

Kleckova, G. & Dalle, T.S. (2017). Working with a course book and the curriculum. In J.I. Lontas (Ed.), The TESOL Encyclopedia of English Language Teaching. Hoboken, NJ: John Wiley & Sons, Inc.

### **Working with a course book and the curriculum**

Abstract: Course books, usually referred to as language-teaching materials, consist of a range of language-teaching and learning tools. They generally serve an important function in the ELT world and are an integrative part of many language programs. Similarly, curricula serve an important function in the ELT world and are an indispensable element of effective language programs because they set the specifications of language instruction. The relationship between a course book and a curriculum takes on various forms and depends on many teaching and context-driven variables. The most direct one is that of the correlation between the contents and quality of the course book and the contents and quality of the curriculum.

Dalle, T.S. & Kleckova, G. (2017). Young learners. In J.I. Lontas (Ed.), The TESOL Encyclopedia of English Language Teaching. Hoboken, NJ: John Wiley & Sons, Inc.

### **Young learners**

Abstract: The term Young learner (YL) denotes the foreign language learner in pre-school through secondary school though current research on YLs focuses on early language study in pre-primary and primary grades. With the increasing number of YLs studying English, TESOL researchers have begun to look more closely at issues involved in teaching language to young children. Topics being investigated include the teachers' training and background, the shortage of well-trained teachers, the advantages and disadvantages of early foreign language learning, individual student differences, out of school factors, target language goals and assessment in early grades, research challenges with young children, and the lack of good empirical evidence on best approaches.