。主要讨论教师教学理念和教学行为之间的关系,以及教师反思对教师职业发展的意义。

小学英语教学多年来虽然有了很大的发展,但一直很不规范,针对小学英语教学的特点和方法的系统而科学的研究也非常欠缺。我们希望通过这本教材,培养一批小学英语教学的专业

ii 第一版前言

人员,使他们能够在教学实践中自主地开展教学实验和研究工作,也希望更多的小学英语教师和教研员都能加入到小学英语教学研究的行列中来,为推动我国小学英语教师教育的发展而努力。

本《教程》的编写人员由具有丰富的中小学英语教师教育经验的大学教师和丰富的小学英语教学经验的小学教师组成。具体章节的分工如下:第一章由陈则航执笔,第二章由王蔷执笔,第三章由马欣执笔,第四章由陈则航、赵春生执笔,第五章由王蔷、刘莹执笔,第六章由赵春生执笔,第七章由马欣执笔,全书由王蔷统稿。北京师范大学外籍专家 Kendyer 对全书进行了审订,并给予了很高的评价:

I would like to officially acknowledge the efforts of the group of teachers who designed this textbook. The textbook is written in a simple and direct style, with an emphasis on the practical aspects of teaching English. The textbook gives both the methodological basis for teaching English, and it also demonstrates practical and real-life activities and techniques for English teachers to apply directly to their own classrooms.

The content of each chapter gives invaluable insights into the teaching of English as a foreign language (EFL.) The book looks at the fundamentals of how individuals learn a language as a child, and examines the importance and understanding of the National English Curriculum in China. The textbook gives useful tips on classroom management, and practical techniques for teaching English to children. The book goes on to show ways to assess the learning of children as well as ways of adapting and evaluating children's textbooks. The final chapter helps teachers to examine their own teaching practices and gives them hands-on ideas to improve their teaching style and effectiveness.

I had the opportunity and pleasure to review and edit a number of chapters of this textbook. I found the book to be well researched and reflective of the most current beliefs in teaching EFL. The book helped to remind me of practices that I had forgotten and provided me with some new ideas to teaching English. I will be using many of the suggestions made in the textbook in my own classroom.

在本书的出版过程中,我们得到了高等教育出版社基础教育分社的大力支持,特别是该书的责任编辑自始至终为我们提供各种帮助,使本书得以尽快出版。由于作者水平有限,加上时间紧迫,书中的错误和不当之处敬请读者不吝赐教。

王蔷 2003年5月

CONTENTS

Unit 1	Children as Language Learners ······	·· 1			
	1.1 Learning one's first language	1			
	1.2 Differences and similarities between learning L1 and L2 ······	4			
	1.3 Understanding how children learn	9			
	1.4 Children's individual differences in learning a language ······				
	1.5 Treating children as equal human beings	19			
	1.6 Qualities of a good primary English teacher ······	22			
	Readings ·····	26			
	Reading 1.2.2 ·····	26			
	Reading 1.3.3 ·····	27			
	Reading 1.4.2A ·····	29			
	Reading 1.4.4 ·····	30			
	Reading 1.5.1B·····	34			
	Reading 1.5.2 ·····	35			
Unit 2	Understanding the National English Curriculum	38			
	2.1 Benefits of offering English in the primary school ······	38			
	2.2 Understanding the objectives for primary English ······	41			
	2.3 Understanding the target requirements for Levels 1 and 2	46			
	Readings ·····	53			
	Reading 2.1.1 ·····	53			
	Reading 2.2.2 ·····	55			
	Reading 2.2.3 ·····	55			
	Reading 2.3.2 ·····	61			
	Reading 2.3.3 ·····	63			
•	Reading 2.3.4 ·····	64			
Unit 3	Classroom Management	65			
	3.1 Motivating children to learn ······				
	3.2 Lesson planning ·····				
	3.3 Classroom instructions	76			
	3.4 Questioning in the classroom	84			
	3.5 Dealing with discipline	91			
	3.6 Teaching large classes ······	97			
	3.7 Managing classroom interaction ······	99			

