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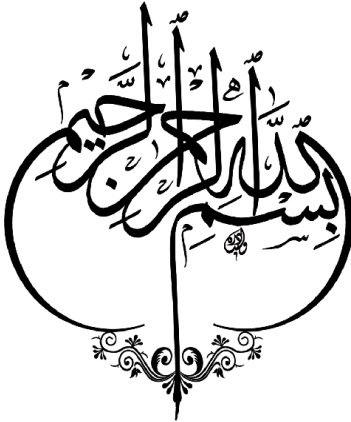
English for Young Learners | Syefriani Darnis

Syefriani Darnis

English

For Young Learners





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English For Young Learners

ENGLISH FOR YOUNG LEARNERS

Syefriani Darnis



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Penulis
Syefriani Darnis

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FOREWORD

We all learned to understand and speak our first language by hearing and using it in natural situations, with people who cared for and about us. This is the most effective and interesting way to learn a second language as well. The experts now advise language teachers to spend most of the classroom time on activities that foster natural acquisition, rather than on formal vocabulary and structure explanations and drills.

Here are a few reminders about first – language learning that should influence your approach in the second-language classroom ; (1) Listening is the first skill, upon which all others are based, (2) It is the content, not the form, that is of interest to the child, (3) Children learn with their whole beings, (4) Love, self – esteem, and confidence drive the desire to learn.

Here also some reminders do's and don'ts for teachers with beginning students : (1) Do use English as the language of instruction, (2) Don't fill up the airwaves with incomprehensible language. There is little point in speaking when meaning cannot be attached to your words, (3) Do speak slowly, in short sentences and discrete phrases, (4) Do act out meaning or use props, objects, pictures, or gestures to make meaning clear, (5) Do give clear demonstrations of the responses you require, or allow able children to demonstrate before calling on others, (6) Don't put an individual on the spot to produce language or responses when he is unlikely to be able to produce.

You know that classroom teachers who have ESL students should receive additional preparation time, additional staff support, additional funds for materials and a guaranteed place in the parking

lot. Not to mention more pay. It is an enormous (but not a thankless) job in front of you. And you realize that you may not get the extra prep time or funds. In fact, this book may be all the support you get this year. Enjoy your English class with little students!

Jakarta, 11 Maret 2021

Author

Syefriani Darnis

INTRODUCTION

Summary Lesson Description

1. This module aims to review the background and development of teaching English to Young Learners, examine how children learn languages;
2. Review approaches to the analysis of the young learners' needs;
3. Review approaches to the analysis of language for teaching English to young learners ;
4. Examine the methodology, resources and materials used for teaching young learners ;
5. Review methods of evaluation and assessment used with young learners.

Aims

1. This module aims to review the background and development of teaching English to Young Learners ;
2. examine how children learn languages;
3. Review approaches to the analysis of the young learners' needs;
4. Review approaches to the analysis of language for teaching English to young learners;
5. Examine the methodology, resources and materials used for teaching young learners;
6. Review methods of evaluation and assessment used with young learners.

Assessable Learning Outcomes

By the end of this module, students should be able to:

1. Critically discuss key issues in the teaching of foreign languages to school-aged children and young teenagers;
2. Evaluate strengths and weaknesses in current materials and programs, and justify these claims in relation to current debate;
3. Select and exploit materials for teaching foreign languages to young learners from a principled perspective.

Additional Outcomes

Through small group discussion students will have the opportunity to develop skills of oral communication and collaboration.

SYLLABY ENGLISH FOR YOUNG LEARNERS

Chapter 1 : Teaching English for Young Learners

This module deals with the key issues associated with teaching English to children, defines who a young learner is, examines the differences between teaching children, teenagers and adults and provides information on the actions that teachers need to take to provide a more effective learning environment.

Chapter 2 Learning Styles

This module helps teachers to develop a more critical awareness of how children learn in general and more specifically how children learn languages. It also aims to develop a more critical awareness of current teaching methodology for young learners.

Chapter 3 Syllabus and Lesson Planning

This module helps teachers to develop a critical awareness of lesson planning and its constituent stages. It also explores techniques for presenting language and helps develop a critical awareness of review guidelines for completing lesson plans.

Chapter 4 Classroom Management

This module provides a framework for establishing rules in the classroom and how to manage the classroom set-up, resources and classroom routines.

Chapter 5 Teaching Listening to Young Learners

What is the usual order of teaching the four skills? What are the basic types of listening tasks? What is the role of TPR in teaching listening?

Chapter 6 Teaching Speaking to Young Learners

What is the function of oral drills, role plays, information gaps and acting in teaching speaking?

Chapter 7 Teaching Reading to Young Learners

Which two skills does reading involve? Which activities can be used in teaching reading? How can teachers encourage children to read in English?

Chapter 8 Teaching Writing to Young Learners

When should writing be taught? Which tasks can contribute to the development of writing skill? What writing difficulties do children experience?

Chapter 9 Song and Games

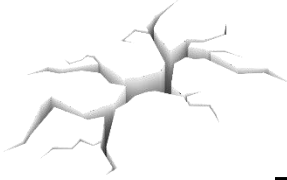
This module explores the use of games in the classroom and raises awareness of issues related to choice of games. It also looks at ways of using

songs and chants successfully in the classroom as well as exploiting well known songs and chants.

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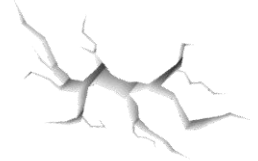
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CHAPTER 1

TEACHING ENGLISH FOR YOUNG LEARNERS



Young learners, those attending preschool and kindergarten, will not have any personal reason for studying English. It is simply another subject that they have to study at school or that their parents have told them they need to learn. At this point in their lives, they may not know or comprehend how important these classes can be. They might view your classes as simply another fun daily activity and that is just fine. Even at this early age, you can encourage them to develop an interest in learning English which will stay with them long after they have finished your classes.

A. How to Understand and Teach Young Learners Better?

1. What Young Learners Want?

Students at this level are just starting their academic careers. School may be intimidating for some of the students in your class so, in order to encourage everyone to participate, it is important to make your lessons relaxed and fun. YL Students will be learning very basic material but you can design creative lessons that get students moving around and speaking with one another.

Young learners are generally very enthusiastic about songs, especially if they can sing along, and active games. Be sure to provide lots of encouragement and positive feedback. You want to create a safe, stress-free environment that everyone can enjoy learning in.

2. How Young Learners Behave?

Keep exercises fun and short because these students have short attention spans and are easily distracted. Overacting and projection will help keep the focus on you. Teach students how to behave in a classroom by asking them to be quiet while you are talking and raise their hands if they have questions or want to answer a question.

This may not be directly related to English as second language but it is important that students learn good behavior early on; it will make their transition to primary school easier. Teach them to respond to basic classroom English phrases such as "Please sit down." because these are expressions that they will hear repeatedly throughout their study of English.

For students at this age, you are responsible not only for starting to teach them English, but also for preparing them for their next level of education. Students will perform better in their classes if they behave well and have a good understanding of basic principles.

3. What to Focus on?

The primary focus of these lessons will be on communication and laying a solid foundation for further English coursework. Students should practice the different

sounds of the English language and learn material such as the alphabet, numbers, colors and shapes. You will introduce vocabulary words gradually and may choose to study some simple structures that relate to everyday life too.

It could be that reading and writing never enter into your classes but a focus on speaking and listening will help students become more comfortable and confident with English. There are many other things you can do to ensure that students succeed in class. There is no need to assign homework at this stage but be sure to track individual and class progress so that students can visually see what they have learned and how they are doing.

Encourage students to try their best and create a constructive learning environment where students do not need to worry about making mistakes. Create activities and exercises that are entertaining. Help students learn how to interact with one another as well as how to speak English.

Students will also feel more comfortable if you stick to a regular schedule so if you decide to make changes, implement them over a period of time rather than all at once. Constantly review and avoid introducing too much new vocabulary at a time. Students may not remember material from one day to the next so repetition is important. The more students are exposed to certain material, the faster they will learn it.

This is how native speakers learn English, by listening to people around them and expanding their range of vocabulary gradually.

B. Methods and Techniques in Teaching English

1. Build Teaching Around Activities and Physical Movement.

Link language learning to physical activities by having children use and hear English for making things, drawing pictures, completing puzzles, labeling pictures, matching words and pictures, playing games, acting out movements in response to instructions and other activities that involve hands, eyes and ears.

Teachers often make use of total physical response activities (activities based on linking language with actions, drawing on the method known as total physical response). Many listening activities for young children use this principle, such as activities in which children listen and respond to commands (e.g. 'sit down', 'turn around', 'touch your nose'), listen and choose a picture, listen and draw a picture or listen and number a sequence of actions in a picture.

Similarly, speaking activities with young learners may involve use of songs, dialogues, chants and fixed expressions that students can practice in different situations.

2. Build Lessons Around Linked Activities

Since young learners have limited attention spans, it is important to include several short activities in a lesson and to move quickly from one activity to another. Activities of five to ten minutes in length are most successful. A balance between the following kinds of activities is often useful:

- a. Quiet / noisy activities.
- b. Different skills: listening, talking, reading / writing.

- c. Individual work / pair work / group work / whole-class activities.
- d. Teacher–pupil / pupil–pupil activities.

3. Build Lessons Around Tasks

A task is a meaning-focused activity that requires learners to draw on and use their existing linguistic resources to complete a task, such as drawing a picture from oral instructions, or working in pairs or groups and sequencing a series of pictures to complete a story. The key features of classroom tasks for young language learners are:

- a. They have coherence and unity for learners (from topic, activity and/or outcome).
- b. They have meaning and purpose for learners.
- c. They have clear language-learning goals.
- d. They involve the learner actively.

4. Provide Scaffolding

Scaffolding refers to how a child learns through collaboration with a more knowledgeable partner (a parent, a classmate, a teacher). When children work collaboratively on tasks (such as sequencing pictures in a story, completing a puzzle or completing an information-gap task), more proficient learners can often provide the scaffolding less proficient learners need.

5. Build Lessons Around Themes

Lessons can be built around topics or themes, such as animals, friends, food or family, for very young learners; and

for older learners, themes can be drawn from subjects in their other classes and the community, such as transport, country life, travel and famous people. Theme-based lessons provide continuity across activities and enable English learning to be connected to the children's lives.

6. Choose Content Children are Familiar With

Teaching can also be built around familiar content from the children's culture, such as stories and events (e.g. national holidays or cultural practices). Since the learners will be familiar with talking about these topics in their native language, it will be easier for them to connect with how they can talk about them in English.

7. Use Activities That Involve Collaboration

Children enjoy socializing with other children, and activities that work best with young learners are those in which children are working with others in pairs or groups, rather than remaining in their seats, listening to the teacher. Activities that involve collaboration require careful preparation to ensure that children have the words and expressions they need in order to carry out an activity.

8. Create A Supportive Learning Community in The Classroom

A class of young learners needs to become a community of learners – that is, a group of learners with shared goals, needs and concerns. Thinking of a class as a community means seeing it as a place where each child in the class cooperates and collaborates to achieve the class's common goals. This leads to

more productive learning. Children who interact and collaborate with other learners develop a more positive attitude towards learning and a greater sense of self-confidence than those in other learning arrangements.

9. Use Enjoyable Activities That Children Can Accomplish Without Frustration

Young learners enjoy taking part in activities that they can successfully achieve, but which also offer some kind of challenge. Activities of this kind depend on the teacher providing language input and modeling for young language learners, where the teacher and the materials are the primary source of language.

10. Provide Rich Language Support

Since the learners will have little knowledge of English to call upon, they need careful language support for learning activities. Success will depend on the teacher providing language models, demonstrating the way the activities can be carried out in English and providing the language support an activity depends upon.

11. Give Clear Goals and Feedback

Children like to be successful at things they do in class. In order to achieve this, it is important to set clear goals for children and to let them know when they have been successful, or if not, why not. Praise for success is very important for young learners, for example, by using stars, stickers, points or smiley faces

12. Use English for Classroom Management

Use English for instructions, for routines such as forming groups, for introducing activities, for giving feedback and for other teaching processes.

13. Use The Mother Tongue When Needed

While the goal of teaching young learners is to use as much English in class as possible, when teaching homogeneous classes, it is quite appropriate to use the mother tongue when necessary to explain the meaning of words and expressions and to help explain activities. Occasional use of the mother tongue provides a comfort zone for young learners, though the teacher and students should not become over-dependent on it.

14. Bring Speakers of English To Class

Where possible, it is useful to invite speakers of English to class to meet the learners. These could be children from an international school or older children who are now quite advanced in English. They can ask and answer simple questions, take part in a role play and do other activities that will interest and motivate the learners.

C. Teaching English to Beginners

Teaching beginners can be a daunting prospect, especially when it's a monolingual group and you know nothing of their language, or it's a multilingual group and the only common language is the English you've been tasked with teaching them. Nevertheless, not only is it possible. Teaching beginners can be a daunting prospect, especially when it's a monolingual group and

you know nothing of their language, or it's a multilingual group and the only common language is the English you've been tasked with teaching them.

Nevertheless, not only is it possible to teach beginners only through English, but it can also be one of the most rewarding levels to teach. To help you succeed in setting your learners firmly on the path to increasing proficiency, here are seven tips for teaching English to beginners.

1. Keep Instructions Clear and Simple

It can be tempting when addressing a class of students, especially ones that you've only just met, to explain activities in your politest language. After all, no one likes to be rude. However, a student who has only a few words of English, if any at all, won't appreciate the courtesy of (or even understand), "OK, so now what I'd like you all to do, if you don't mind, is just to stand up for a moment and come to the front of the class. Oh, and please bring your book with you. Could we all just do that?"

Instead, make instructions crystal clear by using as few words as necessary and by gesturing whenever possible, and break down series of instructions into smaller units. If you want to be polite, "please" and "thank you" will do. "Everybody – take your book, please. Stand up. Now, come here, please. Thank you."

2. Let Them Listen First

More than likely, your students will want to start practicing speaking pretty much from the get-go. However, it

takes a while for one's ear to acclimatize to the sounds of a new language, and not everyone will be so keen; don't pressure students into speaking before they've had lots of opportunity to listen to you using it (which doesn't mean you should just be rambling on at the front of the classroom – with beginners more so than with other levels, you really have to consider what you say and grade your language accordingly).

3. Drill, Repeat, Drill, Repeat, Drill

Beginners need lots of repetition and drilling, especially as they get to grips with the sounds of their new language. It might seem boring to go over the same sentences again and again, but it is necessary. When practicing a new sentence, try back-drilling, breaking the sentence down into manageable units and then building it back up, working backwards from the end of the sentence to the beginning; this helps to ensure that your intonation is natural and that you get elements of connected speech right.

For example, break down “Would you like a cup of tea?” as follows: *tea > cup of tea > like a > like a cup of tea > Would you > Would you like a cup of tea?*

4. Establish Classroom Language Early On

Classroom language – *Can you speak more slowly? What do we have to do? I don't understand. What does... mean? How do you say... in English?* - is usually associated with teaching children, but it really helps with adult beginners as well. No matter how friendly and relaxed you make your classroom atmosphere, learning a new language can still be daunting, Especially when

you feel you're not completely following what's going on, or that you might be called on to say something that you don't feel ready to say. It's much better to equip students early on with classroom language that will help them navigate the lesson smoothly.

5. Avoid Meta - Language

There's no point in students knowing the terms *past simple*, *irregular verb* or *adverb of frequency* if they can't use the actual structures or words they refer to. Don't tell them how to say something: show them. Give as much context as you can (visual prompts work well). Furthermore, make sure you check they have understood by asking questions that test their comprehension – never ask “Do you understand?” as a) many people are reluctant to let on that they haven't understood and will pretend instead that they have; and b) a student may think they have understood when in fact they haven't.

6. Don't Forget That Your Students are Fluent in Their Own Language(s)

This may seem a trivial point, but it's all too easy when listening to somebody speaking broken English to forget that behind the errors and the mispronunciation is a person with cogent thoughts, no doubt articulate in their first language, attempting to communicate his or her opinions or ideas. As teachers, we not only have to be patient and proactive listeners, alert to the reasons why certain errors are being made while filling in the gaps in less-than-perfect communication, we also have to steer clear of adopting the Me-Tarzan-You-Jane

approach to teaching, bastardizing the very language we are aiming to teach.

Rather than *degrading* our language we have to grade it carefully so as to keep it comprehensible while maintaining its naturalness, rhythm and spirit, ensuring all the while that, as far as possible, we actually converse with our students and listen to what they have to say. After all, even from the very first lessons, from the 'A' in the alphabet and the 'am' of 'to be', communication is the goal.

7. Prepare Well, Prepare A Lot, Keep Them Talking

Even though teaching beginners entails progressing slowly and recycling and repeating language many times, that doesn't mean recycling the same activities, especially not during one lesson. Ensure you have a range of activities to use, and don't go into class without having first carefully thought through how you are going to introduce new language, how you will check that the students have understood it, how you will practice it, and how you will deal with potential misunderstandings.

The possibility for confusion at this level is much greater than at higher levels, and sometimes even harder to disentangle. Also bear in mind that, unlike with higher levels, you can't rely on conversations developing simply because the students don't yet have the linguistic resources to engage in anything other than simple exchanges (though in time they will). This means that the onus will largely be on you to keep them talking.

Finally, enjoy this level. Although in many ways the hardest level to teach, it can also be one of the most satisfying. Seeing your learners go from knowing nothing to knowing a few words to knowing a few sentences and structures to being able to hold rudimentary conversations can be incredibly rewarding, and if they enjoy their initial exposure to the language, and feel confident and inspired to continue, then you will have helped pave the way to their further success.



Working with Young Learners

a) Let Your Students Move Kids Have to Move

Though the trend for many years has been to keep students seated behind desks for the majority of their day, recent events are bringing that idea into question. Schools are finding that more recess actually improves student learning rather than hindering it and that more time behind desk isn't necessarily productive. Letting students move at school isn't a new concept. *Dr. Maria Montessori believed that children could not learn unless they were moving, and she developed an educational system based on that idea.*

Dr. Maria Montessori believed that children could not learn unless they were moving, and she developed an

educational system based on that idea. That's not to say your classroom has to be just like hers. It won't be. But if you want to give your young students the best learning experience they can have, you will have to let them move.

