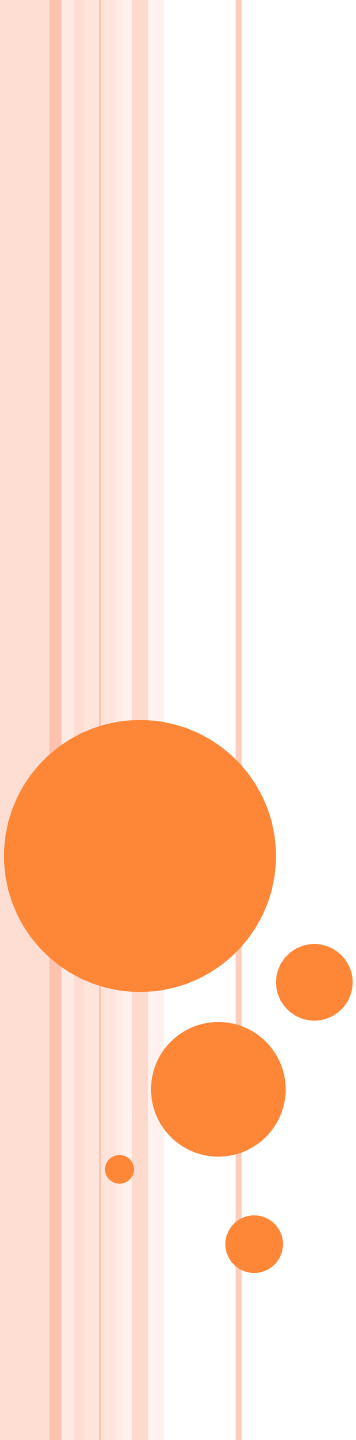


TEACHING ENGLISH TO YOUNG LEARNERS



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(the workshop is prepared on the materials of
“Shaping the way we teach English” by Leslie
Opp-Beckman, Sarah J. Klinghammer University
of Oregon and the article “Ten Helpful Ideas for
Teaching English to Young Learners” by Joan
Kang Shin)

Young learner is
7-12 years old

(Slatterly and Willis (2001, 4)

“Very Young Learners”

(VYL) is

under 7 years of ●

age

HOW CHILDREN LEARN?

- **Children are active learners and thinkers. (Piaget, 1970)**
- **Children learn through social interaction. (Vygotsky, 1962)**
- **Children learn effectively through scaffolding by adults. (Bruner, 1982)**

CHARACTERISTICS OF YOUNG LEARNERS:

- They are social. They are learning to socialize as well as learning through socializing.
- • They need to be physically active.
- • They learn through play.
- • They need lots of repetition and clear directions.
- • They are “me” focused and respond emotionally to learning activities.
- • They are naturally curious and usually willing to learn.
- • Their cognitive and motor skills are still developing.
- • The rate of development is different in individual children.
- • Their oral skills are more advanced than their literate skills.
- • They have a short attention span, which becomes longer as they get older.
- • They are able to formulate their own language rules from comprehensible language input.



WHAT'S THE WEATHER LIKE TODAY?

What's the weather?

What's the weather?

What's the weather?

What's the weather like today?

Tell us (name of the student)

What's the weather?

What's the weather like today?

Is it sunny?

Is it cloudy?

Is it rainy out today?

Is it snowy?

Is it windy?

What's the weather like today?



BEST PRACTICES FOR TEYL

1. Make English learning active and fun
2. Use lots of visuals, realia, and movement
3. Establish classroom routines in English
4. Encourage creativity
5. Give students a chance to personalize
6. Move from activity to activity
7. Check comprehension often
8. Use thematic units
9. Use L1 as a resource only when necessary
10. Grow global citizens through TEIL



DAYS OF THE WEEK CHANT

Sunday, Monday, clap, clap,
clap (*clap clap clap*)

Tuesday, Wednesday, snap,
snap, snap (*snap snap snap*)

Thursday, hop. (*hop on one
leg*)

Friday, stop. (*hold up hand*)



Workshop by Yelena Kandalina

Time: 2 hours. (9-11.am, 14-16pm)

Theme: Teaching English to Young Learners

Objectives: PSBAT define the features of young learners;

PSBAT critically reflect on video segment, saying, how they could apply it in their classroom;

PSBAT design a lesson that includes the use of some techniques and activities they observed and participated.

Equipment: whiteboard and video projector, “Shaping the way we teach English” – Module 12;

Children songs, MP3 –“veselye deti”; Weather song; a teddy bear

1. Greeting. Participants close their eyes. T: “You are a child. You are playing with your friends. See the whole picture in your mind.” (Or, you could instead ask participants to imagine watching a child, with appropriate question changes.) While the participants have their eyes shut, T asks the following questions. Elicit several answers.

1. What are you and your friends doing?
2. Are you having a good time?
3. What is it about your activity that makes it fun?
4. Are you learning anything while you play? What? (2-3 min) , MP3 –“veselye deti”

2. Icebreaker activity (5-6 min, handouts)

Theme is “when I was a child” Find *someone who*

Loved to play outside

Disliked reading

Rarely took naps

Liked to watch cartoons

Hated cottage cheese

Hurt her/his knees many times

Liked drawing

Enjoyed modelling with clay

Participants walk around ask each other these questions, writing down each other’s names. Then, they Compare results! Write down the number in each column

T: What connection do your answers have to how they teach children now?

