

EDITORS' NOTES

We are pleased to present a special issue of *English Teaching Forum* about teaching English to young learners—an increasingly popular specialty in the field of teaching English as a foreign language. For the benefit of our readers, we set out to include articles on a range of topics by authors from a variety of countries.

Our well-traveled guest editor, Caroline Linse, was instrumental in making that happen. We are grateful for her tireless efforts and her dependable collaboration in producing this special issue. And now, for some remarks from Caroline herself, please read on. —MK

TEACHING ENGLISH TO YOUNG LEARNERS

Children the world over are learning English at younger and younger ages. Ministries of Education in different parts of the globe are mandating English language classes for learners in primary school. Parents may use what little discretionary money they have to provide their young sons and daughters with English language classes. With all of these efforts to provide children with English at earlier and earlier ages, the challenge is to make sure that the instruction they receive is developmentally appropriate, pedagogically sound, as well as culturally responsive.

This issue of *Forum* contains articles that reflect developments in the exciting new field now referred to as Teaching English to Young Learners (TEYL). Just as TESOL for older learners is multifaceted and dynamic, the same holds true for the evolving field of TEYL, as the articles in this issue illustrate. The articles provide a variety of perspectives concerning the teaching of English to young learners. These articles are intended to provide practical advice and need not be taken as the final word on how to deliver instruction to young learners. Topics and techniques discussed in these articles may or may not be appropriate for all groups of young learners; however, the articles reflect what works or has worked well for the authors. —CL