Movement can be more than just going out for recess. You can let students move around the classroom and interact with objects and move their bodies all as they learn the English language. The teaching method Total Physical Response is based on the idea of linking movement with language learning. All this to say, don't expect your students to sit at their desks all day. Getting them moving in your ESL class will actually improve their learning efforts no matter exactly how you do it.

b) Know and Cater to Your Students' Learning Styles

You probably know at least something about the three major learning styles – visual, aural, and kinesthetic. All students tend to gravitate toward one of them. But the best teachers in the best classrooms are aware of what type of instruction best benefits their students, and they are intentional about connecting with those styles.

When I plan, I prefer to go beyond the standard three learning styles and look to Dr. Howard Gardner's multiple intelligences. I think about each type of learner—intrapersonal, interpersonal, logical/mathematical, musical, spatial, bodily/kinesthetic, and linguistic. And then I try and have activities that appeal to each of those styles of learning. When you are consciously including activities for

each of these learning styles in your classroom, you will find that your students are more engaged, more interested.

They participate and don't get distracted or distract others as much. This is the perfect formula for helping them learn and keeping your classroom environment conducive to learning.

c) Be Over Prepared

The Boy Scout motto may be "Be Prepared", but the teacher of young students should make "Be over prepared" their mottos. Nothing is worse for keeping kids in a learning state of mind than dead time in the classroom. It doesn't matter if it's three minutes or thirty, a room full of students with nothing to do and no direction is a recipe for disaster. That's why the best teachers always have several activities ready to go at a moment's notice.

It's rare that your planned activities will take exactly the amount of time that you anticipate, even for the most experienced teachers. That's when those ready to go activities are life savers. Plan to have three to five no prep activities ready to pull out of your back pocket at any point during the day to avoid that killer of concentration, dead time.

d) Encourage Your Students to Be Independent Learners

Another way to ensure you don't have dead time in your classroom is to offer students independent learning stations. Not only do they fill empty classroom time, they make students more accountable for their own learning, and

that's another quality of a well-managed and effective classroom.

Students are independent learners. If you aren't familiar with learning stations, they are activities that are set up and available throughout your classroom that students can do on their own with little to no direction. You can have learning stations on just about every aspect of language. You may allow students to choose freely among the offered stations or require them to use certain stations over a certain period of time (for example, use each station once in a one week period of time).

Whatever you do, make sure students have freedom to choose what they are doing. They will naturally gravitate to the areas they enjoy in language learning, but that's okay. They will be independent learners who are internally motivated to learn, and that makes them less dependent on your external motivation. It also makes them less dependent on the rewards you give (such as good grades) and gives them self-satisfaction in a job well done.

e) Keep in Mind Your Students' Attention Span

Did you know that in young children, their attention span in minutes is equal to their age in years? That means a five year old child will have an attention span of around five minutes. Of course there are exceptions to this, but these numbers tend to be more the rule than the exception. That means that the younger your students are, the more you need to change up the activities you do in class. To keep your kids interested, you'll have to move from one activity

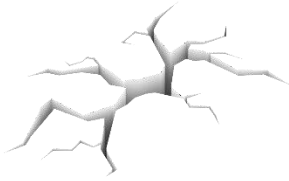
to the next quickly and smoothly (without dead time between).

This goes back to my earlier point of being over-prepared. It also stands as a reminder not to get frustrated with students when they lose interest in an activity you are doing in class, especially if it goes longer than they are able to concentrate. You cannot expect from children what you can expect from adults when it comes to staying focused on an activity.

f) Repeat Activities

Sometimes when I repeat activities in class, I feel like I am cheating, like my students can't possibly find value in an activity we have already done in class. But then I remind myself that children like repetition. In fact, they find security in it. That's why they like to watch the same movies and television shows over and over and why so many families have worn out their Frozen soundtracks.

Kids like to do things they have done before. So you shouldn't be hesitant about doing an activity in class that you have done last week or even yesterday. Your kids will love it. Not only that, but they may also learn more and complete the activity more successfully because they are familiar with the directions and the material.



CHAPTER 2

LEARNING STYLES



We learn when the brain receives new information, makes sense of it and logs it in our memory. Our brain does this through three primary channels – sight, touch and sound. There are two other channels that we learn through – taste and smell – and these senses can also help to 'anchor' ideas and concepts in the brain. Although we will most likely make use of a combination of all three of the main channels, often one channel will be dominant. The dominant channel is known as our preferred learning style. Working out which is your child's can help to make learning a richer, more personal experience.

Main Pathways to the Brain



VISUAL



AUDITORY



KINESTHETIC

A. The Auditory Learners

Auditory learning is one of the three learning styles established by the VAK model of learning. In essence, auditory learners retain information best when it is presented through sound and speech. People with an auditory learning style tend to have an ear for sounds. They may say, “That sounds right” or “I hear what you’re saying” when analyzing information or listening to others.

They are people who prefer to relax to music, enjoy talking and sometimes may even talk to themselves! They may forget faces, but always remember a name. They are usually not too fond of reading books. To make the most of learning, the auditory learner should use sound as much as possible. This may mean listening to CDs to get information, rather than only reading books, or making their own recording of key points they need to recall.

After reading information they should try summarizing it in their own words aloud or explaining it to someone else. If they have to do a spelling test, they should say the word out aloud before attempting to spell it. Auditory learners generally remember what their teacher says and readily participate in class. They are good listeners and often very social, which means they can sometimes get distracted from the lesson by everything *else* going on in the classroom.

Auditory learning methods range from studying with voice recordings to memorizing vocabulary words by inventing short songs.

1. Strengths of Auditory Learners

From kindergarten to calculus class, auditory learners will be some of the most engaged and responsive members of any classroom. Here are some of the strengths that will help them achieve success in the classroom:

- a. Good at explaining ideas out loud
- b. Knack for understanding changes in tone of voice
- c. Skilled at oral reports and class presentations
- d. Unafraid to speak up in class
- e. Follows verbal directions well
- f. Effective member of study groups
- g. Gifted storyteller
- h. Able to work through complex problems by talking out loud

2. Auditory Learning Strategies

Those with an auditory learning style like to speak and hear others speak in order to learn, but they may have trouble reading silently or staying engaged in a completely quiet classroom. If you are an auditory learner, try these strategies to improve your learning experience.

- a. **Find a study buddy.** Team up with a study group or a reliable study partner and quiz each other on the content. Verbally reinforcing the information will help you retain it, especially if you have to memorize lots of details.
- b. **Record class lectures.** Ask your instructor's permission to create audio recordings of class lectures. During class, focus your brain power on listening closely to the lecture. You'll process the information much better this way than if you try to jot down every word the teacher says. Later, you can

listen back to the recording and take notes on the most important information.

- c. **Sit near the front of the room.** Find a spot in the front row so that you can hear every word of the lecture.
- d. **Listen to classical music.** Listen to lyric-free music while you study. (Music with lyrics may be too distracting.)
- e. **Participate in class discussions** as much as possible. Talking about your ideas and voicing your questions will increase your understanding of the material. Encourage other students when they speak so that others feel just as comfortable as you do speaking in front of a group.
- f. **Record yourself reading key terms and their definitions out loud.** Then, listen to the recording while you walk to class, exercise, or get ready for bed.
- g. **Repeat facts with your eyes closed.** This technique will help you focus your attention on the auditory process, rather than any other visual stimuli that might be in front of you.
- h. **Read assignments out loud.** If you're given a homework assignment that involves reading a lengthy chapter, don't feel like you're trapped into a silent reading session. Instead, curl up in your room or another study space and read aloud to yourself. (You can even make it interesting by using goofy voices.)

3. Auditory Learning Tips for Teachers

Auditory learners need to listen, speak, and interact in order to learn. They are often social butterflies. Help the auditory learners in your class put their gift of gab to good use with these teaching strategies.

- a. Call on auditory learners to answer questions.
- b. Lead class discussions and reward class participation.
- c. During lectures, ask auditory learners to repeat ideas in their own words.
- d. Record your lectures so that auditory learners can listen to them more than once.
- e. Allow any struggling auditory learner to take an oral exam instead of a written one.
- f. Create lesson plans that include a social element, such as paired readings, group work, experiments, projects, and performances.
- g. Modulate your vocal tone, inflection, and body language during lectures.
- h. Allow students with an auditory learning style to listen to approved music during silent study periods.

B. The Kinesthetic learners

Do you have lots of energy? Do you get antsy in long lecture classes? Have you ever noticed that it's easier for you to study if someone asks you questions while you shoot hoops or walk around? If so, you may be a kinesthetic learner. Kinesthetic learning is one of the three different learning styles popularized by Neil D. Fleming in his VAK model of learning. In essence, kinesthetic learners process information best when they are physically engaged during the learning process.

Often, those with a kinesthetic learning style have a hard time learning through traditional lecture-based schooling, because the body does not make the connection that they are *doing* something when they're listening without movement.

Their brains are engaged, but their bodies are not, which makes it more difficult for them to process the information. Much of the time, they need to get up and move to put something into memory.

1. Strengths of Kinesthetic Learners

Kinesthetic learners have many strengths that will help them achieve success in the classroom:

- a. Great hand-eye coordination
- b. Quick reactions
- c. Excellent motor memory (can duplicate something after doing it once)
- d. Excellent experimenters
- e. Good at sports
- f. Perform well in art and drama
- g. High levels of energy

2. Kinesthetic Learning Strategies

If you're a kinesthetic learner, try these techniques to improve your comprehension, retention, and concentration while studying:

a. Stand Up Instead of Sitting Down

You already know that sitting for extended periods of time is bad for your health. But did you know that, as a kinesthetic learner, standing up will improve your comprehension and retention? When you stand up, your body is more engaged and connected to the learning process. Investing in a book stand or standing desk may

help you concentrate for longer periods of time and remember more of what you read.

b. Combine Your Study Session With Exercise

Instead of plopping on the sofa with your notes, get up and do jumping jacks in between chapters. Ask a friend or family members to quiz you on your study guide while you shoot hoops or jump rope. Combining activity keeps you energized and cements the ideas you're studying in your brain. Plus, as a kinesthetic learner, you need a physical outlet for your excess energy, even when you have to study.

c. Utilize Small Movements

It's not always possible to stand up and do high knees during a study session, but you can still use kinesthetic study strategies to keep yourself engaged. Bounce a tennis ball against the floor and catch it every time you answer a question. Twist a rubber band around your wrist or a pencil while you read. Even if the motions are small, they'll help you stay focused and attentive.

d. Use a Pen. Use a Pencil. Use a Highlighter

Underline important vocabulary or concepts while you read. Highlight and color code passages that connect to one another. Use a pencil to draw flow charts in your books that help break down the passage into small pieces. Add sticky notes that show main ideas and your own inferences. Using effective reading strategies combined with movement makes studying easier for kinesthetic learners.

e. **Try Tension and Relaxation**

When you're in a study situation that truly limits your ability to move, use this tension and relaxation technique to stay focused. In intervals of five to ten seconds, tighten a particular muscle. Then relax when the seconds have passed. This technique helps to release unwanted tension, which is something kinesthetic learners often experience during idle times.

f. **Get Creative**

If a topic has become difficult for you, approach it from another angle. Use materials you can manipulate, like blocks or figurines, to visualize a battle scene or explore mathematical concepts. Draw pictures about the topic you're learning or design a video or storyboard explaining the ideas to someone new. You have excellent motor memory; you're likely to better remember something you *built* than something you read.

3. Kinesthetic Learning Tips for Teachers

Kinesthetic learners need to move their bodies in order to learn. These students are often called "fidgety," and some teachers might interpret their behavior as distracted or bored. However, a kinesthetic learner's movement does not imply a lack of attention—in fact, it means that they're trying to process information in the most effective possible way. Try these strategies for reaching kinesthetic learners in your classroom:

- a. Allow kinesthetic learners to stand, bounce their legs, or doodle during lectures. You will get more out of them in class if they can move around a little bit.
- b. Offer various methods of instruction—lectures, paired readings, group work, experiments, projects, plays, etc.
- c. Ask your kinesthetic learners to complete relevant tasks during the lecture, like filling out a worksheet or taking notes.
- d. Allow kinesthetic learners to perform movement tasks before and after lectures, like handing out quizzes, writing on the chalkboard, or even rearranging desks.
- e. If you feel the kinesthetic learners slipping away from you in class, pause the lecture and have the whole class do something energetic: marching, stretching, or switching desks.
- f. Keep your lectures short and sweet! Plan several different activities throughout each class period in order to be mindful of all your students' learning styles.

C. The Visual Learners

The visual learner tends to 'see' what people mean and to 'get the picture'. They are more into watching films or going to the cinema or theatre as a method of relaxation. They like to speak to people face-to-face and are often fast talkers. They forget names but remember faces and when angry, tend to seethe silently. They are usually quite fussy about what they wear, too.

If your child is a visual learner they should incorporate visual objects into learning, such as drawing or mind-mapping information or creating diagrams. Timelines as a method for

remembering dates or sequences of events are useful, and they should try to visualize information, e.g. going to see a re-enactment to learn about history. When spelling, they should try to see the word before writing it down.

1. Strengths of Visual Learners

Visual learners have many strengths that will help them succeed in the classroom:

- a. Good at spelling and grammar
- b. Comprehends charts and graphs quickly
- c. Able to convey complex ideas visually
- d. Good at sign language and other visual communication
- e. Creative; may enjoy art or writing.

2. Visual Learning Strategies

If you're a visual learner, try these techniques to improve your comprehension, retention, and concentration while studying:

a. Ask for a Demonstration

Visual learners need to *see* how something is done. Whenever possible, ask your teacher for a visual demonstration. Once you see the concept or principle in action, you'll have an easier time understanding it and recalling it later.

b. Request Handouts

Before class begins, ask the teacher if there is a handout you can review during the lecture. Handouts will

help you keep track of the information being presented in the lecture.

c. **Incorporate White Space in Your Notes**

White space is important for visual learners. When too much information is crammed together, it becomes difficult to read. Think of white space as an organizational tool like any other and use it to separate information in your notes.

d. **Draw Symbols and Pictures**

Use symbols like exclamation points (for important information), question marks (for information that's confusing or that you need to study further) and stars (for information you understand fully). In addition, consider illustrating complex concepts or processes.

e. **Use Flashcards**

Flashcards can help you remember key terms and vocabulary words. Create a set of flashcards and illustrate them with relevant pictures and symbols to boost your retention.

f. **Create graphs and charts**

If you are learning information that can be organized as a graph or chart, take the time to make one. No need to be fancy—just scribble it in the margins of your notebook). Seeing information in this structured format will help you remember it.

g. Make Outlines

Outlines are an excellent organizational tool for the visual learner. In an outline, you can structure a large amount of information using headings, subheadings, and bullet points. Outline textbook chapters as you read, then review your outlines when preparing for exams.

h. Write your own practice test

When you make your own practice test, you get to see the relevant test information right in front of you, which is a big help for visual learners. Use study guides, chapter notes, and relevant class assignments to put your original practice test together.

3. Visual Learning Tips for Teachers

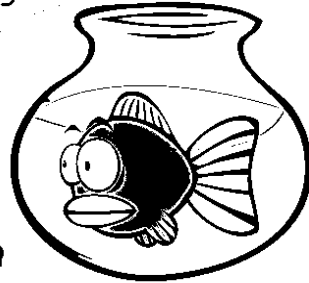
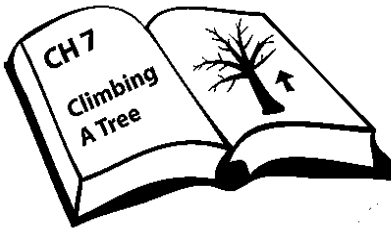
Visual learners need to see information in order to learn. These students may struggle to pay attention to a conventional lecture, but they process visual information like charts and graphs with ease. Try these strategies to support the visual learners in your classroom:

- a. Give visual learners quiet study time to review their notes, outline chapters, or draw diagrams.
- b. Play short video clips during class to reinforce concepts discussed during lecture.
- c. Avoid "cold-calling" on visual learners after a lecture presentation, as they need a few minutes to process the information they've just heard. Instead, give your students a moment to think after the lecture ends, then allow them to provide written answers to questions.

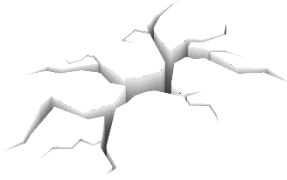
- d. Create opportunities for students to express their creativity in class (e.g. poster projects and short skits).

Remember this!

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

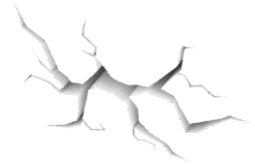


- Albert Einstein



CHAPTER 3

SYLLABUS AND LESSON PLANNING



A. Why Do We Plan Our Lessons?

Being able to plan well is one of the key skills that a teacher needs to have in English class for young learners. It involves being able to imagine what is going to happen in the classroom, and to make choices based on this imagined experience. Planning also involves the ability to zoom out, to see the bigger picture and know how a 2 hour lesson fits into a 100 hour course, but it also involves the ability to zoom in, and work out the mechanics of how a 15 minute activity will work best.

Most teachers plan lessons in order to feel more confident in the class itself. If we know what we're trying to achieve in the lesson, we are freed up to spend more time with the learners rather than worrying about our next step. The aim of planning is also to map out learning activities in a coherent, logical way, in order to help students understand, learn and practice concepts and skills which will develop their abilities in English.

When it comes to planning a whole scheme of work, it is important to ensure there is a balance of different skills work over the course. We might also want to map out the areas of grammar

and vocabulary that we intend to teach over the year, and plan a rough timetable for when we will introduce these concepts.

How to Create a Perfect ESL Lesson Plan?

1. Decide on Your Lesson Plan Objectives

This is the daunting part, but it's crucial that you know this from the start. Step one is the foundation of everything that follows. Your focus could be:

- a. A song or a movie (be sure that your school permits this and that it won't disturb neighboring classrooms). Remember that audio must be played loudly for students to understand it since it's in a different language.
- b. A specific grammar point, such as forming questions or practicing the present progressive. Young or beginning learners might need to focus on the conjugation of only one specific verb such as "to be." More advanced students could practice multiple irregular verb conjugations.
- c. A general exercise such as understanding a short passage from a famous children book such as a very hungry caterpillar or Papa, get me the moon.
- d. Vocabulary group. For example, you might teach cooking, colors, medical terminology or animals.