3. Video Segment #1, Younger Learners: Observation Guide (4+3+4= 11-15min)

[Read before viewing.]

Look for answers to the following as you watch the video.

1. What is the purpose of this activity?
2. List the steps that the teacher goes through to enable students to do this activity.
3. Look for behaviours that tell you whether students are enjoying this activity and whether they are Meeting the learning goals (purpose).

Viewing. **Reflection**

[Read and answer after viewing.]

1. The students are learning vocabulary for parts of the body. What are the two techniques that are being used to help them learn? Do you think they are effective? Why, or why not?
2. Look at your list of the steps that the teacher goes through to do this activity. Compare them with someone else in your group. Not all of the steps are pictured in the video. What additional steps do you think are necessary to do this activity successfully?
3. Do the students look as if they are enjoying this activity? Have they learned the vocabulary? What behaviours tell you that?

4. Learning the song: What's the weather like today? (5-7 min)

What's the weather?
 What's the weather?
 What's the weather?
 What's the weather like today?
 Tell us (name of the student)
 What's the weather?
 What's the weather like today?
 Is it sunny?
 Is it cloudy?
 Is it rainy out today?
 Is it snowy?
 Is it windy?
 What's the weather like today?

T & participants sing and move together. (Suggest sharing their songs if they have)

5. **Video Segment #2, Example Activities A: Observation Guide** (10-15 min)

[Read before viewing.]

1. Look at the activity and decide what the purpose for it is.
2. Notice the verb form the teacher is using in her directions. Can you understand the directions? Pay attention to the teacher's voice and how she uses language.
3. List the different movements the students do. Notice whether or not they do them correctly.
4. What technique do you think the teacher is using? If you're not sure of its name, write down any Characteristics about it that you observe.

Reflection

[Read and answer after viewing.]

1. What kind of activity is this? What is the language purpose for this activity? Can you think of another possible purpose?
2. What form of the verb is the teacher using? Are her directions clear? What makes them clear?
3. Compare your lists of student movements with someone else. How many different ones were there? What happened when a student did not follow directions correctly?
4. What approach do you think this technique is from? Does it seem to be effective? Is this something you have done in your class? Was it effective?

6. **Brown Bear Brown Bear What do you see?** –telling the story or

Drawback: (5 min)

PP work in pairs S A draws a letter, or a word or a little picture with the finger.

S B has to guess what has been sketched.

What am I doing? (5 min)

PP close their eyes so they can't see the T. T uses objects to make various noises: write on the board, pick up some key, move a chair, open a book, drops a pen. After 5 actions, PP open their eyes and write down the actions in the order they think they were done. Each P passes their paper to their right. Read out the actions in the right order and PP mark the paper in front of them.

7. Video Segment #3, Example Activities B: Observation Guide (10-15 min)

[Read before viewing.]

1. List the stations in the room and the different types of activities going on at them.
2. Notice how chairs, tables, and rugs are arranged in the room. Look at how each station is set up and list some of the resources available at each station. Draw a quick sketch of how the room is arranged.
3. Look at the size and height of the chairs and tables, and where materials are posted on the walls.
4. Look for the teacher and describe what you see her doing.

Reflection

[Read and answer after viewing.]

1. Compare your list of stations and activities with a partner. How many stations are there? What activities did each of you notice, and what functions do they serve?
2. Describe how some of the stations are arranged in the room. Why do you think they are arranged like this? What are some of the possibilities for arrangement in your classroom (you may need to start with a modified plan or smaller scale)? What stations do you think might be useful for your students? How might a teacher encourage students to be responsible for their behaviour and actions at the stations?
3. What effect does the low placement of materials and resources have on the classroom atmosphere and learner productivity?
4. What do you think the teacher was doing? What do you think her purpose was? Would the teacher's techniques be different for a larger class? If so, in what way(s)?

Let's do an exercise (1 min)

Reach up high! (Children reach their arms up in the air)

Reach down low! (Children bend over and touch their toes.)

Let's sit down and start the show! (Children sit down.)

Look to the left! (Turn heads to the left.)

Look to the right! (Turn heads to the right.)

Let's work hard and reach new heights!

8. Summary Discussion (10-15min)

1. Revisit the teaching techniques and strategies suggested for younger learners at the beginning of module, relating them to the video demonstrations. What examples of the techniques did you see in Video segment #1? Video segment #2? Video segment #3?
2. List characteristics of younger learners, using both the introduction to this module, your visualization of yourself as a child, and your own experience.
 - Did you see any of those characteristics in the video segments? Which ones?
 - Are there any of these characteristics you consider to be more important than others?
 - Which of these characteristics are you most aware of in your classes? What techniques do you use to channel those characteristics into productive directions?
3. After viewing this module, which of these techniques and activities might you experiment with in your class, and why?

Days of the week chant

Sunday, Monday, clap, clap, clap (*clap clap clap*)

Tuesday, Wednesday, snap, snap, snap (*snap snap*)

Thursday, hop. (*hop on one leg*)

Friday, stop. (*hold up hand*)

Saturday spin around like a top. (*spin around*)

Seven days are in a week. (*hold up 7 fingers*)
Now sit down and take a seat! (*motion to sit*)

9. PP design their own lesson plans