

IATEFL Young Learners special interest group (YL sig)

FUTURE DISCUSSION FIELDERS 2005 - 2006



Date: 20-27th January, 2006
Topic no. 3 - vocabulary

Shelagh Rixon is a Senior Lecturer in the Centre for English Language Teacher Education [CELTE] the University of Warwick, where she co-ordinates the MA programme in the Teaching of English to Young Learners. She has worked at Warwick since 1991, after spending the previous 16 years in the British Council holding posts in London and Italy.

Shelagh's first degree was in Classics at Cambridge, but she managed pretty swiftly to 'convert' to ELT by taking a PCGE in TESOL from the University College of North Wales in Bangor. She also holds an MSc in Applied Linguistics from Edinburgh.

She is the author of materials for children and of a number of background books including 'Young Learners of English: some research perspectives' , Longman [1999] and ' Teaching English to Young Learners', Modern English Publishing [2006]

Date: 24th Feb – 3rd March, 2006
Topic no. 4 – The relationship among action, talk and texts in learning and teaching



Professor Gordon Wells. Since July 2000, he has been a member of the Department of Education at the University of California at Santa Cruz. Before that, he was at the Ontario Institute for Studies in Education of the University of Toronto, where he was in the Department of Curriculum, Teaching and Learning, with cross-appointments to the Centre for Teacher Development and the Centre for Applied Cognitive Science.

Prior to moving to Canada in 1984, he was Director of the longitudinal study of language development, "Language at Home and at School", at the University of Bristol, England. In that study, a representative sample of children from age 1 to age 10 was followed, recording naturally-occurring samples of interaction at home and at school. This study convinced him that, in addition to an innate predisposition to learn language, children need a rich and varied experience of conversation with others in order to learn how meaning is made and experience construed in the language of their own particular community. In principle, he believes the same holds for learning in school, although guidance and instruction that is both more systematic and more explicit is needed to help children master the registers and genres of written language in which meaning is made in the academic disciplines. The findings and conclusions from this study were published in *Language development in the pre-school years* (Cambridge U.P., 1985) and *The meaning makers* (Heinemann, 1986).

For details on how to join our discussions visit:

<http://www.iatefl-ylsig.org> (resources)

or

<http://groups.yahoo.com/group/younglearners/join>

You will need to join the yahoo group to be on the distribution list.

DON'T FORGET!

Discussion fielders 2005-6

Discussion no.5 Date: May tbc

Dennis Newson – Down with grammar!