2. Outline Your Lesson Plan

Remember that every lesson plan should include individual work. To keep things organized, my outlines included the estimated time spent on each section. For example, a movie outline could be this:

- a. Waiting for students to arrive and for the class to calm down
--:-- 1 minute
- b. Welcome/quick review of previous week/ask students questions ----- 3 minutes
- c. Pass out movie worksheets ----- 1 minute
- d. Play preview of movie ----- 2 minutes
- e. Introduce vocabulary needed to understand movie scene --
:-- 5 minutes
- f. Individual practice of the vocabulary on student worksheets
--:-- 3 minutes
- g. Giving answers to worksheets 2 minutes
- h. Listening exercises with the movie (includes playing the movie scenes several times, then going over the answers and letting the students watch the scenes a third time) 20 minutes
- i. Free watching of the movie (always a class favorite, but get permission from your head teacher first)-----6 minutes
- j. Wrap up the class by asking vocabulary review questions --
:-- 2 minutes
- k. It's important to balance classroom organization vs. time for the unexpected. Be ready for the unanticipated questions that can throw off your timing.

3. Choose ESL Activities to Accomplish Your Lesson Plan Objectives

Variety is the spice of the ESL classroom. Everyone learns differently. You need activities for visual and audio learners as well as doers.

a. **Use games in the classroom**

I believe in games in ESL classrooms. Used correctly, games let students test what they've learned in a relaxed, exciting way. The key is to make sure everyone participates. Without proper management, weaker or lazier students will quietly sit back and do nothing. In a 45 minute class, a game shouldn't be longer than 12 minutes. Watch your motivations. There's a big difference between playing Charades to review animal names vs. playing Hangman to let the teacher relax.

b. **Consider The Pros and Cons of Individual Vs. Group ESL Work**

No lesson is complete without individual work. Everyone needs time to practice material on their own. These activities also help shyer students, who can work quietly without the pressure of a spotlight. Group work, on the other hand, is useful too. Students can practice a dialogue with each other and learn from stronger partners. Team activities are often fun and give everyone a chance to relax a little. The drawback of group work, though, is that more advanced students tend to dominate the action. The right mix is essential.

c. **Repeat recent ESL Activities**

You can repeat activities. How often depends on how popular the activity is. One of my classes insisted on reviewing vocabulary by playing *Pictionary* every week. For classes that meet once a week, it's best to recycle activities

once a month if you can. Otherwise, your students might start to lose interest – and perhaps you will as well.

d. Ignore Bad Advice from ESL Teacher Websites and Chat Rooms.

There are some great ESL websites out there. Just as many offer very bad advice. Be careful who you listen to. Some teachers are only concerned with winning popularity contests and so play games at every opportunity. Be sure that you're listening to teachers who take their jobs seriously. Ignore those who only want a party atmosphere in their classes. Focus on advice that helps you structure your classes more while leaving time for fun.

4. Create ESL Materials and Worksheets

It is true that the internet has a lot of free worksheets. By all means, use them. Time, however, is your greatest enemy. You first must know where to find quality ESL material. Until you have a few favorite sites, searching for worksheets on the internet will take a lot of your time. You're not done there. You still have to tailor it to your class's level.

Here are some tips that could make things go faster:

- a. Reuse workbook materials. Photocopy exercises from a textbook, white-out the answers and let students complete the questions as a review.
- b. If you do make your own materials, remember to include two sample questions with answers at the very beginning.

Kids and low-level students always need a clear model to look at before doing individual work.

- c. For each grammar point, include five to seven questions.
- d. Include pictures on the worksheet. No one likes to look at straight, boring text.
- e. Puzzles of any type are fun and can help to quiet down an energetic class. “Boggle,” word searches or riddles (make sure they aren’t too hard) are always a welcome challenge.
- f. Hang onto your ESL materials for future classes. Do it. Especially if you stay at the same school for more than one year, you’ll be able to reuse your materials. Buy a good binder and stick nice copies of your materials in it. It pays to keep your hard work on your computer as well as a USB drive.

5. Create Stellar Visual Aids for Your ESL Classroom

You will need visual aids that add depth and interest to your class. It could be a PowerPoint presentation, a restaurant menu from home or things from your kitchen. Whatever you choose, make sure it enhances your lesson.

- a. Decide: Is a PowerPoint presentation necessary for this lesson? In class, PowerPoint presentations are good time savers. They can show answers to questions, saving you the trouble of using the blackboard. You can also use them to show interesting pictures. Try to minimize using them, however. They take a lot of time to create, and it’s possible that your projector won’t work that day. What would you do then?

- b. Weigh the pros and cons of using videos in ESL classes. With today's technological world, videos are a must. They quickly gain the attention of the class and are a sure hit. On the flip side, you must be very careful in selecting your videos. Even Disney movies have language that's sometimes too difficult for low-level students. Background music, multiple people talking and jokes that don't transcend cultures are all traps to avoid. You must always have a back-up plan for class in case technology fails and suddenly there's no movie.
- c. Find creative ways to add visual aids to your ESL class. Newspapers are an interesting prop. Even if the articles are too difficult, students can find the date, place of publication, price and the weather forecast. Jazz up a food vocabulary class by bringing a banana and an apple. For more advanced students, bring a colander, grater, bottle opener and other cooking items. Pass around currency from other countries.

6. The Final Stages of Lesson Planning

Before you head into class, do a few things first:

- a. Get advice from other English teachers. Show your coworkers your ESL materials. Especially if you teach in a foreign country, their advice is invaluable. They understand your students better than you do and they will see gaps in logic, things that are too hard and cultural pitfalls. Take their advice and change your materials.
- b. Do not stress about the outcome of the first class. Nobody is perfect, and you will not be either. On the first day, make

copies for only that day. You will probably come back to your desk with a few things to change for tomorrow. Save trees by not making copies that'll only go in the recycle bin.

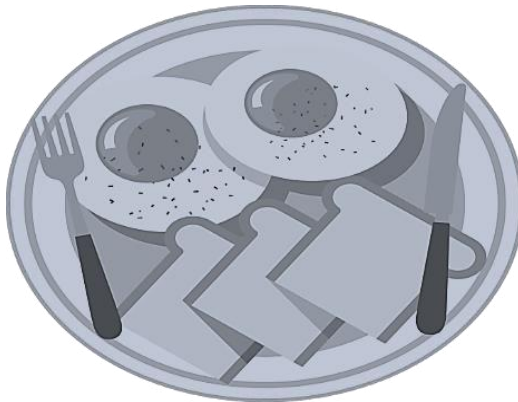
B. Put It All into Practice

To get you started, here are three ready-made ESL lessons that you can use today, if you're in a pinch. Each lesson is organized around a video. However, they all address different learning objectives.

1. **The first lesson** uses a simple video to practice vocabulary and basic listening comprehension.
2. **The second lesson** uses a more difficult video to help students fine-tune their listening comprehension skills.
3. **The third lesson** features a thought-provoking video, which serves as a jumping-off point to help advanced students practice their conversation skills.

Lesson Plan for Kids/Beginners:

"What's for Breakfast?"



4. This lesson plan uses a simple video to teach grammar as well as breakfast food vocabulary (you can find video from other sources) . It incorporates several activities focused on questions in the present simple, vocabulary building activities and word games.
5. The video is short and can be played several times throughout the class if necessary. Because the video is on fluent , you can toggle the English subtitles on and off depending on the needs of your class.
6. **Warm-up Questions:** These can be done in partners or with the whole group, depending on class size. Here are some examples:
What do you eat for breakfast? What is your favorite food to eat for breakfast? What do you think is a healthy breakfast?
7. **Play the video :** Play the video once (or twice, if you sense that your students are having a hard time understanding).
8. **Activity: “Odd One Out” :** For this game, you will need to compile a list of vocabulary taken directly from the video, plus one additional “odd word out.” For example: Bananas, Eggs, Spaghetti, Coffee Students will be asked to pick the odd one out. Of course, in this case, the answer is spaghetti, as it’s a dinner food, not a breakfast food. You can ask questions such as *Which of these would you not eat for breakfast?* You can also follow up and ask students *why* they chose a particular food. This activity can be done as a group exercise or individually depending on class size and whether this is done in a classroom or online.
9. **Activity: Flashcards:** For this game, you will need to compile flashcards related to the vocabulary shown in the video. Additional flashcards can be added for further study and can

be food in general or breakfast foods. The game is merely taking the flashcards and testing the vocabulary knowledge of your students. See if they can get all of the words through to the end without making any mistakes.

10. **Questions in the Present Simple:** Here you can ask questions in the present simple and encourage students to ask questions to each other. As this is a beginner-level class, I'd focus on positive questions only. You can model a question-and-answer scenario and then encourage your students to follow their own questions. Be sure to write the question on the board or share a screen for an online class. *Do you eat breakfast in the morning? Yes, I eat toast with jam every morning.* This activity is to encourage conversation between your students. Longer answers are to be praised. *Do you like fruit for breakfast? Do your parents eat breakfast? What is your favorite breakfast food?* You can encourage students to follow up on these questions by asking *Why?* or *Why not?*
11. **Follow-up :** If you still have time, you can encourage students to play a game related to the class. This would also be an excellent chance to do some free practice or conversation. Again, you could utilize the flashcards. Encourage students to make full sentences with the object shown on the flashcard and award points in two teams. Or set up a fake cafe and have children take and place an order. *What do you want for breakfast? Toast with eggs, please.* In this way, you're consolidating vocabulary from the beginning of the class.
12. **Think of this lesson plan as a template** that can be tweaked depending on the specific topic your class is working on. For example, if your class is studying the past tense rather than the

present simple, you can ask different questions like *What did you eat for breakfast yesterday?* Or, you can use all the activities as listed but substitute out the video to cover a different set of vocabulary words, such as animal words, sports words or clothing words.

Tips

10 Tips Creating Beginner ESL Lesson Plans

a. Identify Your Students

Are you teaching children or adults? Teenagers will not take well to learning nursery rhymes and adults may need to study business English, even if they are just starting to study the language. It is exceedingly important to have a clear focus on the needs of your target audience, because you'll need to consider these needs while developing your own ESL lesson plans. With children, use all sorts of games and activities. Young children are natural language acquirers. All they really need is to see that English class is fun!

b. Develop a Plan

The big picture question you have to ask yourself before you start planning lessons for beginning students is: What do you want them to be able to do by the end of the class? This might include what they will be able to understand, say, read or write. Remember that they're beginners, so you'll have to keep things in line with their newbie perspective.

Another question is: What are the skills they need to reach their language goals? By having the answers thought through you can work backwards and divide the whole lesson into key components. Brainstorming is essential to get the creative process started. Jot down notes to yourself or open a Word file to keep track of your ideas.

Some ESL teachers may want to create a multi-colored mind-map. Another approach is to talk with other ESL teachers about their planning strategies. Even if your school or college has a curriculum, you'll still want to personalize it for the students you will be teaching.

c. Create Interactive Classes

Make it your goal to get the students doing most of the talking. Absolutely nothing is more boring than a teacher droning on and people—no matter what age they are—tuning out after about five minutes. This is most easily done in a one-on-one tutoring session, as you can just keep asking questions and directing the conversation. In classes, have students work together or interview each other and then present reports to the class.

Use technology to encourage interaction. Watch a YouTube piece to give students a discussion topic. There are 58,906 clips specifically for beginner ESL students, so the most difficult part of the task is deciding which one to use. Again, it all goes back to the age and interests of the students you're working with.

d. Include All Four Language Components

Young children will start off with speaking. This comes most naturally to them. With older students and adults, though, the general trend is that the first skill they'll learn is to read in a new language. Next they'll be able to listen and understand. Television, radio, DVDs, computer programs and music come in at this point.

The next step is that they will start to speak. In some cultures, students of all ages are horrified about making mistakes and will be reluctant to talk. If you can convince them that making mistakes is acceptable, you'll have accomplished a major step towards making them willing to speak and interact. Writing in another language is often the most difficult skill for students to develop.

Unless students become totally bilingual, chances are that they'll never totally master the skill of writing. But that doesn't mean that you shouldn't encourage them and that they should not try. One way to help students develop their writing skills is to have them keep journals or diaries. The translation sites on the Internet may not be perfect, but they're getting better all the time. And they're certainly much faster than using a dictionary.

e. **Develop a Vocabulary Book**

Again, this requires some planning in advance. Developing vocabulary books will depend on the situation.

With one-on-one adult tutorials it is a straightforward exercise. With young children it is best done as a class activity so that everyone is, literally, on the same page. With beginner students, you'll find that they may want to develop personal vocabulary books to reflect their personal interests.

Do you want your students to write down each new word as they learn it or do you want them to separate new words into categories? Do you want them to use cellphones, tablets or notebooks to record words? While paper may be outdated in some contexts, it can still reinforce the written word.

f. **Start with The Pronouns**

English is a pronoun based language: I, me, you, he, she, it, us, them. With children you can use flashcards with pictures. Older students will have written materials before, so the focus is getting them to memorize the words. Pick key topics for fluid conversation. For example, you could help them to create a pronoun chart. Another essential set of words are the 5-Ws: who, when, where, when and why. Again, create a chart and get them using the words regularly.

g. **Introduce The Most Important Verbs**

The Oxford English Dictionary has identified the most frequently used verbs. Beginning students can start

working with common verbs like be, have, do, say, get, make, go, know, take and see. The problem with verbs in most languages—and English is no exception—is conjugation. This is where you link the verbs back to the pronouns.

h. Pick out The Most Important Nouns or Objects

Different students will have some nouns or objects that are most important to them. Again, this goes back to your big picture planning. Developing noun clusters is one way to start. Categories such as food, sports, clothes and holidays fit nicely into this approach. Link it back to the vocabulary book and make sure everything is recorded so that students can review it all later.

i. Speak in Sentences

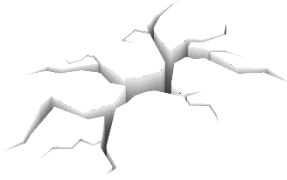
As soon as beginning students understand the very basics, move towards speaking in simple sentences. Knowing things in isolation is of little value when it comes to understanding English. Memorizing the names of all the colors is a waste of time if students don't use the words in full sentences. "I see the book" may sound very elementary—which it is—but it's a sentence. When beginning students can start to put pronouns, verbs and objects to real use, they're closer to being able to move up to the intermediate level.

j. **Begin Each Class with A Review**

Rather than launching into new material, take the time to review the material that was covered in the last lesson. With children it might be getting them to identify the names of food from photos. With adults it could involve asking them about what they learned in the last lesson.

The review is also a way to evaluate how much your beginner students are understanding. If they can't remember words or sentences you may need to slow down. On the other hand, if they can rattle off everything from the last lesson, you may have to pick up the pace so that they don't get bored. Repeat, repeat, repeat. This is the way babies learn to talk and it doesn't differ all that much as we get older.

That's where the concept of getting students speaking from the beginning comes into play. With older students, all this is effectively reinforced with vocabulary books and diaries.



CHAPTER 4

CLASSROOM MANAGEMENT



A. Successful classroom management

Classroom management refers to the ways in which student behavior, movement and interaction during a lesson are organized and controlled by the teacher. If we want to manage classroom effectively, we have to be able to handle a range of variables. These include how the classroom spaces is organized, whether the students are working on their own or in groups and how we organize classroom time. We also need to consider how we appear to the students, and how we use our most valuable asset – our voice.

The way we talk to students – and who talks most in the lesson – is another key factor in classroom management. We also need to think about what role, if any, there may be for the use of the students' mother tongue in lessons. Successful classroom management also involves being able to deal with difficult situations. Here are some tips in classroom management:

1. Create Classroom Rules

a. Remember Names

When teaching any learners for the first time, it is vital to develop rapport with these students. The same can be said for young learners. One way to develop rapport is to remember the names of your students. This could be achieved by getting students to make name cards which could then be propped up at their desk or you could draw the classroom layout and write down the names of the students on this.

When nominating students to answer a question, call them by their name. This will make the young learners feel that their teacher cares about them and is working with them. Once you know the names of your students, generated some rapport and feel comfortable with the learners, you could then progress towards classroom rules with students.

This will lay the foundation for positive and appropriate behaviour in class and will reinforce what is acceptable and unacceptable in class. It is vital that teachers make students aware of what is expected. One way to do this is by developing classroom rules.

b. Students' Names

Make two sets of name tags – one for the child's table space or desk, and one for the child to wear around the neck to special classes. Hang name tags on a hook by the door.

c. Students Created Rules

You could put students into small groups or pairs to work together and developing a poster based on classroom rules. Review some of the rules as a class and establish a final classroom poster based upon the input from all students.

Put it up in one corner of the room and refer to it when reminding students of acceptable behaviour and whether they have broken a rule. You could ask students what would happen if a rule is broken while creating the final version of the rules poster.



Photo Collection by author

d. Class Contract

This is quite a popular idea for creatively developing rules for the class. Instead of creating a list of rules to be displayed in the classroom, you work with the students to

create a contract for the class: one for the Student Class Contract and another for Teacher Class Contract. Here is an example contract for both student and teacher below.

The Students Will :

- 1) Arrive to class on time.
- 2) Speak english during the lesson.
- 3) Refrain from using their smartphones in class.
- 4) Put their hand up when asking a question.

The Teacher Will :

- 1) Start and finish class on time.
- 2) Give homework on wednesday and thursday.
- 3) Give students feedback on speaking activities.
- 4) Have a game at the end of the class.

e. Set Up Routines

It is important for any young learner class to develop routines for the benefit of the students. It will make the delivering of lessons easier and students will feel at ease. There are a couple of things which will help you keep control of the classroom if you incorporate them into your routines. Here are some ideas to include throughout the lesson as part of a routine.

- 1) Before letting students into class, they could line up quietly outside the class.
- 2) When you let them enter the class, you could say hello to the student and ask a question such as "*What did you do last night?*" This will get students into English.

- 3) Once students enter the class, they must put their coat away and their bag under their chair, find their name on the desk and sit down quietly. This takes a bit of training but before you know it the students will be doing this automatically.
- 4) Start the lesson with a vocabulary review from the day before for five minutes. You could have a game or competitive activity (back to the board, picture and flashcard matching task, etc.).
- 5) Have a wind chime or whistle to indicate a change in activity or to get the attention of all learners. You could also get students' attention by saying "*1, 2, 3 [teacher] eyes on me [all students]!*"
- 6) Students sing a tidy up song or rhyme when clearing their desk and cleaning the classroom.
- 7) Before the students leave the classroom, stand by the door and say goodbye to each person and high five them.

f. Promote Positive Behaviour

One of the more complicated issues surrounding young learners is classroom management and the promotion of positive behaviour. It is crucial for students to see that their positive behaviour is recognized and rewarded.

