

Teaching English Young Learners

Elt Teacher Training
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PART 1 THE YOUNG LANGUAGE LEARNER

UNIT 1 Foreign language learning at primary level:

In the world international barriers break down and people can easily contact with other cultures and languages through travel, communication and technology.

This is called *globalization*.

Using English as a world language is the growing trend,

English has introduced many children in many countries all over the world. But why??

Governments (economic benefits)

Parents (economic, cultural, or educational advantages)

Folk belief (younger children learn lang better and more easily than older children)

Educationalists have recognized need for English language learning at primary level and doing whatever they can to promote it.

English language learning as a global phenomenon:

On different parts of the world English language learning becomes popular. Parents want their children to learn English at primary level.

European Union was designated the European Year of Languages. (Many activities were organized to raise the profile of foreign language learning). Its aims were:

To celebrate the diversity of languages

To encourage lifelong learning

To provide information about the teaching and learning of languages

There is an imbalance which the European Year of Languages has tried to correct.

In many countries English is part of the public and family environment, especially through cartoons, television, films, pop music, magazines and newspapers.

This dominance of English pushes other languages into the background.

Why teach a foreign language at primary level?

Girard referred 6 important conditions for creating best conditions for teaching language

1. Having appropriate trained teachers
2. Proper timetabling with sufficient timing
3. Appropriate methodology
4. Continuity and liaison with secondary schools
5. Provision of suitable resources
6. Integrated monitoring and evaluation

Issues for introducing early foreign language learning:

Children have certain aptitudes and this can be taken as an advantage

There is no theoretical optimum age to start teaching but the age of 9 was often chosen

Non-mother tongue must be integrated into other teaching in the primary school

The main concern is to prepare the ground so that the most can be made of the teaching which will be received in secondary school

The linguistic and pedagogical skills of the teachers are the two most important factors

Reasons for starting to learn a foreign language several years earlier

It increase the total number of years spent learning the language

Time factor (regular short slots during week were be more effective than a longer slot only once a week)

Nature of primary methodology (Ts should take account of methods and pace of primary school teaching)

Young children have a greater facility for understanding and imitating what they hear (than secondary school pupils)

English language learning policies at primary level:

European Language Portfolio ELP has four aims;

To encourage people to learn more languages

To continue learning throughout their lives

To improve their learning and ability to assess their own competence

To help movement within Europe (shared cultural understanding)

English to Young Learners (EYL) several conditions need to be met;

It should be properly planned(take account the experiences of other countries which have succeeded, Ts, teacher educators, curriculum designers, materials writers and assessment specialists must have clear idea of intended goals and outcomes)

Governments and private institutions **must ensure that adequate resources are provided to ensure optimal conditions so that the** “younger equals better” slogan can be turned into successful reality.

An **evaluation of the learning outcomes after a set period** is also essential since these are ultimately expected to provide information on the validity of teaching, and effectiveness of the national spending involved.

Aims and objectives: (early language learning)

The aim was not the creation of bilingual children but „to prepare children linguistically, psychologically and culturally for language learning. (objectives, pg. 5)

The goals of foreign language programmes are not only learning to use language but also developing sensitivity to and awareness of foreign languages and cultures.

The aims of primary language learning can be classified under these headings:

psychological preparation

linguistic preparation

cultural preparation.

1) Psychological preparation:

To give an appetite to learn, motivate to learn English in interesting and fun ways

Recognize, appraise communicative value and their own capacity to learn how to use it

Children's experience with lang should be enjoyable, not put an extra burden on them

Ts should not take it for granted children arrive in class with strong positive attitude

Another aspect of psychological preparation is **developing awareness** of language:

Language awareness: The aim was to stimulate children's natural interest and curiosity about language and to challenge pupils to ask questions about language

Learning awareness: help pupils to understand why and how they are learning lang

Metacognitive awareness: knowledge and self-awareness a learner has of their own learning process and may be the key to effective learning (knowing about knowing)

Language awareness **Cognitive** awareness **Social** awareness **Cultural** awareness

The ideal result is that they become more aware of issues such as information about kind of materials they will use, strategies which help them, how to build up confidence.

This kind of awareness includes focusing on skills such as *noticing, observing, analyzing, comparing, deducing or conceptualizing*.

2) Linguistic preparation:

The goal of developing basic communicative competence in preference to aiming for “**language-sensitization**” or raising “**language awareness**”

The main language aim for primary ELT is **to be able to communicate**, or to develop „**communicative competence**”

The aim is not to teach a FL **but to teach how to use it in communication**

3) Cultural preparation:

To develop intercultural awareness

Showing a respectful attitude towards other lang, their speakers and culture

Policy realities (further reading at home please, pg. 9)

From primary school to secondary school

Keeping in touch with English language teachers

UNIT 2

HOW

CHILDREN

LEARN

LANGUAGES

Learning a first language:

Firstly a baby produces noises and cries, and then cooing and gurgling.