ii CONTENTS

	3.8 Organizing activities in a lesson	
	3.9 Correcting errors ·····	114
	Readings ·····	119
	Reading 3.1.2A ·····	119
	Reading 3.1.2B·····	120
	Reading 3.2.3 ·····	123
Unit 4	Teaching Vocabulary, Grammar and Pronunciation	129
	4.1 Understanding the teaching of vocabulary ·····	129
	4.2 Understanding the teaching of grammar	136
	4.3 Understanding the teaching of pronunciation	144
	Readings ·····	153
	Reading 4.3.1 ·····	153
	Reading 4.3.2 ·····	155
Unit 5	Teaching language skills ·····	160
	5.1 Listen and do ·····	160
	5.2 Listen and speak ······	166
	5.3 Learn to read ·····	173
	5.4 Using stories	182
	5.5 Learn to write ·····	191
	5.6 Integrating skills ·····	197
	Readings ·····	200
	Reading 523	200
	Reading 524 ·····	201
	Reading 5.3.4 ·····	205
Unit 6	Practical Techniques for Teaching Young Learners	207
	6.1 Using songs and rhymes for teaching English to	
	young learners	207
	6.2 Playing games ·····	212
	6.3. Using projects ·····	217
	6.4 Board writing	225
	Readings ·····	233
	Reading 6.1.2A ·····	233
	Reading 61.2B·····	235
	Reading 6.3.2 ····	230

Unit 7 Assessing Learning with Children	38
7.1 Understanding assessment	38
7.2 Setting up targets and designing assessment tasks 24	43
7.3 Ways of assessing learning with young learners 25	50
7.4 Ways of providing feedback ······ 25	53
7.5 Using tests	58
Unit 8 Adapting and Evaluating Textbooks 26	59
8.1 Evaluating textbooks ····· 26	59
8.2 Selecting textbooks	72
8.3 Effective use of course materials · · · · · · 27	76
8.4 Using resources ······ 28	32
Suggested Key to Tasks	90
References ······ 29)3

Unit 1

Children as Language Learners

Aims of the unit

In this unit, we are going to focus on the following:

- 1) How do we learn our first language?
- 2) What are some of the similarities and differences between the learning of a first language and a foreign language?
- 3) What are some of the characteristics of children as language learners?
- 4) How children's individual differences affect their learning?
- 5) Why should we treat children as equal human beings?
- 6) What makes a good primary English teacher?

We all know that learning a foreign language in a school context is not an easy task. As we all learned our first language without much difficulty, it is naturally helpful for us to look at the ways how we learned our first language so that implications can be drawn for teaching and learning a foreign language. Then we will move on to look at children as language learners in terms of how different they are compared with adults in learning languages. Children have their own ways of seeing, thinking and doing things and the way we teach children a foreign language should definitely be different from the way we teach adults. This is a big challenge for teachers of young learners. Therefore, it is necessary to discuss what qualities a good English teacher of young learners should have.

1.1 Learning one's first language

There are many differences between learning one's first language (L1) and a foreign language (L2), but there are also similarities. Let us first look at how people learn their L1 and see what we can learn from such experiences for teaching L2.

1.1.1 How do children acquire their first language in general? TASK 1.1.1

The following are some statements made by different people about the ways people learn L1. Check the box if you agree with it. Add more, if you have observed others and try to give some examples for your statements. Then discuss them with a partner.

☐ By imitations.
☐ By repetitions.
By singing songs and saying rhymes.
☐ By reciting poems.
☐ By being corrected by parents.
☐ By listening to stories.
☐ By learning language rules.
☐ By talking to oneself.
☐ By acting and performing.
☐ By talking about pictures.
☐ By watching television cartoons.
☐ By drawing and talking.
☐ By talking to others.
☐ By playing games.
٦

Discussion Point

We can definitely learn something from the way children acquire their first language. Children learn their first language by listening to adults, imitating what adults say, drawing and talking, singing songs, reciting poems, playing games with other children, looking at pictures and recognizing words, watching cartoon films, and listening to stories. Research into L1 shows that the most important factor for L1 development is when children are interacting with people around them and when they are involved in using the language for doing things—listening, speaking, playing, singing, viewing, acting, etc. That is to say, sitting in front of a television only provides them with the input; it is their engagement in conversation with others and getting things done with the language that drives their language development. Therefore, language learning process is a socializing process. Interaction and experimenting with the language in communication are important ways for language learning. In L1 learning, mothers play an important role. They are

normally very patient and try to interpret their children's intention from the context. They talk to children using simple language and use the context and body language to help children understand.

In teaching another language to children, we should always remember how we can engage children in learning by using similar experience they have had with their first language. Young children can develop a fascination for language if the methodology of the classroom is stimulating and involves the learners as fully as possible. To engage them as much as possible, teachers need to give the learners something to:

- look and say

- listen to

- sort or set

- solve

- match - choose

- make - repeat

- read silently

- write/copy

- hold and say

- do as you say

- pass to someone

- perform/act out

- compete in groups

- imagine

- respond to

- sequence/order

- compare

- guess

- draw and describe

- count

- read aloud

- memorize/recite

- spell orally

- touch and guess

- chant and sing

- mime

- research/find out

Adapted from Cheater and Farren, 2001

1.1.2 How did you learn to speak Chinese as your first language?

🗘 🚣 🖰 Task 1.1.2

How did you learn to speak Chinese? If you cannot remember, think of a young child that you know and recall the way he or she learns Chinese. Can you find any instances when children said something that was totally unexpected or interesting but grammatically unacceptable? Put together a few examples and discuss the following questions.