You could reward students with a movie at the end of the week or with a game at the end of the class – when I was teaching in South Korea, one teacher rewarded the kids with sweets. Nowadays, there are some wonderful applications available now to monitor and encourage young learners.

g. Behaviour Chart

Another idea to promote positive behaviour is to create a behaviour chart (see image on the left) which will encourage students to work towards a goal. The idea behind a behaviour chart is to remind students what is acceptable and unacceptable behaviour.

All students have a named clothes peg and they are all attached to "Ready to Learn". If a student works well and uses English to ask something to a friend, their peg moves up. If a student doesn't complete the task set or reverts back to L1 during a speaking activity, then their peg moves down.

You could set an objective and say *"If 15 students end on 'Super Student' by the end of the class, then you will be able to play a game/watch a movie/etc."* This will motivate students and encourage learners to participate and use English in class.

h. Compliment Learners

This may not so obvious but learners, especially those who are younger, need constant encouragement and one way is to compliment the learners for anything: effort, participation, pronunciation, use of English, etc. If you are learning a language, if a teacher compliments you on one area, it will encourage you try harder.

If you receive no recognition then it is likely to demotivate you. So I would highly recommend any teacher to compliment learners in class and do not just compliment one individual all the time as this will cause issues as well. Try to compliment all the students at the same time: "Juan,

your speaking was really fluent this time and Jose your pronunciation was very good. Maria, I thought your accuracy was very good.”

i. Be Yourself

It is easy for teachers to fulfill the role as a teacher in the class but then lose sight of being themselves in class. For example, teachers could easily fall into the role of an autocratic teacher, telling students to complete worksheets, setting up tasks and then before you know it, the students are just automatically following what is set in class with minimal engagement. I would recommend teachers to be natural and themselves in class.

This does not mean that you lose authority in class or the students end up dictating what is happening in class but the students learn more about the real you and then they can also be themselves. There are obviously times when you need to control the classroom or act in a particular role during the lesson.

j. Enjoy Teaching Children

Teachers could be doing everything right in class (games, routines, etc.) but still not really be connecting with the young learners. If you do not enjoy teaching children, then there is not a lot that can be done. There are some wonderful teachers who are very good at teaching adults but dislike children but then I have also met teachers who are wonderful with children and not very good teaching

adults. If you enjoy teaching children, then you are already halfway there.

2. Students' Seating

- a. The way the students are seated in the classroom will often determine the dynamics of the lesson. Indeed, a simple change in the seating pattern can make an incredible difference to group coherence and student satisfaction. In many cases the seating has been a crucial element in the success or failure of the lesson. In some cases, the desks are fixed to the ground or the school has strict rules about not moving the furniture.
- b. Student numbers are also going to be an issue. Teachers have different preferences for seating arrangements – each group is seated round small tables is often one choice. This is probably the best option for the larger classes.
- c. For smaller numbers, I think the horseshoe shape, which I find has all of the advantages of groups, and none of the disadvantages. A horseshoe may be desks in a U-shape with a hollow center, students in a semicircle on chairs with armrests and no desks, or students seated around three sides of a large table, with the teacher at one end. In any case, whatever seating pattern you choose or is imposed on you, the class is likely to be more successful if you keep the following principles in mind.

3. **Try and maximize eye contact** : Make sure students are seated at a comfortable distance from each other. Think *in advance about how you will organize changing partners or changing groups.*

4. Teacher Talk & Drawing Attention

- a. Don't speak when children aren't listening and ready. Wait!
- b. Establish a signal for getting the group's attention ; (1) turn off the lights, (2) clap a pattern with your hands, (3) Say "Freeze!" and everyone halts right where they are, like a statue. Then say "Melt!" when you are ready for them to move again.
- c. Practice numbers, in the beginning, even when children are doing well, just so they get the idea of how to respond to your signals. Then praise them. Example: "One, two, three eyes on me" .
- d. Establish good listening habits for story time. Sometimes we read and listen, and sometimes we read and discuss, but we always listen.
- e. Communicate positive expectations to students: convey confidence in students' ability to do well and maintain high expectations.

5. Giving Instruction

- a. Use puppets to help with classroom management. Puppets can whisper in the teacher's ear, and they can write messages to the class.
- b. Compliment leadership in students. "Oh, I like the way Antonio is ready!" will cause everyone to turn to look at the ready student and to get ready also.
- c. Use the same standards for everyone – no favorites!

6. Using Pair and Group Work

One of the successful ways, if the teacher is resourceful and skillful enough, to motivate his/her students to participate in the lesson is to use “pair work” or “Group work” appropriately. Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all or both learners. In fact, learners can help each other while working on different types of tasks such as writing dialogues, interviews, drawing pictures and making comments about them, play roles, etc.

7. Setting Time Limits

- a. You should set time to each activity when you are planning your lesson so that you would know if you would be able to finish your objectives or not.
- b. You should tell your students about the time assigned for each activity when you give them a task to do in class.
- c. Your students should gradually be aware of the importance of the time issue and respect it.

8. Role Play

This is a technique to vary the pace of the lesson and to respond to the fundamental notion of variety in teaching. Teachers are advised to use the role- play activity in order to motivate their students and to help the less motivated learners take part in the lesson.

Besides, certain tasks in the student’s book are followed by a role- play activity where it becomes a necessity to undergo such an activity. As good examples of that we can state: the hide

(item) and guessing game, dramatizing an interview of customer and shop assistant, doctor and patient conversation, etc.

9. Tasks for Early Finishers

This especially happens when students finish an assignment while other students are still working on it. That's why you need to include an "early finisher" activity with every assignment. Think in advance for possible activities, options including extension activities related to the current topic, journal writing, silent reading, and educational games.

10. Whole Class Feedback

Take a look at the following classroom exchange: Whole class: *He bought a sandwich.* (Sea of noise in which the teacher hears the answer) Teacher: *And number 4?* Whole class: *He drank orange juice.* (Sea of noise in which the teacher hears the answer) Sound familiar? How many times have you done feedback like this? Probably many.

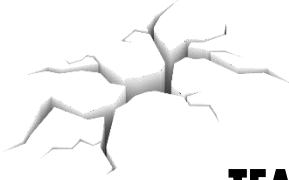
Why do we fall into the pattern of getting feedback in this way? Is it the easiest way? The quickest? I began to realize that generally it was only the stronger or the more confident students who would shout out the answers. When I looked at individual student's work, I saw that they didn't always have the correct answer and, more importantly, they didn't know what the correct answer was. Feedback is better checked through each student's response on a written form paper.

11. Using Whiteboard

Make sure students easily see the board. Have your lesson objectives clear for your students. Write them on the board or get the kids to know them at the beginning – by the end of this lesson I will have learned. These clear objectives provide a guide to what you want to achieve and can be the basis of the lesson structure. A map on the board can help to show the kids where you are going with the lesson.

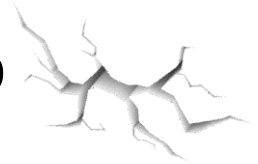
12. Use Flashcards

One recommendation for any young learner teacher is to make and use lots of flashcards in your classes. If I had been told about using flashcards in class before teaching children, it would have made my life a lot easier. There are some great games you could include in class with flashcards and I would urge any new teacher to do this. It does take some preparation to compile your own flashcards: you have to print them out, maybe colour them, and laminate them so you can reuse them.



CHAPTER 5

TEACHING LISTENING TO YOUNG LEARNERS



Speaking and listening are very much interrelated. With listening, learners need vocabulary, grammar and pronunciation knowledge to negotiate the meaning of someone's message. Whereas with speaking skills, learners need to actively produce the language themselves to share their message with others. Listening develops before speaking. Children have to understand language in order to acquire it and only then will they try to produce it. They call this 'the primacy of listening' (Heidegger 1962 p.204).

Although, mostly within very young learners (children up to 4 years), the various skills seem to develop in parallel. The younger your learners are, the more similar the process of L1 and L2 are. For both listening and speaking, meaningfulness is key. It's all about the meaningful, relatable outcome of the task and the authenticity of the activity.

A. Why Teach Listening Skills?

There are countless reasons why learning to become a good listener is important: not just in terms of developing critical thinking abilities, but also learning to be an

empathetic human being. Some such reasons include (but are not limited to) the following:

1. When we listen effectively, we open ourselves up to opportunities for learning and **personal growth**.
2. As good listeners, we improve our ability to **think critically**, by being able to fully engage in a more informed way.
3. Displaying the attributes of a good listener makes space for others to be able to express themselves openly, helping to **build relationships** and exchange ideas.
4. True listening helps **avoid misunderstandings**, and limits the potential for just talking past one another.
5. When really listening to the thoughts and ideas of others, we can **develop empathy** and compassion.
6. If the above goals are reached, we set students up to be more active learners, effective communicators, and attuned critical thinkers.

But how do we practically do so in the classroom?

When teaching speaking to your young learners, keep in mind that they might not be very able communicators yet in their first language. Also, children experience a very small world, it's all about them, their family and maybe what they do in class. For example, in their first language, or L1, they might talk about what they like, don't like, what they usually do.

All their talk is related to real-life and, for them, it's familiar, and personalized. They rarely initiate conversations with adults unless they want something. Given that children mostly talk about things they are interested in and what relates to their worlds, those

are the typical topics they respond to. As we said earlier, in L1, children acquire a wide variety of vocabulary at great speed around the age of 2 and by the time they are about 5 they have about enough language to show grammar control and lexis needed for basic daily social interaction.

B. Classroom Technique and Activities

As teachers, we always hope that our students are listening carefully to our lessons and assignment instructions. Unfortunately, we find that sometimes they aren't paying close attention to what we're saying and this can affect their learning. This becomes a problem when they miss key information during instruction. It's a good idea to take some time to explicitly teach listening skills so that students retain more of the information we are giving them.

How do we do that? These 8 actionable ways to teach listening skills in the classroom will be just the ideas that you need. Your students will gain knowledge of what it looks like and feels like to be an active listener, engaged and responsive to a speaker, and able to complete a task by following directions. By taking the time to practice good listening skills with your students, I'm sure you will find your job just a little bit easier.

1. Total Physical Response (TPR) activities

According to Asher (1977), he studied the way very young children acquire language. He wondered why very young children were so good at developing language skills when students in college and university classes had so much difficulty.

He observed that that babies spent the first year of their life just listening to language. He noticed that although infants aren't speaking, they are still active users of the language because they are physically responding to what has been said. Asher took his finding and developed a method which is known as Total Physical Response (TPR).

Learners physically respond to oral commands which are given. Just as with babies, learners are expected to respond non-verbally to commands before they are expected to speak. The teacher usually gives an oral command while she demonstrates it. For example, she may jump while she says the word jump.

The learners follow along with the commands and only speak when they are ready. When they first begin to speak, they repeat the commands given by the teachers. TPR has several positive aspects. First, it utilizes the auditory, visual, and tactile learning channels. The learners listen and watch as the commands are given. Second, TPR helps to teach children to follow directions and listen attentively two important skills for academic success.

Third, in keeping with developmentally appropriate notions or thoughts, children are allowed to listen and then choose when feel comfortable to start speaking. Fourth, this method can easily be adapted in many different ways for young learners.

TPR songs and fingers plays: TPR can be used with songs and finger-plays. Finger-plays are little chants that children say while moving their fingers and /or hands. One of the most popular finger-plays is "Head and Shoulders". At first, you chant the finger-play as the children use their hand and their

fingers to point to the correct body parts. After they understand the chant, the children can chant and point the finger-play.

Example:

*Head and shoulders, knees and toes, knees and toes,
Head and shoulders, knees and toes, knees and toes,
Eyes and ears and mouth and nose,
Head and shoulders, knees and toes, knees and toes,*

TPR Storytelling : TPR can also be used in conjunction with storytelling. It works especially well with stories where sentence patterns are repeated, and tell the story using puppets or storytelling pieces. Storytelling pieces are pictures of characters and different items in a story that children manipulate or move around as the story is told.

YES / NO Card : When using TPR YES/NO cards, we can easily measure children's listening capacity. When using YES/NO cards, children are asked questions and then respond by showing a yes or no card. As a teacher, we can look around and see how many children were able to comprehend the question and answer it correctly. We can then adjust our questioning to meet the needs of the learners in the classroom by making the subsequent questions easier or more difficult.

Another advantages to using yes/no card is that the adjustment to instruction can take place instantaneously unlike written assignments where it is necessary to wait and look at everyone's work before adjusting the language level and questioning level to meet the needs of the learners.

TPR Drawing: All of the children can be given the same instructions but should be given latitude in how they carry out the instructions.

2. Model Good Listening Strategies

In front of the classroom, play a short game of Simon Says with one child volunteering to be “Simon” and you are the game player. Model good listening strategies such as looking the speaker in the eye, repeating the directions to yourself (aloud so they can hear you), not starting until you’ve heard all the instructions (say aloud, “Ok, he’s finished giving me the instructions so now I may begin”), and speak aloud what you’re going to do as if you were picturing it in your mind before doing it.

After “Simon” gives you a few short instructions, ask the class to tell you what they witnessed you did well. Write their answers in a thinking map on the board. Classroom meetings are another great opportunity to model and practice listening skills. The class sits together in the circle and takes turns sharing their thoughts and feelings on the topic being discussed. Children are encouraged to look at the speaker and listen to what they say.

3. Partner Conversations

Pair children up and give them a general discussion topic. Each child takes turns being the speaker or the listener. When the speaker is finished speaking, have the listener repeat one of the speaker’s main points, and offer them a compliment.

Having “Think, Pair, Shares” during lessons and discussions is a great way to practice receiving and sharing what is heard.

4. Teach “Whole Body Listening”

A much-used concept in the early primary grades is “whole body listening.” In whole body listening, a student practices keeping particular key parts of their body focused on the speaker. Their eyes are watching, ears are listening, brain is focused on the speaker’s information, mouth is closed, shoulders are squared toward the speaker, heart is caring about the message, hands are folded or in lap, feet are still on the floor.

In other words, they are actively “listening” with their entire bodies. Teach your whole class this concept and practice it as a group, before expecting them to put it into practice.

5. Daily Listening Activities

One way to see a marked improvement in your students’ listening skills is to give them short, daily skills practice. Any daily practice should be fun, and practical. In this case, the skills should include encouraging kids to focus on oral instructions, visualizing the tasks given, and completing them accurately. Give them short instructions verbally for completing a task, or two or three tasks in succession (depending on their age/cognitive development), and have them practice listening and completing the tasks without repeating the instructions.

One idea for this activity is to have them pull out a blank sheet of paper and give them instructions. For example, “Draw a large brown oval in the center of your paper. Add an orange letter V in the center. Use a black crayon to draw two large

circles, side by side, above the V" (and they end up with a basic sketch of an owl on their paper that they can finish drawing details and color on their own).

6. The Storytelling Listening Game

In this game, you start a story with a beginning phrase, and then each child in the classroom adds one word to the story in turn. Students must be active participants and follow the story closely so that when their time comes to add a word, the story will make sense. Another way to practice this is by playing a traditional game of Telephone where a message is passed around the room to see if it stays the same.

7. Storytelling Pods

Sort children into groups of three. In these "pods," they are to play the storytelling game, only in successive story events rather than one word. For example, the first student starts with an event such as "The rabbit found a carrot in the garden." Then the second student adds an event that happens afterward in the story, such as "The carrot was too big to carry." The third student adds, "So the rabbit put it in a wagon to pull it to his burrow."

After the time is given for the pods to come up with their three-event stories, instruct the students to move to a new pod. In those groups, they must retell their stories with perfect accuracy to their new pod members.

8. 20 Questions Listening Game

In this classic game, lots of listening skills are practiced without even explicitly calling it a “lesson in listening skills”. Play this game any time you feel you need subject review, and practicing listening skills at the same time! For instance, tell the class you are an item that starts with a certain letter, a fictional character, or a Science object you’ve recently learned about. Have them ask you 20 yes/no questions to try to figure out what you are.



Get Your Young Learners to Listen

- a. **Think Active, not Passive** : Don't mistake receptive for passive. Listening is receptive in the sense that students receive input in the form of audio (contrary to speaking or writing which is productive), but students should still be active in their listening and actively engaged. For ways to keep young learners actively engaged, keep reading.

- b. **Choose Engaging Listening Tasks :** The types of listening tasks you'll give your young learners are very different from what you'd give adult learners. Adult learners often listen to dialogues and answer comprehension questions. Although you may try to do this with young learners, they will seldom be engaged by listening to conversations. So what types of listening tasks engage young learners? First, they must be age appropriate. Second, what do children love? Songs, stories and videos.

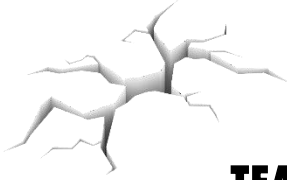
- c. **Do Several Listening with Different Types of Tasks:** Whether you choose a song or story to have them listen to, or a video to watch, have them listen to it several times and give them a different type of activity each time. For example, you decide to play the audio for or read a short story. The first listening should help them grasp the general idea of the story, who the characters are and what they do. Next, they should listen again and do a gap-filling exercise. Finally, they should listen one last time and complete one more activity, which may be a drawing based on the story or a writing assignment if they're old enough.

- d. **Consider all the Types of Activities They Can Do.** Young learners can do several things with a listening exercise:
 - 1) They can listen and produce something based on what they heard, such as a drawing, a clay model or any type of craft.
 - 2) They can listen and repeat or mime
 - 3) They can listen and predict what will happen next.

- 4) They can listen and reply, as in a conversation where they hear only one side and respond to what the speaker says.
 - 5) They can listen and write a story or summary about what they heard.
 - 6) They can listen and match, fill in gaps or complete any type of worksheet based on the listening.
 - 7) They can listen to a story as model for pronunciation and then read the story themselves
- e. **Be a Model!** : Remember that you don't necessarily have to play an audio file in MP3, CD or video for effective listening practice. You can read something out loud, too! The importance lies not in the format of the audio, but rather in the content – make sure it's an engaging story or activity, and they'll be hooked!
- f. **Make It Familiar** : Young learners can be great little listeners, but they need to listen to things they are familiar with, or they'll tune out. Children are typically familiar with things that other kids and families do. They may be interested in what kids in other countries do but be careful with the accents. If they've been largely exposed to an American English accent, they may not understand a kid from Northern Ireland talking about a typical festivity or holiday. They may not understand accents from other regions.
- g. **Introduce New Vocabulary**: With older children, you may want to open a window to the rest of the world, and show them

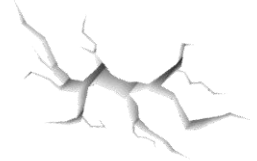
things they wouldn't ordinarily see. But make sure you introduce new vocabulary and explain the context, whether it is a local tradition or festivity, before you actually play the video.

