

Strategies For Preschool English Language Learners

Tony Minotti

Osaka Shoin Women's University, Osaka, Japan

Abstract

This paper discusses the need for a fundamental change in how English is taught in Japan. To this end, it is first argued that young English learners should be exposed to word families with high-frequency use, and second, it is proposed that scaffolded lessons are created. By teaching high-frequency word families, children should be able to make either a visual or mental connection to the real world so that they have a better understanding of the words, their meaning, and their use. On the same line, in the creation of a scaffolded lesson, educators should concentrate on three specific areas: continuity, contextual support, and intersubjectivity. By following these steps young learners of English will have a strong foundation in their journey to learning English.

Keywords: word families, scaffolding, continuity, contextual support, intersubjectivity.