- a) Where do they come from?
- b) What in general are the parent's attitudes toward them?
- c) What do they tell us about the process of learning?

d) How would you relate this to learning a foreign language?

Discussion Point

The following are some utterances made by Chinese children as well as English children acquiring their mother tongue. Do you find them interesting? Can you add more examples?

A.

- a) 他打你呀? 意思是: 他打我呀。(我、你、他不分)
- b) 我也没要了。意思是:我也不要了。
- c) 天白了。意思是:天亮了。
- d)
- B.
- a) Don't running.
- b) Switch off the dark. I don't like the dark shining.
- c) Mama a girl.

We can see that children are able to produce utterances which cannot possibly be learned from an adult. Obviously, they have created them! Children are active and creative language learners. They do not need to hear every sentence to be able to say it. They can make sense of the world from what they see and hear and create their own utterances when there is a need for them to communicate their own meaning. Parents seldom try to correct children. They often feel very amused at children's creativity. Foreign language learners, we believe, can be just as creative as first language learners. We simply need to create the opportunity for them to do so.

According to Peccei (2000:55) mothers interpret children's meanings from their incomplete utterances and expand their utterances to provide correct language input. They "rarely call attention to grammatical errors in an explicit way". Research by Shatz (1982, in Peccei, 2000:55) has shown that "only about 4 percent of all children's errors are explicitly corrected by parents and the overwhelming majority of these are vocabulary errors". The research results indicate that it is very important to make language learning experience a positive and encouraging one.



Differences and similarities between learning L1 and L2

Having looked at the way how L1 is learnt, we now move to look at the ways most people learn an L2. Compared to the fact that most children learn their L1 successfully, the reality that a small number of children can learn an L2 successfully is a bit worrying.

What are the differences and similarities between 1.2.1 learning L1 and L2?

We have all had the experience of learning both Chinese and English with Chinese as our L1 and English as a foreign language. Do you agree that learning English as a foreign language is more difficult than learning Chinese? Why is it so?

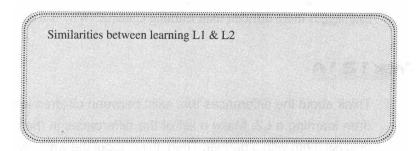
TASK 1.2.1A

Think about the differences that exist between children learning their L1 and children learning a L2. Make a list of the differences in the space given below and discuss them with a partner. Then, think about the ways by which we can minimize the differences so as to make learning another language easier and with more success.

	L1 learning	L2 learning	What can we do?
Exposure to language	Natural and adequate	ext is foregul and ear	Enr.
Length of time	All day long		Mile
Learning context	Supportive, friendly, and tolerant	nage Wis. 40-ou pro	P Cas
Types of input	Natural and in context	o o o o o o o o o o o o o o o o o o o	* g p
Strategies for learning	Listening before speaking	ishirati bisile ta a	<i>pre</i>
Motivation for learning	Remain high for commu- nicative needs	ngo zad okuzaina Mining da Jalima	tal in
Value of error correction	Not of much value		1 3 7 Mar
Support and guidance	Constant and patient		SERT PRINCE
Opportunities for experi- menting with the language	Opportunities all the time round	his a hellar way remeeth busht	man
Feedback forms	Always encouraging		



What are the similarities between the learning of L1 and L2? Discuss with your partner and make a list in the space below.



Discussion Point

The acquisition of L1 and L2 is quite different in many aspects. For L2 learners, the language input is limited. The time spent on learning L2 is much shorter. The learning context is formal and errors are often corrected. Also, the development of the four skills begins almost at the same time. Moreover, L2 learners often do not have the need to communicate in the target language; therefore, there are few opportunities for pupils to interact except in the classroom and little real context for children to experiment with the language. With 40-60 pupils in one class for just a few hours a week to learn the language, teachers are not able to check on progress with every pupil and be patient and supportive to every child.

However, there are some similarities between the learning of L1 and L2. Rich context and input, opportunities for using the language, interaction with others, etc. are important in learning any languages. Teachers should create a nice environment and interesting activities for pupils to use the language to do things.

1.2.2 How can we better help children learn a foreign language?



Which is a better way for children to learn a foreign language? Please check from the speech bubbles below. Then read Reading 1.2.2(P.26) and make a list of suggestions for teaching English to children based on that reading.