- h. **Always Include Listening:** While it's great to plan activities that are specific for listening practice, try to include listening in most of the things you do, like games, for example. When students are engaged in the activity you set forth, you can bet they will prick up their ears and listen to every word you say.
- i. **Choose Songs Carefully :** Children love to listen to and sing songs. But the latest Lady Gaga tune may not be the best song for our goal. What is our goal? Let's consider first what it is not. It is not to teach them how to sing the songs they like. Our goal is to use songs to help teach the language and help them improve listening skills. So with this in mind, choose songs that are easy to understand and contain language students are familiar with. It is also helpful if songs are related to something you have taught, whether it is vocabulary or grammar. For instance, after a lesson about animals, the logical choice for a song is Old McDonald. Finally, songs with lines that repeat or those that have actions students can do are also great choices.



CHAPTER 6

TEACHING SPEAKING TO YOUNG LEARNERS



A. What is Speaking?

Speaking, as it relates to young learners, is one way for them to play, in this case, playing with words and sounds. There are many different ways that children play with words and language, beginning with the tickling rhymes that they hear as babies and continuing with other sorts of play which involve both the form and meaning of language. Play is vital and important aspect of child's development and language is part of that play.

Children also experiment with the language when they are with their parents, family, siblings, and friends. They experiment and play with the utterances that are made to form words and phrases, such as "bye bye" and integrate these words and structures into their real and imaginary play. Children are good interpreters.

They learn the power of their spoken words. They observe how a word can impact an adult's feeling and how they respond to that kind of words. They learn that, although they may be physically small and weak, their words can be used to provide joy,

and also the opposite. A child learns that a simple utterance such as "I love you, Mommy" can delight a parent.

They also learn that some words can cause hurt feelings and bruised egos, and they use it as a weapon. So, in my opinion, if their adults pay attention more to them when they speak bad words than when they speak a good one, they will use it as weapon to get attention. Preparing children to communicate Paul (2003: 77) lists several principles that teachers need to consider in preparing students to communicate in English:

1. Introducing and practicing patterns in ways that feel meaningful to the children, such as in games, in situation where the children genuinely want to express themselves, and through personalization.
2. Practicing new patterns in combination with the other patterns the children have learned, so the children can internalize them more easily.
3. Giving the children many opportunities to guess how to use the patterns flexibly in novel situation.
4. Giving the children confidence to speak out in front of others by talking independently with other children and the whole class.
5. Building the children's inner strength to deal with confusing and novel situations, by presenting them with puzzles to overcome and solve, and making sure they are finally successful.
6. Focusing on the question forms of new patterns, so the children can ask about things they do not know. They can learn Who is it? before or at the same time as learning, It's a cat, and, What's she doing? before or at the same time as learning She's sleeping.

B. Classroom Techniques and Activities

In the classroom, speaking is usually reproductive and imitative and activities aim at the production of closely supported accurate output. Opportunities for young learners to experiment with the language and to use it productively outside of fixed dialogues are often rare.

However, developing fluency and basic speaking competencies requires more than just producing memorized chunks of language. In order to progress in their acquisition of the target language and to become truly communicatively competent, learners also need to be able to use language spontaneously and creatively. Here are some activities in the classroom to get the language learners talking

1. Who's Telling the Truth?

Have each student write three facts about themselves that nobody in the class knows on a piece of paper. Make sure each student includes their name on the top of the page. Collect the sheets of paper and bring three students to the front of the room. Read aloud one of the facts that is true for one of these three students.

All three claim that the fact is theirs, and the class then proceeds to question them in an attempt to determine who is telling the truth and who is lying. Each student is allowed to ask one question to one of the three students. After a round of questioning, the students guess who is telling the truth.

2. Variations on The Game Taboo

For variation 1, create a PowerPoint presentation with a noun on each slide. Have one student come to the front of the room and sit with their back to the PowerPoint. The rest of the students take turns describing the words on the slides, and the student at the front has to guess them.

For variation 2, separate the students into groups of four or five. Place a pile of cards with random nouns in the center of each group. Have students take turns describing a noun for their group members to guess. The group member who guesses correctly keeps the card, so there's competition to see who has the most cards at the end of the game.

Variation 3 is for advanced speakers. Separate the class into two teams. Students are given a word to describe to their teammates, in addition to a list of words that they cannot use in their description. Each student should have two to three minutes to see how many words their teammates can guess.

3. Descriptive Drawing Activity

Pair up the students and give each student a picture, placing it face down so partners cannot see each other's cards. They must describe the picture for their partner to draw.

4. Comic Strip Descriptions

Give each student a portion of a comic strip. Without showing their pictures to one another, the students should attempt to describe their image, and put the comic strip into the correct order. After about 10 minutes, the students can guess the order, show one another their portion, and see if they were correct.

5. Secret Word

Students are given a random topic and a random word that is unrelated to the topic. The students must hide the word in a speech about the topic—they're trying to make sure the other students can't guess the secret word. The other students listen carefully to the speech and attempt to guess the secret word.

6. Debates

Give each student a piece of paper with "agree" written on one side and "disagree" on the other side. Read aloud a controversial statement, and have each student hold up their paper showing the agree or disagree side depending on their opinion. Choose one student from each side to explain their position and participate in a short debate.

7. Impromptu Speaking

Prepare a list of topics that students will be able to talk about. Split the class into two teams, and have each student choose a number—that's the order they

will go in. Each student will respond to a statement without preparation. They must continue speaking for 45 seconds. As the student is speaking, the other team listens for moments of hesitation, grammatical mistakes, and vocabulary mistakes. If the other team can correctly identify an error, they get a point.

8. Desert Island Activity

Give each student a piece of paper and tell them to draw an item—any item. Collect the drawings and pass them out again; no student should receive their own drawing. Next, tell the students that they've been stranded on a desert island, and only half of the class can survive and continue to inhabit the island. The only thing each student will have on the island is the item depicted in the drawing given to them, and their goal is to convince the class that they should survive based on that item.

9. Storytelling Activity

Bring four students to the front of the classroom. Three of them should sit in a row, and one should stand behind them and act as a controller. Give the controller a stack of cards with nouns written on them. The controller will hand a noun to one of the three students, who will start to tell a story. The student continues telling the story until the controller decides to hand another noun to another student, who will then take over the story.

10. Two Truths, One Lie

Each student should write three statements about themselves on a piece of paper. Two of them should be true, and one should be a lie. Students read their three statements, and their classmates question them to try to determine which statement is a lie.

11. True/false storytelling

Give each student a piece of paper with either "true" or "false" written on it. Each student should tell the class a story that is true or false, depending on which word they received, and the class must guess whether it's true. To add to the activity, you can allow the other students to question the student telling the story.

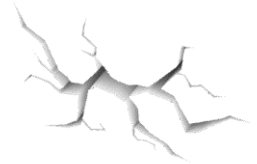
12. I Have Never.

All students in the class should start this activity holding five fingers in the air (you can use less fingers to do this more quickly). The student who goes first tells the class one thing that they have never done. The students who have done that activity should put a finger down, and tell the class a story about this activity. A student is out of the game when all of their fingers are down.



CHAPTER 7

TEACHING READING TO YOUNG LEARNER ;



A. Teaching Reading to Young Learners

Teaching young learners is different from teaching adults. Young children tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than adults to do things that appeal to them. In addition, Young children are highly motivated to learn language. Young learners are curious, like to seek teacher approval, tend to be bored very easily, and do not like sitting and listening for a long time.

However, the curiosity and sufficient notices and appreciation from their teacher will motivate them to do something. Furthermore, they require constant changes of activities; and they need to be involved in something active and appreciated by their teacher. Students will be more successful if teachers match the teaching style to their learning style. Young learners may prefer either visual (seeing), auditory (hearing), kinesthetic (moving) or tactile (touching) way of learning. These learning styles will then lead to different approaches or methods used by teacher in the classroom.

Furthermore, in order to support English language teaching in the classroom, teachers should have some competencies, especially the competencies to teach English to young learners. Linse (2006) mentions three characteristics of competent EYL teachers. The characteristics are as follows:

1. Young Learner teachers need to have a very good language skills because they provide the main language input for children who may have limited exposure outside the classroom. They need good interaction skill in order to use the kind of activity based and interactive methods which seem most suitable for young learners. They also need a flexibility to be able to adjust their language to the children's level. Knowledge of English so they can provide feedback, and a rich knowledge of the culture so as to get children interested,
2. Young learner teachers need a knowledge of how children learn foreign languages and appropriate teaching strategies for teaching English so as to create interest in learning English and
3. Yung learner teachers need to have knowledge of children's cognitive, linguistic and emotional development as these impacts on their foreign language learning.

Pre-Literacy Skills

Children begin acquiring the skills they need to master reading from the moment they are born. In fact, an infant as young as six months old can already distinguish between the sounds of his or her mother tongue and a foreign language and by the age of 2 has mastered enough native phonemes to regularly produce 50+ words.

Between the ages of 2-3 many children learn to recognize a handful of letters. They may enjoy singing the alphabet song and reciting nursery rhymes, which helps them develop an awareness of the different sounds that make-up English words. As fine motor skills advance, so does the ability to write, draw and copy shapes, which eventually can be combined to form letters.

There are plenty of ways parents can encourage pre-literacy skills in children, including pointing out letters, providing ample opportunities for playing with language, and fostering an interest in books. It can be helpful to ask a child about their day and talk through routines to assist with the development of narrative skills. Visit your local library and bookstore as often as possible. The more kids read with their parents, teachers and caregivers, the more books become a familiar and favourite pastime. Young children should be encouraged to participate in reading by identifying the pictures they recognize and turning the pages.

B. Methods for Teaching Reading

1. The Phonics Method

The smallest word-part that carries meaning is a phoneme. While we typically think of letters as the building blocks of language, phonemes are the basic units of spoken language. In an alphabetic language like English, sounds are translated into letters and letter combinations in order to represent words on the page.

Reading thus relies on an individual's ability to decode words into a series of sounds. Encoding is the opposite process and is how we spell. The Phonics Method is concerned with helping a child learn how to break words down into sounds,

translate sounds into letters and combine letters to form new words. Phonemes and their corresponding letters may be taught based on their frequency in English words.

The phonics method is probably the best known and widely used method to teach reading and writing in the English language. This approach generally emphasizes teaching children to match individual letters of the alphabet with their specific English pronunciations, with the idea that if children can “sound out” or decode new words, they will be able to read independently. They then will be able to blend two letters together to make simple words then three letters, then four and so forth.

Decoding is the process of identifying the written words using the alphabetic code to determine pronunciation and meaning. Phonics generally involves teaching children the sound-letter relationships used in reading and writing. A related type of knowledge, phonemic awareness, involves children understanding that speech is made up of individual sounds, including such things as the ability to tell if two words begin or end with the same sound, and the ability to focus on the form of speech apart from focusing on its meaning or content.

Phonemic awareness is also important for literacy development and frequently taught with phonics. Phonics is often taught in a rather mechanical way with the children memorizing a lot of rules, doing a lot of repetition, and reading and writing sentences that have little personal meaning for the children. It can be very dry, boring, and demotivating, if done in isolation, so it is probably preferable to incorporate five or

ten minutes of concentrated phonics work inside other activities, such as story reading, class joint writing, song and rhymes, and others.

Moreover, when phonics is introduced in a more child-centered way, it can be a wonderful tool for giving the children a confident, positive, and adventurous approach to reading. The “active phonics”, which involves a lot of games, as follows. The children play and play, moving through a phonic sequence which fits together and makes sense, discovering and linking each stage of the sequence as they go along.

This can give children the confidence to take risks and learn from mistakes. It can make words in the Roman alphabet much more approachable, encourage the children to notice patterns they can use to read and write new words, and most important of all, active phonics can help the children smile and have a lot of fun. Direct systematic phonics programs are the most effective way to teach children to read. The programs effectively build the essential foundation for higher level proficient reading skills.

Learning phonics can give EFL learners the confidence to try and read words that would otherwise feel alien and distant, and it can give them the motivation to approach a book with a positive attitude.

2. The Whole-word Method

This method teaches reading at the word level. Because it skips the decoding process, students are not sounding out words but rather learning to say the word by recognizing its written form. Context is important and providing images can

help. Familiar words may initially be presented on their own, then in short sentences and eventually in longer sentences.

As their vocabulary grows, children begin to extract rules and patterns that they can use to read new words. Reading via this method is an automatic process and is sometimes called sight-reading. After many exposures to a word children will sight-read the majority of the vocabulary they encounter, only sounding out unfamiliar terms. Sight-reading is faster and facilitates reading comprehension because it frees up cognitive attention for processing new words.

That's why it is often recommended that children learn to read high frequency English vocabulary in this way. The whole word approach starts from word level, with children looking at single words on cards to encourage rapid whole word recognition. In the Whole-word approach, the children learn words such as cat, dog, or ship as whole, independent words. Other experts call this approach as sight word or look-say method, which teaches children to recognize whole words or sentences rather than individual sounds. Flash cards with individual words written on them (which are often accompanied with related pictures) are used for this method. Many children actually memorize the spelling.

Whether or not the children picture the word as a whole or memorizing the spelling, the important point is that they are learning independent words and are not focusing on the connections between one word and another. The children may practice reading by drawing pictures next to words, by coloring the pictures, and even putting the words in puzzles, and these

methods certainly do a lot to increase the children's retention of the words.

But the children are still focusing on independent items of knowledge rather than underlying patterns . The term "key words" was used because the sight words taught were taken from the most frequently used words in English. This can help children quickly identify such common function words as of, and, for, and the.

These words do not have clear lexical meanings but create meanings when they are used with content words. In learning to read, these words are probably better, and more easily, learnt through multiple encounters in contexts of use, rather than separated from other words on a card.

3. The Language Experience Method

Learning to read nonsense words in a black-and-white activity book is not always the most effective approach. The Language Experience Method of teaching reading is grounded in personalized learning where the words taught are different for every child. The idea is that learning words that the child is already familiar with will be easier.

Teachers and parents can then create unique stories that use a child's preferred words in different configurations. Children can draw pictures that go with them and put them together in a folder to create a special reading book. You can look for these words in regular children's fiction and use them to guess at the meaning of unknown words met in a context – an important comprehension strategy that will serve kids in later grades.

The Language Experience approach (LEA) starts children reading at sentence level, and its key feature is the child's use of his or her own experience as the topic of the texts. This approach builds upon the notion that if children are given material to read that they are already familiar with, it will help them learn to read.

Typically a class of LEA would follow a series of steps like this: (1) The student or class dictates a "story," usually based upon an experience they have had, that the teacher writes down on a large sheet of paper; (2) the teacher then reads the story to the class (this "reading" may be repeated several times until the children are familiar with what have been written); (3) depending on their level of ability and needs, the class will be engaged in various extended activities based upon the original story, including focusing on individual words, letters, or meanings of various parts; 4) finally, the children are expected to move from the stories they have dictated toward being able to read those written by others.

Because the children have "composed" the stories themselves, there is a close match between their knowledge or experience and the texts they read. There is an approach called Whole Language approach which has almost the same characteristics as the Language Experience Approach. Advocates of the Whole Language approach believe that reading is part of general language development, not an isolated skill students learn apart from listening, speaking, and writing.

Teachers in whole-language classroom seldom use textbooks; instead, young students write stories and learn to

read from their writing, and older students read literature that is closely related to their everyday experiences. In addition, the Whole Language approach is a philosophy of learning. This approach stresses that language should be learned in a natural and meaningful context. Words should be learned as complete words, and sentences and whole stories should be learned with as little analysis as possible.

Wherever possible, the children are expected to guess the meaning of unfamiliar words from the context or from hints. Therefore, the children need a lot of exposure to words orally before they read or write them. They can guess how to read words from context without breaking the words down phonically. That is why getting the children to listen to and say many words is important. Reading aloud for children can be one of the best ways to give exposure of words for children.

In addition, Teacher (or other adult) to read aloud to young children because it has an enormous range of benefits. She says that from listening or watching an adult read aloud, children can see how books are handled, how texts encode words and ideas, and how words and sentences are set out on a page. Affectively, reading aloud can motivate children to want to read themselves.

What is the Best Method?

Which kind of approach works best for teaching reading has been a topic of considerable debate for many decades. It is natural to feel that all approaches to teaching have strong and weak points, and that standard approaches may not fit teachers' particular teaching situation, so they need to draw on ideas

from a number of different approaches and add ideas that come from their own experience.

However, the approaches teachers choose need to fit together coherently . Learning to read can be wonderful adventure for children, if only teachers use appropriate approaches. However, the teaching techniques used in one kind of situation may be very different from those used in another situation. It is a mistake to rely on one approach to teaching reading, because one that works for one child may not work at all for another. Good teachers have always recognized that children learn in different ways and require different strategies.

In his 2001 article for Southwest Educational Development Laboratory, "What Does a Balanced Literacy Approach Mean?" Sebastian Wren suggests that teachers should focus not on approaches or even a balance between approaches, but on what the teacher has learned about individual students. The best way to teach kids to learn is to find out what each child knows and how that child learns best. Knowledge cannot be transmitted in isolation, but must be reinvented as the learner brings to each new situation his own previous experience and background and interprets new information from that perspective.

In addition, children learning to read English need to develop knowledge and skills at the different scales. A research claims no "right" way of learning to read has been found, and when we consider the complexity of what has to be learnt, this should not be surprising. What is clear, is that children need to progress within each scale or level. Good, effective, and suitable approaches are for helping the students in their development.

Children Literature

The content of children's literature can motivate the interest of students to learn a new language. Bringing in children's literature into English language class can also create opportunities for language learners to practice language in purposeful ways, and the experiences of reading children's literature encourages language learners to construct meaning and to engage in active reading.

Among types of children's literature, the picture book is the one that has been suggested and used often by teachers because both the pictures and the text work interdependently to tell a story, and the language-rich illustrations create a rich contextualization . It is important to select books to support student learning from every genre of children's literature.

A literary genre is a specific kind of literature, such as biography, poetry, or historical fiction, and each genre has certain characteristics that distinguish it from the others. Moreover, there are certain characters that can be learn from each of the story.

Teachers and Parents' Role

Children gradually become literate over many years and through many thousands of exposures to texts and signs . However, effective materials sitting alone will not "teach" the children how to read. If there is no actual caring competence person doing a good job of teaching, the effective materials are worthless.

The parent or teacher must still teach the effective program to the children. Pay attention on the word

“competence” that should refer to the teacher and parent’s good ability for teaching reading in English to EFL students. Research adds that reading is best taught one-on-one by a parent or other caring adult. The individual attention can maximize the child’s learning. Sitting next to a child, parent or teacher can focus instruction down to the details and maximize learning. Furthermore, teaching a child to read in this ideal arrangement only requires a caring literate adult, a little time, and effective instructional materials.

In addition, Riley (2001:41) claims that the role of the adult in supporting reading progress is crucial, scaffolding the child’s attempts to read through; (a) modeling mature reading behavior, (b) enabling the sampling of text, (c) supporting the prediction of a word, and (d) conforming the prediction through the use of the available cues, and correcting miscues. Furthermore, in relation to teaching young learners, the teacher should be at least as energetic as the students. Young learners teacher should be enthusiastic, patient, creative, positive, relax, and innovative because she is dealing with curious young people who are very eager to learn something new.

In addition, teacher of young learners should not damage the students’ motivation because it can affect their future performance. Parents lay a foundation for success in reading by reading books to him. They say “The more books you read, the bigger you child’s vocabulary becomes.” A bigger vocabulary allows him to recognize lots of words while he reads.



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C. Learning Activities in Reading

Sorting by Sound

Level : Beginning

Aims :

- ✓ Increase phonological awareness
- ✓ Help students isolate initial sounds

Class Time : 15 minutes with Preparation Time 30 minutes

Resources :

- ✓ 4–8 sets of three small boxes with letter labels
- ✓ 4–8 sets of picture cards that correspond to the letters on the
- ✓ small boxes

Sorting is an important skill for young learners to master. This activity combines sorting items and identifying first sounds in the items' names. It allows students to physically manipulate objects and group them according to their initial sounds.

Procedure

1. Divide the students into small groups. Each group should have a set of small boxes and a stack of picture cards.
2. Instruct the students to divide the cards equally among the members of the group. They should take turns naming aloud the item on one card and placing the card into the correct box until all the cards are in boxes.
3. Once all of the picture cards have been sorted by sound, students should empty the boxes one at a time. They should repeat the names of the objects aloud to make sure that all of the pictures were placed correctly.

Caveats and Options:

If students need preliminary instruction, use a set of large boxes and real objects to do a class demonstration. Call a few of the students to the front of the class one by one. Each student will choose an object and hold it up for the class to see. Repeat the name of the item and determine the letter that represents the initial sound.

The Food Label Store

Levels : Beginning; ESL primarily, but can be adapted for EFL

Aims :

- ✓ Involve students in the development of their own reading skills
- ✓ Help students see a connection between reading in school and reading in the outside world

Class Time : No set time with Preparation Time 20–30 minutes

Resources :

- ✓ One or more cardboard boxes, depending on how large the store is to be Glue or staples
- ✓ A series of questions about food labels, Students may be more motivated to learn if they become involved in their own learning and if they can generalize what they are learning in class to activities outside the classroom. Shopping for food is a relevant activity for nearly any student.

Procedure

1. Tell the students to bring to class food labels of any description (e.g., labels from cans, meats, bottles, jars; fronts of boxes of cereals, mixes, soap, milk containers; wrappers from loaves of bread, rolls).
2. Place the students in whatever size group you think works best (anywhere from three to six students works well) and give each group a cardboard store.
3. Have them glue their labels to their store.

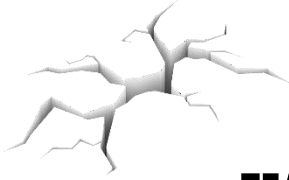
4. When the groups have finished creating their stores, ask a series of questions that the students can answer by reading the labels from their stores. Sample questions include: What food is the most expensive? The cheapest? Which product is the heaviest? The lightest? Which food do you like best? Why? The least? Why? What two foods go together (e.g., salt and pepper; bread and butter; peanut butter and jelly)? How many brands are there of the same product?
5. You might also have the students do a variety of tasks. For example, ask them to find as many brand names as they can as quickly as possible. Another task is to have them add up the total cost of all of the products in the store. Or ask them to put all of the products in various categories (e.g., meats, dairy products).



No matter which method or methods you use, keep these tips in mind:

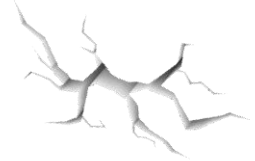
1. Read as often as possible. Develop a routine where you read a book together in the morning or in the evening. You may start by reading aloud but have the child participate by running a finger along the text. Make reading fun, include older children and reserve some family reading time where everyone sits together with their own book to read for half an hour – adults included!
2. Begin with reading material that the child is interested in. If he or she has a favourite subject, find a book full of related vocabulary to boost motivation.
3. Let the child choose his or her own book. When an individual has agency and can determine how the learning process goes, he or she is more likely to participate. Take children to libraries or bookstores and encourage them to explore books and decide what they would like to read.
4. Consider graded readers. As a child develops his or her reading ability, you will want to increase the challenge of books moving from materials that present one word per page to longer and longer sentences, and eventually, paragraph level text. If you're not sure a book is at the right level for your child, try counting how many unfamiliar words it contains per page.
5. Talk about what you see on the page. Use books as a way to spur conversation around a topic and boost vocabulary by learning to read words that are pictured but not written. You can keep a special journal where you keep a record of the new words. They will be easier to remember because they are connected through the story.

6. Avoid comparisons with peers. Every child learns to read at his or her own pace. Reading is a personal and individual experience where a child makes meaning and learns more about how narrative works as he or she develops stronger skills.
7. Don't put too much pressure. Forcing a child into reading when he or she is not ready can result in negative reactions and cause more harm than good.
8. Do speak with your child's teacher. If your child doesn't enjoy reading and struggles with decoding and/or sight reading, it may be due to a specific learning difficulty. It's advised you first discuss it with your child's teacher who may recommend an assessment by a specialist



CHAPTER 8

TEACHING WRITING TO YOUNG LEARNER ;



A. Writing and Young Learners

Writing can be an engaging, interesting and inspiring activity for young learners. Children are active learners and thinkers , learn through social interaction and learn effectively through scaffolding by more able others , who can be adults or peers. Collaborative and well-planned writing tasks encourage the context for all of these characteristics to be fully exploited in the young learner classroom. Writing is a complex skill to develop and master, focusing on both the end product and the steps to arrive there. Writing skills only develop when young learners are taught how to write and are given opportunities to practice these skills and strategies

Writing is recognized as the most difficult of the four language skills. However, writing English can be a lot simpler than often appears, and the children can have a lot of fun while learning. There are some reasons why writing is important to be learned by young learners. One reason is simply that by adding another skill, the children can learn target pattern more deeply. Another reason is that writing is very visible. The children, the teacher, and parents

can all see what the children are learning and can have a better idea of what has been accomplished. This visible record can also help the children look back and clearly see their progress. When the children can express themselves using new pattern, we can be confident that she is ready to move forward.

The kinds of writing activities pupils do tend to fall into two sets. The first is learning to write and the second is writing activities that involve thinking process. In the learning to write stage, pupils are involved mostly in tightly guided copying which focus on „surface“ features, such as handwriting, spelling, punctuation and using the correct words and grammar. It is in this first stage in developing writing skill, the teacher can ask the students to be engaged in copying activities.

The second stage is writing to learn, there may be less tightly controlled writing activities, moving to much freer or even creative writing where there are higher cognitive demands and a greater focus on meaning and personal expression as well as form. The next stage in writing is using their cognitive skill to formulate ideas and write them onto paper. In this stage, the students thinking skill is needed in accomplishing the task given by the teachers. In doing this task the students will make various writing results, the fluent and correct work is considered.

However, the activities of writing in young learners classrooms are dominated with the surface of writing which demand linguistics correct. The range of writing in English language classes for young learners is often limited to gap-fills, vocabulary lists, and short essays . Nevertheless, those activities are only the first stage in writing development. There is another stage of writing development which demand the students to use

the language in meaningful context and enhance their thinking skill.

To reach the second stage of writing development, the students need guidance from other knowledgeable person , especially teacher. Story can be used by the teacher as alternatives to make the students write in meaningful context because stories provide rich and authentic uses of the foreign language. The other advantage is that story can enhance students’ literacy skills . Considering the significance of story to improve the students’ writing in meaningful context, the researcher attempts to investigate the teacher’s perception of the use of story in teaching writing to young learners and the practice of the teaching of writing, especially in primary school.

Hopefully, the finding of this study will provide an insight for teachers of young learners in enhancing students’ English writing skill.

B. Why We Need to Develop Writing Skills with Young Learners

Writing tends to be somewhat neglected in the classroom, but it is an essential part of language development. Good writing skills are based on good reading skills, you need to recognize words in order to write and use them comprehensibly.

1. Many young learners will not have fully developed their own L1 writing skills, and these strategies may not necessarily transfer to writing in English.
2. Writing allows young learners to practice new vocabulary and structures.
3. It allows for a high degree of personalization and creativity.

4. It provides young learners to take risks and try out new language, with more “thinking time.”
5. Writing skills equip young learners with a solid base for future development and learning.
6. A focus on writing tasks in the classroom creates variety and caters for different learning styles
7. Teachers can diagnose learners’ strengths and areas to develop in terms of vocabulary, structure, spelling etc.
8. Focusing on this area can instill the joy of writing from an early age.

Considerations for Classroom Writing

Here are some ‘top tips’ for encouraging more engaging writing tasks for young learners. Think about how you can employ these with your own young learner groups and try them out!

1. Encourage collaboration between young learners and provide opportunities during thought-showering, making notes, planning, revising , etc.
2. Provide visuals, or ask the learners to draw their own pictures to provide the content for the tasks
3. Topics should be engaging for your young learners e.g relatable and intrinsically motivating. Write about what they know e.g. games, friends, favourite activities , etc.
4. Look at writing tasks from a different perspective e.g. rather than writing about their daily routine, they could write about their pet’s daily routine, their pet’s favourite activities, food, etc.
5. Let young learners choose their own characters to write about.
6. Set challenging but achievable tasks.

7. Have extension activities available for fast finishers.
8. Encourage pride in the presentation of their writing e.g. young learners can draw, annotate etc.
9. Respond to written ideas, not just language.
10. Mark positively and give feedback on areas of content as well as language. Encourage learners to value writing.
11. Give clear and simple criteria and encourage self/peer correction of written tasks. Using a range of smileys can encourage young learners to record how they feel about different writing tasks.
12. After pair/group work, make time to share writing as a class e.g. read out good examples of writing (but don't name names!).
13. Include presentation of learners' work. This depends on the task type, but work could be compiled into a short books, displayed in the classroom, school message boards etc. Young learners get a motivational 'boost' by seeing their written work 'on view.'

C. Assessing Writing in Young Learners Classroom

Assessment is “any systematic way of finding out about learner’s level of knowledge or skills” . He suggests that there are two purposes of assessment. The first is the formative purposes which “take place throughout a course of teaching” and the second is the summative purpose that enables the teacher “to see how well learners have done at the end of teaching period”. The following are some specific classroom writing assessment strategies and tasks to supplement the classroom assessment strategies .

1. Observation:

Observation of children's writing ability involves ongoing checks of children's writing processes as well as their writing products. Children's writing process involve, for example, their abilities to plan their writing, to concentrate on the writing task, to evaluate their own writing and to undertake a drafting process. Writing Conferences: Teacher students writing conferences and interactions are perhaps the main informal assessment strategy used by teachers for writing.

Writing conferences involves teacher and students in one-to one extended discussion of the writing that has been or is in the process of being done. Conferences can take place as the teacher moves from student to student. Portfolios: Portfolios lend themselves very well to writing assessment. Samples of work can be collected in chronological order with completed criteria sheets attached to them; observation sheets can be dated and kept together with records of writing conferences with children.

2. Self-assessment:

Self-assessment gives children an important opportunity to develop their awareness of the nature of their progress and needs in writing. With awareness can come a degree of ownership and control of their own writing development. Logs and journals can be used in self-assessment. Logs can be used to record their experience in writing, for example, setting out the date, the form of writing, who the audience intended was, and whether they completed the writing.

Writing journal can be more detailed because children can write reflectively about their writing, setting out, for example, the things they can do, or what they finding hard. Logs and journals can be written in the children's first language.



Writing Tasks for Young Learners

There are some writing assessment tasks that can be used for formal writing assessment, either in the classroom or in external assessment procedures, such as: writing in speech bubbles, writing in response to a picture, completing a story, open response writing, re-forming a text.

Since the use of story becomes the focus in this study, the students can be asked to retelling the story to enable the students understand the discourse of the language use. The students can be asked to retell the story in written form. Because the demand of retelling story in foreign language is more demanding than retell

the story in their first language, the demand will be needed to reduce.

For example, the teacher can provide picture as prompter or the teacher can ask them to write the story in a simpler text. There are three main kinds of writing that can be based on story (as a kind of literary work) as a model : The first kind is Controlled Writing which are used mostly in beginning-level writing typically require rewriting passages in arbitrary ways to practice specific grammatical structures. For instance, students can be reporters doing a live newscast, or they can rewrite a third person passage into first person from a character's point of view.

The second is Guided Writing. This activity corresponds to intermediate-level ESL / EFL. Students respond to a series of questions or complete sentences which, when put together, retell or sum up the model. In some cases, students complete the exercise after they receive the first few sentences or the topic sentence of a summary, paraphrase, or description.

The last kind is Reproducing the Model. This activity comprises techniques like paraphrase, summary, and adaptation. These techniques are very beneficial ESL / EFL writing exercises. In paraphrasing, students are required to use their own words to rephrase the things that they see in print or hear aloud.

Try These 7 Writing Tasks for Young ESL Learners

1. Word Jumble

This activity is useful for those who have just started writing in English. Since writing whole sentences on their own can be rather challenging, this activity can help students understand word order, and yet, it gives them the support they

need. Divide students into small groups of three or four, or into pairs. Give each group a set of cards containing words that can be used to form a sentence.

These words are clearly jumbled, in other words, in the wrong order. Students have to put them in order to make the sentence, and then copy the sentence onto their notebook or separate worksheet. You may be tempted to give them a worksheet with a list of sentences where the words are in the wrong order, but with very young learners, it is essential for them to have cards they can manipulate and move around.

2. What Happens Next?

Give students the first sentence or beginning of a story, and ask them to complete the story. To make it fun, they can be given funny or even ridiculous sentences/situations (It was a clear, starry night when the cow jumped over the moon or Michael opened his sock drawer, and all his socks had disappeared.) This helps students use their creativity and understand how sentences relate to one another to make a cohesive text.

3. What is Happening in This Picture?

This is a simple writing activity where you show students an illustration and ask them to write about what they see. Illustrations that show a lot of things happening at the same time are great for this activity; students can choose or even create a small story that revolves around the whole scene. Most often, if we ask students to “write” they have no idea where to begin. You can give them a visual prompt to get them started

and to guide them in terms of content so that they won't stray too far from the topic.

4. Story with a Twist

This is a great post-reading writing activity. After the reading, ask your students to change the ending. You can read a well-known classic or a story that is completely new to them. They can change a few details or change the outcome altogether. They will need to get creative here but they will be using a story they are familiar with and have that extra, needed support.

5. Let's Write Together

This is a classic writing activity when you have a large group of young ESL students who don't feel confident enough to write an entire story on their own. One student writes a sentence (or you can get the ball rolling yourself), and the next has to write the sentence that follows and so on till the story is complete. And it doesn't have to be a "story"; they can write a news article or a journal entry. This is a great task to promote cooperation and collaboration among students. Also, since each one will be completing a part of the text, they will have to make choices regarding text structure, i.e, decide if they need to start a new paragraph.

6. Yummy Writing

Give or show students a series of pictures that illustrate how a dish is prepared. The pictures should show the series of steps involved in a recipe but students have to write the

instructions that go with each picture. This is a great activity to practice imperatives and also how to give instructions.

7. What's Missing?

Give students a text; it can be an e-mail, a report, a newspaper article or even a story. A part is taken out and students have to complete it with the missing information. Of course, they will completely make up what is missing. The important thing is not for the information to be accurate (for example, the time or day something happened) but coherent with the rest of the text.

8. Stories in Teaching English for Young Learners

Stories represent holistic approaches to language teaching and learning and that place a high premium on children's involvement with rich and authentic uses of the foreign language. Stories offer a whole imaginary world, created by language, that children can enter and enjoy, learning language as they go. Further she suggests the features of story can be used to teach English for young learners. The first, obvious, key organizing feature of stories is that events happen at different points in time; they occur in a temporal sequence.

The other key organizing feature of stories is their thematic structure i.e. difficulties or evil are overcome, or a major event is survived. In details, she explains the structure of typical stories as follow: an opening: often formulaic in fairy tales e.g. „Once upon a time...“, introducing of characters, description of the setting, introduction of a problem, a series of events that lead to the resolution of the problem, a closing often

formulaic in fairy tales e.g. „They all lived happily ever after“, and a moral which may or may not be explicitly stated.

The highlights the characteristics of story to teach English for young learners, those are if the story is aimed to reach specific goal, the teachers should choose the story that provide repetition vocabularies. Moreover, the stories tell the interesting topic for children. The last is that the plot of the story must be simple and not complicated. It should be appropriate with the students“ language level.

Advantages of Using Stories in Teaching English for Young Learners.

There are some advantages in using story in young learners“ classrooms. The first advantage is that story can make the students personally involved in a story as they identify with the characters and try to interpret the narrative and illustration. The second advantage is that story provides ideal opportunities for presenting cultural information and encouraging cross-cultural comparison.

The next advantage is that story offer positive concrete outcomes in the form of games, competitions, quizzes, drama, songs, projects, book making, etc. The other advantage is that story can enhance students“ literacy skills . Children literature, especially story picture books bring three main values to the children based on their own views as follow:

- a. Linguistics value: help students to understand lexical and syntactic level.
- b. Value of the story: help students motivation; and

- c. Value of the picture: stimulate the students' imagination and expanded their perspectives of the world.

Stages in Teaching Writing to Young Learners Using Stories Teaching writing using story needs preparation and stages that should be fulfilled. The following stages are the basic procedure in teaching writing for young learners . The first stage that must be done by the teacher is preparing pupils with a range of pre-listening activities to listen to a story to introduce the topic and key words.

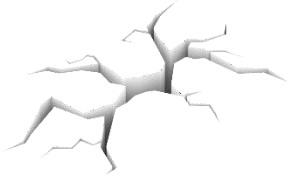
The teacher can give the pupils a list of key words and make them understand about the new words. Introducing the new vocabularies or the key word can be done by using pictures, gestures, etc. The next stage is tell or read the story once, not too fast. After the first hearing the key words list is read through and pupils find the words. Pupil may listen to the text a second time and while they listen they tick off the words from the list. Afterwards pupils complete the gap-filling activities.

The third stage is re-tell the story orally in pairs. This activity can be done by using the completed gap-filling text and pictures. After they share their understanding toward the story orally, pupils now re-tell the story in writing working in pairs or individually, trying to reconstruct the text together. They must not try to reproduce the text exactly but recreate the meanings with grammatical accuracy and well organized ideas.

The last stage is displaying finished versions and discuss the story produced. Before the students display their work, of course, the teacher can give feedback and comment variation is

that pupils try to create a different ending. When the students can join all stages, it means that they are engaged in different activities that develop their oral and literacy skill. It is because this task involves listening for details, predicting words, matching spoken to written words, working out what is missing from sentences by using memory, clues from visuals and the context and constructing coherent sentences.

It also involves discussion, drafting, and revising a text. It provides a good example of the way in which writing can be integrated with other skills and how pupils can produce writing collaboratively.



CHAPTER 9

ASSESSING YOUNG LEARNERS



Effective language assessment provides chances for children to use their abilities to demonstrate what they can do at their appropriate level. In order to suit young learners' reality best, assessment should concentrate on the development of language use, in performance assessments so to 'give the children opportunities to use the language for real purposes, and in real or realistic situations, and assess their attempts to do so successfully' as explains.

Shin and Crandall (2014:257) describe 'performance assessments as formative and integrative in nature; they may occur over an extended period of time and involve the use of several language skills'. These types of assessment can be adapted or transformed into daily classroom activities or have daily classes activities used to such purpose, with the appropriate procedures in place.

They should cater for the principles of validity, reliability and authenticity, not forgetting they need to be practical – doable within the situation and environment – and, as much as possible, have a positive wash back effect. There is also the need to keep records of

students' performance results so to be able to analyze their progress, obviously.

The closer it gets to real life, to the experience children have in classroom, the easier it may be for them to relate to the assessment and to participate in it without being insecure. As children, full of energy, the use of authentic assessment can be done, having learners 'become active participants in assessment activities that are designed to reveal what they can do instead of highlighting their weaknesses' mentioned.

Relating this to young learner characteristics already discussed in the past, this would come in agreement with first, providing tasks that commensurate their stage of development; then be very similar to what they live in class, thus real and relevant for them; third, promote that feeling of success and security they need so much at this age. Looking back at their characteristics, it can be said that young learners' assessment should focus on social interaction, should have scaffolded support, should be interesting in content and relevant to the children's lives, fun and still quite concrete. This sort of assessment is also called alternative or assessment for learning.

In contrast, there is also assessment *of* learning which is about 'grading and reporting', 'measuring learning after the fact and used for categorizing students and reporting these judgement to others. The latter about the result or product, not necessarily on improvements to be made on teaching and learning. McKay (2006:100-105) suggests language use tasks for assessment as young learners are still in their concrete and meaningful phase, learning evidence is likely to be present in language tasks that bear the characteristics of the ones they do in the lessons, which are their real world.

‘Language use tasks therefore give teachers opportunities in the classroom to assess children’s ability to use the language. These tasks are not discrete point tests, or items in isolation, they are tasks that can actually even involve a certain degree of spontaneity and creativity in using the language.

Tasks can be selected to suit young learners’ characteristics, their most relevant abilities, to give them chances to demonstrate their performance. Reliability and validity must be present, and one way to guarantee accurate assessment and results – being trusted as assessing what should be assessed – is by giving learners ‘plenty of chances to show what they can do, and that their language learning is assessed through multiple methods.

This means that it would be useful to provide a lot of tasks to give learners plenty of opportunities to use the language. Children must always experience a feeling of success, so it is extremely important that there are tasks that all children will manage to perform.

A. Background to Assessing Young Learners

Beyond validity and reliability there are a number of additional considerations you should take into account before choosing an assessment tool to use with young learners. I will briefly discuss some important consideration.

1. Reasonable Expectation

Make sure that the expectations for your learners are reasonable . Do not expect children to have better oral-language skills in English than they possess in their native language. For example, if children are only expressing themselves in their native language using four and five word sentences, they

shouldn't be expected to express themselves in English using longer sentence.

2. Wait Time

Wait time is the amount of time that the teachers waits for a learner to respond to a question. When you assess students, it is especially important that you wait at least five seconds for a response. By interrupting students before they have had time to process the information and form an answer, you not only miss assessment opportunity, but you may also be conveying the message that you don't think they know the answer. One good way to make sure that you wait five seconds is to count slowly to yourself a thousand and one, a thousand and two, etc.

3. Transitioning into English

Before children are given an English language assessment, they need time to transition into English. Language learners often walk in the classroom door thinking in their native language. If children are going to be taking English language tests, give them a couple of minutes to transition into English before you begin the assessment.

For instance, if you are working with five years olds, you might want to take out a puppet and have the puppet lead the class in a couple of songs. If you are working with eight or nine years old, you might want to tell them some easy English language riddles.

4. Instructions to Learners

Tests should assess specific aspects of language use and not if children can understand the instructions and format of the test. Unless the aim of the test is to assess if children can comprehend directions, the test should have instructions which are easy to understand. There should also be an example item which helps to clarify the instructions.

5. Talking to Strangers

Children are usually taught not to speak to strangers. However, there are situations when an English language test may be given by someone who is unfamiliar to the child. Children need to be shown that the person assessing them can be trusted. This can easily be done by having the teacher or parent introduce the person administering the test to the child. This way the child will feel more comfortable and will perform better during the assessment.

B. How do Young Learners Feel about Assessment?

The answer to this question frequently depends on their initial experiences of assessment. If they have had bad experiences where assessment concentrated on what they can't do, has been critical, or has simply been test after test, then the chances are that young learners will have an incredibly negative attitude towards assessment and will see it as 'checking up'.

However, if assessment has been carried out in a supportive and non-threatening way then young learners (like any other learners) often have a fairly positive approach to it. But how can

assessment be non-threatening? There are a number of ways this can be accomplished.

Firstly, by making clear what is being assessed and why; secondly, making sure that assessment is not only about the marks or grades but can be used to show progress and help with future learning; and thirdly, by using a variety of assessment methods including project work, group assessment, peer assessment and self-assessment.

1. Marks, grades and comments

An important aspect of assessment, especially when it comes to young learners, is the way in which their work is marked or graded and, in particular, the type of comments and how they are delivered. Teachers may well feel that giving a mark such as 9/10 or a grade B- is part and parcel of assessing any piece of work, whether it be a test, a piece of homework or a project.

However, it is such marking that can prove to be the first reason that many young learners feel negatively towards assessment. Even comments such as 'Well done!' or symbols such as ü, û, J can in fact have the opposite effect to the one the teacher expects. One reason for this is that marks and grades become the *focus* of the assessment, rather than just a part of it. To put this into practice, hand out work to your students and observe where their eyes go. They don't read through the whole of the work; they immediately look towards the mark, grade or final comment.

Quite clearly, for many young learners, this is what they perceive as being the most important thing. Even comments or symbols are seen in the same way, with a 'Good' being less welcome than a 'Well done!'. Although we do need to give marks and grades, it is not necessary to give them for every piece of work, nor should it only be the teacher that gives the mark or grade.

Sometimes it is worth giving back a piece of work that has no final mark or grade and asking the students to read through the comments and either redo the work in light of the comments, make note of the comments for future pieces or give themselves a grade based on the comments (more about self-assessment later).

2. Ongoing Assessment (feedback)

Ongoing assessment (often referred to as formative assessment) is actually something that both the teacher and student do anyway. Teachers are always assessing their students, even if it's not done as part of a formal system. They look at particular students and note things such as 'Claire can do X', 'Sam found Y difficult', 'Mark isn't very good at ...', etc.

This type of assessment is not only natural, but can also be extremely beneficial for all involved. Making it more structured can be useful, and formalizing it does not necessarily reinforce the negative connotations associated with assessment. Instigating student reflection diaries in which they record their personal thoughts about their progress and performance is a positive step. These can be kept private but used as the basis for self-assessment by the students.

3. Self-Assessment for Young Learners

Young learners are quite capable of assessing their own performance and their own work. They are no more or less likely to be overgenerous or overcritical than any other student, and both extremes are things that need to be expected and managed when they arise. Below are a few of the advantages and disadvantages of self-assessment:

4. Advantages

- a. The development of learner autonomy
- b. A clearer understanding of what is expected in terms of each piece of work
- c. Students are more likely learning from their own mistakes
- d. A positive view of assessment as being part of the learning process

5. Disadvantages

- a. Over- or under- marking
- b. Potential for a lack of guidance in what is needed to improve (abdication of a teacher's responsibility)
- c. Students not having enough information or experience to accurately assess themselves

In reality, the disadvantages can be overcome and do not really need to be obstacles to effective self-assessment. The first can be overcome by both the teacher and student independently grading the work and then holding a discussion. As long as the teacher doesn't insist that their mark is the right one, trust can be

built up and students can learn to be more realistic when marking their own work.

The second can easily be overcome by the teacher giving clear guidance / criteria *before* the piece of work is done and not just after it has been completed. It is always useful for students to know the assessment criteria, regardless of whether the piece of work is to be self-assessed or marked by the teacher. The third point is overcome by clear guidance and practice. The more opportunities the students have to assess themselves, the better they will become at doing it.

C. Assessing in English Learning

Up until now, we have mainly focused on assessing the written element of a student's work. However, there are plenty of times when we will want to assess the other skills such as reading, speaking and listening. In the case of very young learners (VYL) it may well be that they are unable to write, even in their first language, and therefore any assessment that does take place has to be on the other skills.

Many of the points already mentioned in this article apply regardless of which skill is being assessed. For example, if we are assessing the students speaking we might well make verbal comments such as 'Well done! That's good', etc. Just as with written comments, we need to realize that these can be construed as grades, so any comments we might make need to be delivered with great care.

Also, it is useful to share the criteria we will use with the students before we start the task. This is no different whether we are assessing a piece of writing or a student's ability to read a page

from a story book. For more on assessing skills please refer to the following articles: Assessing skills (in this series) and Assessing speaking (in the Speaking matters series of articles).

1. Benefits of Assessment for Young Learners

Assessment can have many benefits that have a direct impact on the teaching. Firstly, the teacher can become more aware of areas that are causing problems for the students and then concentrate on them; secondly, the teacher can adjust their teaching to suit the needs and learning styles of the students; thirdly, the teacher will have a better understanding of what can be achieved in a class from the results of any assessment carried out.

Assessment, especially where marks are given, can also be seen as competitive in nature, i.e. 'I got better than X; I got a higher mark than I got last time.' For some students this might be a negative aspect of assessment, but for others it might well be what makes them want to improve, so it is important that we don't just dismiss giving marks. It is quite easy to observe what effect marking and grading has on students.

For those where it has a positive effect, it can be used to motivate them. These students may also benefit from class activities such as quizzes and competitions. Alternatively, for those students where marks have a negative impact, teachers can choose activities that don't have an explicit 'score' but are more about the process and are assessed in terms of what is done and how things develop, i.e. projects. By doing this, assessment is being used to motivate the students.

Finally, students can be involved in discussing and choosing the assessment criteria for certain activities. This would mean that they are involved in the assessment from the start and may well feel more positive towards it as a result.

Example of Assessment:

Key to Progress Report

Descriptions	Word Indicator
This indicator shows that the student has regularly demonstrated a good understanding of the knowledge and skills in relation to what he or she is expected to learn. The student is able to apply them effectively and often produces work showing novelty.	G = Good
This indicator shows that the student has in general demonstrated a basic knowledge and understanding of the content and has achieved a basic level of competence in the learning processes and skills. The student is able to apply them effectively in predictable situations.	A = Average
This indicator shows that some achievement in several areas of assessment. The students has demonstrated a basic understanding of the knowledge and skills defined in the course objectives and is able to apply them, only with support, in conventional situations.	I = Improving

Checklist Model

PRE - LANGUAGE	1 st Semester			2 nd Semester		
	I	A	G	I	A	G
Initiates conversation and uses English						
Introduces self and family names						
Mention calendar (day, month, year and weather)						
Listens to teacher						
Enjoys listening to stories						
Knows classmates by name gender						
Able to follow simple directions at a time						
Expands vocabulary						
Enjoys learn the letters – shapes and sounds						
Names and recognises all letter's shapes						
Names and recognises all letter's sounds						

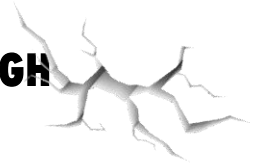
Narrative Model

A is an active in speaking English. She understand English well while listening the teacher's instruction



CHAPTER 10

TEACHING ENGLISH THROUGH SONGS AND GAMES



One of the big problems we all face, whether teaching English to children or adults, is maintaining learners' interest throughout our lessons. Consequently, we often have to be very creative in the techniques we use. What makes music such a great teaching tool is its universal appeal, connecting all cultures and languages. This makes it one of the best and most motivating resources in the classroom, regardless of the age or background of the learner.

A. Planning for the Use of Songs in Class

The process of selecting a song is one of the most difficult aspects of using music in a lesson. Here are some things you probably need to think about to ensure you get the right song.

1. *Carefully Examine What It is You Want Your Class to Learn In The Lesson*

Whatever your focus, remember that this doesn't necessarily place a limit on what you can do with the song. For instance, you might wish to use the song in question to exemplify a particular verb tense, and structure your lesson

accordingly, but you might at the same time wish to take the opportunity to look at those interesting idioms in the lyrics!

2. *Think About The Language Level of Your Class*

The language level of your class will determine not only which songs you can use, but also what other activities – such as games or written exercises – you will use to develop the lesson. Lower levels will become extremely frustrated with fast-delivered lyrics, for instance, while simple repetitive lyrics might not be interesting for more advanced-level learners.

3. *How Old are Your Learners?*

If you're a teacher of young learners, you will probably want to use songs that are repetitive and very easy to understand. For teenagers, however, use contemporary or fairly recent pop and rock songs. My advice: it's often best to ask them 'what's cool'. Alternatively, for adult learners, who will probably have a more open approach to classes, use songs that are interesting to their age group.

4. *Are There Any Specific Cultural Issues Regarding The Make-Up of Your Class?*

What kinds of things are generally unacceptable in the culture in which you teach? Whatever you do, don't use music solely based on your own cultural norms. Consider the audience and their sensibilities; even better, let them choose the songs that you use.

5. *What Kind of Access Do You Have to The Song?*

Let's face it, this is the age of YouTube and you can find practically any song on this website. Nevertheless, an mp3, which doesn't require a connection, or even a good old-fashioned CD, can often be a useful backup.

Six Steps for Making A Song The Focus of Your Class

My intention here is to provide a basic outline you can use with any song. Remember, these are just suggestions so make sure to keep the profile of your learners in mind.

1. Listen to The Song

That's it - start things off by just listening. It's important to remember that this is supposed to be a fun activity; don't make it too serious or boring. As an alternative, you can show a video clip if you have one – in fact, I strongly recommend it, as it will cater to more learners' learning preferences. Ask learners if they've heard it before, and don't overload them with tasks at this point; simply let them enjoy the music.

2. Ask Some Questions About The Title

Here are a couple of examples of the types of questions you can ask: For Queen's classic 'We are the champions':

- a. 'What is a champion?
- b. 'What kinds of champions are there in the world?'
- c. 'What activities have champions?'

Such questions tend to work really well as conversation starters, so group three or four learners together and then get feedback from each group on their thoughts. If you think it would help, make this your first step, i.e., before the initial listening.

Alternatively, prior to having listened to the song you can teach a couple of words and give a simple task for the first listening. My favorite strategy is to give three or four words from the song and ask to them to listen out for the words that rhyme with them. You could also brainstorm possible rhymes before listening.

3. Listen to The Song Again, This Time With Lyrics

This time, you should give learners the chance to read the lyrics to the song. At this point you might do one or more of the following activities:

- a. Learners can just read the lyrics while they listen. They can possibly highlight unknown words for later discussion.
- b. You can make a lyric worksheet as a gap fill; learners fill in the gaps as they listen.
- c. You can make cut-out strips of selected missing words and again make a lyric worksheet as a gap fill; this time learners match the word strips to the gaps as they listen.

4. Focus on A Particular Verb Tense or Aspect of Grammar

Virtually every song centers on a particular verb tense. This is too good an opportunity to pass up in terms of uncovering the grammar. My suggestion is to start with questions such as these:

- a. How many examples can you find of the past simple in the lyrics?
- b. Why did the writer of this song choose this verb tense?

This acts as a springboard for discussing the function of a specific tense, as well as examining its form. Furthermore, it often tends to raise awareness of grammatical flexibility and ‘poetic license’ in the construction of song lyrics. Students often expect songs to obey the grammatical rules that have been drummed into them. In a surprisingly large number of cases, this can lead to the enlightening discovery that rules can be broken!

5. Focus on Vocabulary, Idioms and Expressions

We have noted that many songs bend the rules of grammar. It’s also useful to focus on the creative and artistic use of vocabulary we encounter in lyrics. Start with questions like these (again, for Queen’s classic song ‘We are the champions’):

- a. What does ‘I’ve paid my dues’ mean?
- b. What does ‘my share of’ mean?
- c. What does ‘I’ve taken my bows’ mean?

Go through the meanings, illustrating with other examples if necessary. Songs often serve as really good contexts for phrases and idioms, but it’s good to make sure that the meaning is clear. As with grammar, years of misunderstanding can come to light in this way!

6. Round Things off with Some Creativity

Creativity is an important part of maintaining motivation but it shouldn't be limited to the teaching approach. Depending on the factors highlighted in the first part of this post (age, language level, cultural specifics, etc.), you might want to try finishing things off with an activity that stimulates creative thought. Here are a few examples of things you can do to get the creative juices flowing:

- a. Write another verse of lyrics, maintaining the same mood and style as the original. This can be done individually or in groups. These new lyrics can be presented to the rest of the class. Perhaps several groups can work on this to come up with a completely new set of lyrics for the whole song.
- b. A song tends to give you the perspective of the singer. Write a response (this can be a paragraph, i.e., not necessarily in lyric form) from the point of view of the person the song is being sung about, or any other protagonist.
- c. Have the learners plan a music video for the song. In groups they decide the location, the characters, and what happens. Then each group explains their idea to the rest of the class and the learners vote on the best one. The results can be surprising, as they frequently come up with an interpretation that hadn't even occurred to you!
- d. Write a diary entry for a character in the song. Get learners to examine the thoughts and feelings that inspired the story being played out in the lyrics

Here are some songs , rhymes and finger play you can sing together
in your classroom!

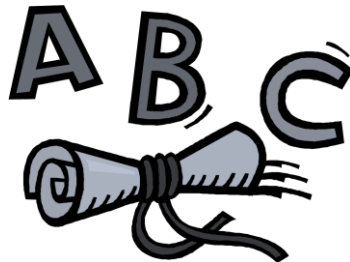
1 – 2 – 3 – 4 – 5

One two three four five
Once I caught a fish alive
Six seven eight nine ten
Then I let it go again
Why did you let it go ?
Because it bit my finger so
Which finger did it bite ?
This little finger on my right



ALPHABETSONG

A b c d e f g
H I j k l m n o p
Q r s t u and v
W x y and z
Now you know my A B C
Next time wont you sing
With me



BAA BLACK SHEEP

Baa, baa black sheep
Have you any wool ?
Yes sir, yes sir three bags full
One for my master,
One for my Dame
And one for little boy
Who lives down the lane



APPLE SONG

Apple round , apple red
Apple juicy, apple sweet
Apple, apple I love you
Apple sweet I like to eat



ALL THE PRETTY FLOWERS ARE BLOOMING

*Lalalalala...lalalalala...

lalalalala...lalalalala

Lalalalala...lalalalala...

lalalalala...lalalalala

All the pretty flowers

Are blooming

Red and blue and yellow

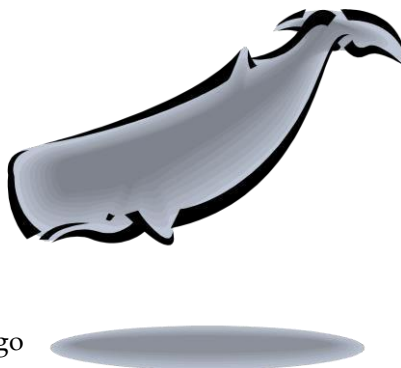
And Pink and white



All of them are very
Fresh and lovely
Growing everywhere
We all love to see them smile (back to *)

BABY BELUGA

*Baby beluga
In the deep blue sea
Swim so warm
And swim so free
Heaven above
And the sea below
And the little white whale On the go
Baby Beluga ... baby Beluga Is the water warm ?
Is your mama home ?
With you so happy



Way down yonder
On the dolphin's play
Where you dive
And splash all day
The waves roll in
And the waves roll out
See the water squirting out Of your spout
Baby beluga...baby beluga
Sing your little song
Sing for all your friend

We like to hear you

Back to *

BANANAS IN PYJAMAS

Bananas in pyjamas
Are coming down the stairs
Bananas in pyjamas
Are coming down in pairs
Bananas in pyjamas
Are chasing teddy bear
Because on Tuesday they will try
To catch them unawares



CAN YOU WALK ON TWO LEGS ?

*Can you walk on two legs?
Two legs two legs
Can you walk on two legs ?
Round and round and round

Can you walk on one leg ?
One leg, one leg
Can you walk on one leg ?
Round and round and round
Can you wave with two hands
Can you wave with one hand



Can you hop on two legs
Can you hop on one leg
Can you clap with two hands
Can you clap with one hand

BUTTERFLY

Fly... fly... fly...
The butterfly
In the meadow

It's flying high
It's flying low
Fly... fly... fly
The butterfly



CATCH A FALLINGSTAR

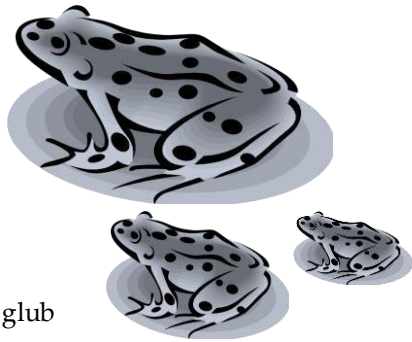
*Catch a falling star
And put it in your pocket Never let it fade away...
Catch a falling star
And put it in your pocket
Save it for a rainy day
For love may come
And tap you on your shoulder
Some star last night
And just in case
You feel you want
To hold her



You'll have a pocketful
Of star light
Back to *

FIVE LITTLE SPECKLED FROGS

***Five** little speckled frogs
Sat on the speckled log
Eating the most beautiful bug
Nyam Nyam
One jumped into the pool
Where it was nice and cool
Now there are
Four more speckled frogs Glub...glub



Back to *
Four, three, two, one frog

DIG - DIG

We're going to dig, dig, dig
Dig up all the ground
We're digging up the ground
We're digging all around

We're going to dig, dig, dig
Dig up all day long



And we'll dig, dig, dig
And sing our digging song

IT'S A SMALL WORLD

It's a world of laughter
It's a world of tears
It's a world of hope
And a world of fear
There's so much to be shared
And it's time we're aware
It's a small world after all



*It's a small world after all 3x It's a small...small world

There is just one moon
And a golden sun
And the smile of friendship
To everyone
Though the mountains divide
And the oceans are wide
It's a small world
Back to *

I'M A LITTLE TEAPOT

I'm a little teapot short and stout
Here is my handle



And here is my spout
When I get all steam up
Hear me shout
Just tip me over and pour me out

LITTLE SUNNY WATER

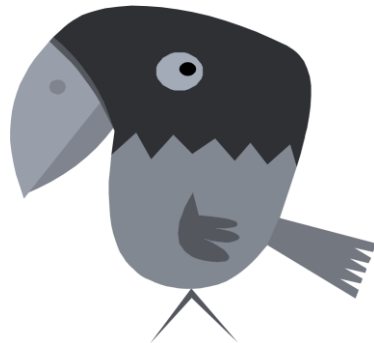
*Little sunny water
Sleeping in the corner
Wake up, wake up
Wash your face
And make a tumbled shake

Oooh... shake it to the right
And shake it to the left
Point to the east
And point to the west
Point to the one
Who you like best



ONCE I SAW A LITTLE BIRD

Once I saw a little bird
Go hop, hop, hop
So I said little bird
Will you stop, stop, stop
I was going to the window

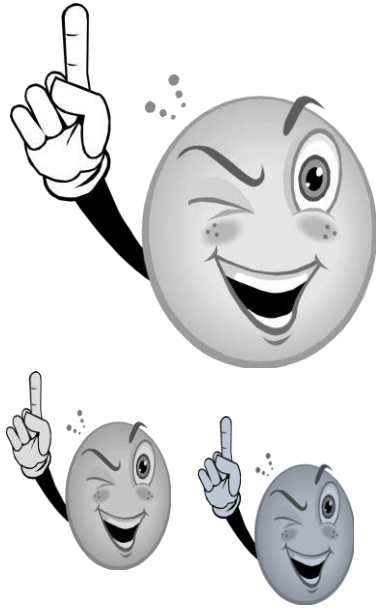


To say how do you do ?
And he shook his little tail
And away he flew

PUT YOUR FINGERS

*Put your fingers
In the air, in the air 2 x
Put your fingers in the air
Tell me how the air up there
Put your fingers in the air 2x
Back to *

Put your fingers on your head
Tell me is it green or red
Put your fingers on your nose
Tell me how the cold wind blows
Put your fingers on your chest
Give your chest a little rest
Put your fingers on your belly
And treat it like a jelly



LITTLE INDIANS

One little, two little,
Three little Indians
Four little, five little,

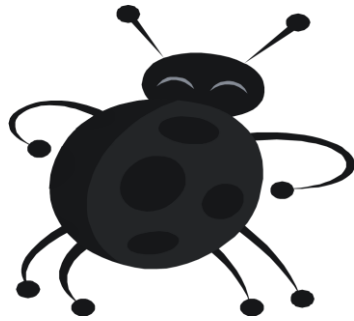
Six little Indians
Seven little, eight little,
Nine little Indians,
Ten little Indian boys

Ten little, nine little
Eight little Indians,
Seven little, six little
Five little Indians
Four little, three little
Two little Indians
One little Indian Boy



LADY BIRDS

Lady birds, lady birds
Fly away home
Your house is on fire
Your children will burn
Fly away lady bird, fly away home
Your house is on fire,
Your children will burn.



I'M GOING UP TO LONDON

*I'm going up to London
Can't you see



I'm flying with my aero plane
To buy a cup of tea
Back to *
Helicopter, Gas balloon, Jet plane

HOKEY POCKEY

*You put your **right arm** in
Your right arm out
In, out, in, out
And shake it all about
You do the Hokey Pockey
And you turn around
#That's what it's all about



Back to *
left arm, right leg, left leg, hair, shoulder, butt,
hole self, clap.
Hey.... Hockey Pockey 3x to #

GOING TO THE ZOO

*Daddy's taking us
To the zoo tomorrow
Zoo tomorrow 2x
We can stay all day
We're going to the zoo
Zoo ...zoo



How about you ... you ... you ?
You can come too... too ... too
We're going to the
Zoo ..zoo ...zoo
Back to * with **Mommy**

I LOVE YOU

I love you, you love me
We are happy family
With a great big hug
And a kiss from me to you
Want you say
You love me too



KOKKABURRA

Kokkaburra sits
In the old gum tree
Merry merry king
With the bush is seen
Laugh kokkaburra laugh
Kokkaburra gay your life
Must be



HEAD SHOULDER

Head, shoulder, knees & toes
Knees and toes 2x
And eyes, and ears,
And mouth, and nose,
Head, shoulder, knees & toes



IF YOU'RE HAPPY

*If you're happy & you know it Clap your hand 2x
If you're happy & you know it
And you really want to show it
If you're happy & you know it
Clap your hand
Back to *
Stamp your feet
Nod your head
Pull your ears
Shout horraay



SHAKE MY HANDS

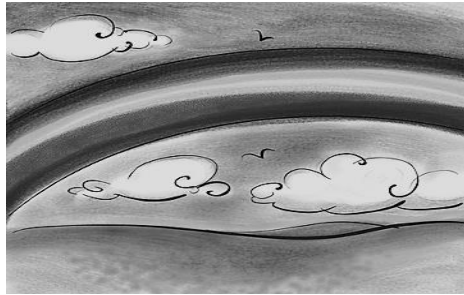
Shake my hands
And then go clap clapclap
Shake my foot
And then go tap ..taptap

One two three..
I take a little hop
Then go around
Until the music stop
Shake my fingers
Then go snap snapsnap
Shake my nose
And then go wrap wrapwrap
Four five six...
I take a little hop
So we will dance
Until the music stop



RAINBOW

Red and yellow and green
And pink
Purple and orange and blue
I can see the rainbow
See the rainbow
See the rainbow too

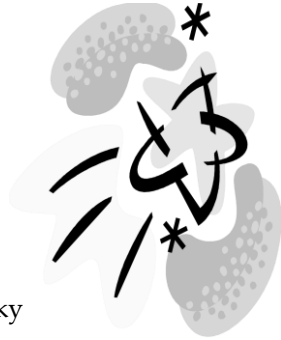


STARS IN THE SKY

Stars in the sky
Many manymany
Bright in your eyes
Happy happyhappy



Stars in my room
Many manymany
Come very soon
Happy happyhappy
Ayayo I want to fly
Ayayo and reach the sky Ayayo I want to fly
Ayayo and reach the sky Ayayo stars in the sky



SUNNY DAY

Sunny day oh sunny day
I long for a sunny day
I want to dance
I want to sing
Hey hey hey oh sunny day

Sunny day oh sunny day
Please don't let us wait for you
Let your sunbeam shine on us
Come out dear and shine for all



WE HAVE NO BANANAS

Yes! We have no bananas
We have no bananas today
No string bean and onion
Cabbages andscallion
And all kind of fruit and say

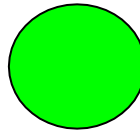


We have an old fashion tomato
And long island potato but
Yes! We have no bananas...
We have no bananas today 2x

SHAPES

Can you find a shape like this
And tell me what its name is Here is another one 3x*
And these are called CIRCLE

Back to *Triangle, Square, Rectangle



WHEELS ON THE BUS

The *wheels* on the bus go *round and round*(3x)

The *wheels* on the bus go
round and round all day long

Continued by :

wiper -- swish swish

horn -- beep beep

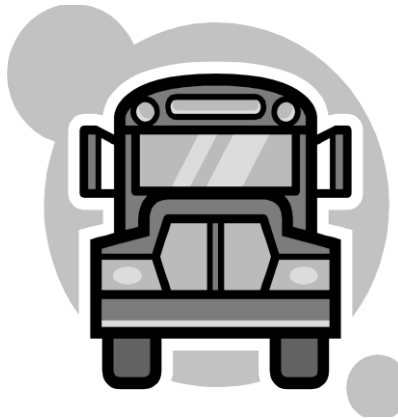
children -- up and down

doggy -- wuffwuff

money -- cling cling

mommy - sssstssst

daddy - fall asleep



FIVE LITTLE MONKEYS

Five little monkeys jumping on the bed
One fell off and bumped his head
Mama Called for the doctor
And the doctor said,
'No more monkeys jumping on the bed'.

Four little monkeys jumping on the bed. etc

Three little monkeys jumping on the bed.etc

Two little monkeys jumping on the bed.etc

One little monkey jumping on the bed
He fell off and bumped his head
Called for the doctor
And the doctor he said,
'No more monkeys jumping on the bed!'

ONE,TWO,BUCKLE MY SHOE

One, two, buckle my shoe,
Three, four, shut the door,
Five, six pick up sticks,
Seven, eight lay them straight,
Nine, ten a big fat hen



B. Games for Early Learners

Here are some games that can be practiced in your class with students:

Call My Bluff/Two Truths And Lie

Call My Bluff is a fun game which is perfect at the start of term as a 'getting to know you' kind of game. It is also a brilliant ice breaker between students if you teach classes who do not know one another -- and especially essential if you are teaching a small class size. The game is excellent for practicing speaking skills, though make sure you save a time for after the game to comment on any mistakes students may have made during the game.

(I generally like to reserve this for after the game, so you don't disrupt their fluency by correcting them as they speak). With older groups you can have some real fun and you might be surprised what you'll learn about some of your students when playing this particular EFL game.

Who it's best for: Appropriate for all levels and ages but best with older groups

How to play

1. Write 3 statements about yourself on the board, two of which should be lies and one which should be true.
2. Allow your students to ask you questions about each statement and then guess which one is the truth. You might want to practice your poker face before starting this game!
3. If they guess correctly then they win.
4. Extension:

5. Give students time to write their own two truths and one lie.
6. Pair them up and have them play again, this time with their list, with their new partner. If you want to really extend the game and give students even more time to practice their speaking/listening skills, rotate partners every five minutes.
7. Bring the whole class back together and have students announce one new thing they learned about another student as a recap.

Simon Says

This is an excellent game for young learners. Whether you're waking them up on a Monday morning or sending them home on a Friday afternoon, this one is bound to get them excited and wanting more. The only danger I have found with this game is that students never want to stop playing it. Why use it? Listening comprehension; Vocabulary; Warming up/ winding down class, Who it's best for: Young learners

How to Play

1. Stand in front of the class (you are Simon for the duration of this game).
2. Do an action and say Simon Says [action]. The students must copy what you do.
3. Repeat this process choosing different actions - you can be as silly as you like and the sillier you are the more the children will love you for it.
4. Then do an action but this time say only the action and omit 'Simon Says'. Whoever does the action this time is out and must sit down.
5. The winner is the last student standing.

6. To make it harder, speed up the actions. Reward children for good behavior by allowing them to play the part of Simon.

Word Jumble Word

This is a great game to encourage team work and bring a sense of competition to the classroom. No matter how old we are, we all love a good competition and this game works wonders with all age groups. It is perfect for practicing tenses, word order, reading & writing skills and grammar.

Why use it ? Grammar; Word Order; Spelling; Writing Skills

Who it's best for : Adaptable to all levels/ages

How to play

This game requires some planning before the lesson.

1. Write out a number of sentences, using different colors for each sentence. I suggest having 3-5 sentences for each team.
2. Cut up the sentences so you have a handful of words.
3. Put each sentence into hats, cups or any objects you can find, keeping each separate.
4. Split your class into teams of 2, 3, or 4. You can have as many teams as you want but remember to have enough sentences to go around.
5. Teams must now put their sentences in the correct order.
6. The winning team is the first team to have all sentences correctly ordered.

Pictionary

This is another game that works well with any age group; children love it because they can get creative in the classroom, teenagers love it because it doesn't feel like they're learning, and adults love it because it's a break from the monotony of learning a new language - even though they'll be learning as they play. Pictionary can help students practice their vocabulary and it tests to see if they're remembering the words you've been teaching.

Why use it? Vocabulary

Who it's best for : All ages; best with young learners

How to play

1. Before the class starts, prepare a bunch of words and put them in a bag.
2. Split the class into teams of 2 and draw a line down the middle of the board.
3. Give one team member from each team a pen and ask them to choose a word from the bag.
4. Tell the students to draw the word as a picture on the board and encourage their team to guess the word.
5. The first team to shout the correct answer gets a point.
6. The student who has completed drawing should then nominate someone else to draw for their team.
7. Repeat this until all the words are gone - make sure you have enough words that each student gets to draw at least once!

The Mime

Miming is an excellent way for students to practice their tenses and their verbs. It's also great for teachers with minimal resources or planning time, or teachers who want to break up a longer lesson with something more interactive. It's adaptable to almost any language point that you might be focusing on. This game works with any age group, although you will find that adults tire of this far quicker than children. To keep them engaged, relate what they will be miming to your groups' personal interests as best as possible.

Why use it? Vocabulary : Speaking

Who it's best for : All ages; best with young learners

How to play

1. Before the class, write out some actions - like washing the dishes - and put them in a bag.
2. Split the class into two teams.
3. Bring one student from each team to the front of the class and one of them choose an action from the bag.
4. Have both students mime the action to their team.
5. The first team to shout the correct answer wins a point.
6. Repeat this until all students have mimed at least one action.

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