There are some stages which children pass in process of acquiring their first language:

- 1) **Babbling** :(0-8 months) babies can hear and produce noises and meaningless sounds
- 2) **The first word** :(11-18months) put names to the objects and people around them. Through imitating they learn to associate objects and sounds. Vocalization begins to take on the aspect of genuine communication. Eg. Mama, dada
- 3) **Two words** :(18months-2 years) they enter a syntactic phase by putting two words together to create a new meaning. Eg. Look daddy, there doggy, mummy gone
- 4) **Phonological, syntactic and lexical norms** :(3-4 years) children's grammatical systems begin to resemble the adults. They learnt all vowel and consonant sounds of L1. Some children have some problems with individual sounds or consonant clusters.
- 5) **Syntactic and lexical complexity and richness**: (6-12 years) they continue to expand their vocabulary and improve their understanding of words.
- 6) **Conversational skill**: in interactional tasks, young children can't know what they don't understand, but older children can realize what is unclear and they try to identify problem and suggest an alternative. Olders can communicate easily, they are able to take another person's perspective and are better at using persuasive arguments .

According to Wells; children pass through 5 stages before they reach school age:(p.g.15)

1) first utterance are used to get attention

2) naming and classifying things

3) asking different kinds of questions with intonation

4) Using more complex structures for request, explanations

5) using much more complex structures

Different views of L1 and L2 acquisition

Similarities and differences in L1 and L2 acquisition processes can help Ts in the FL class.

There are explanations of L1 and L2 acquisition. Most useful and influential views are:

1) Behaviorist views (Skinner):

Had a strong influence on the audio-lingual approach (this approach emphasizes repetition of the drills, accuracy and the avoidance of errors)

Environment imitation reinforcement practice habit formation

But they can not explain the creativity of the children. E.g. „thunder“ (p.g. 17)

It offers partial explanation for aspects of L1 and L2 acquisition but it can not explain acquisition of complex grammatical structures & lexical relationships.

2) Nativist views (Chomsky):

There were innate and so universal features of the human mind

Children are pre-programmed to learn a language

An internal or innate Language Acquisition Device (LAD), now referred to as Universal Grammar (UG) allows infants to process all the language they hear and to produce their own meaningful utterances

Children can learn complex grammatical forms thanks to LAD/UG

Child's creativity as an important part of L1 and L2

Social interactionists criticized Chomsky's preoccupation with the structures of language, feeling that other more personal and social aspects of language use were being neglected. (communication with real people in real time)

3) Cognitive-developmental views (Whitehead, Lenneberg):

Language development was an aspect of general cognitive growth, certain thinking skills must first mature in order to create a framework.

Critical Period Hypothesis (CPH) à Lenneberg

There is a specific and limited time for language acquisition

There are many important factors to consider; age, motivation, learning conditions

In many studies younger children were found less efficient learners of vocabulary and grammar than older learners, so pure version of CPH is no longer held to be valid although has cognitive and linguistic dimensions

4) Social-interactionist view (Bruner, Vygotsky):

Emphasis human social interactions, and role of adult-child relationships in learning.

Bruner; LAD + social support = **Language Acquisition Support System (LASS)**

Bruner; scaffolding: partner provides a structure or framework to kids

Vygotsky; Zone of Proximal Development (**ZPD**): children can do much more with help of someone more knowledgeable or skilled than themselves than they can do alone.

This highlights importance of social interaction and learning from working with others

Are the L1 and L2 acquired in the same way?

How far are processes involved in learning L1 similar to those in learning L2?

Behaviorists and Innatists: YES

Cognitive and Social Interactionists: NO

Behaviorists: imitation and practice are common for both

Innatists: use past experience to structure new experience (building on)

Cognitive developmental: L2 learner is more cognitively developed than the L1

Social interactionists: social context is very different in terms of the types and amount of input provided, the types and amount of output produced

L1 acquisition contextualized (visuals, feelings or real situations), learner highly motivated.

L2 acquisition is decontextualized, present in artificial context, sts not highly motivated.

L1 and L2 acquisition *processes are similar but conditions are different;*

processes most learner go through;

- Work out rules about how Lang. Learned

- Generalize these rules

- Overgeneralize rules

- Use Lang. correctly

conditions;

L1 learners have much more time than L2 learners. L1 learners have one to one interaction

L2 learners may not receive high-quality input; receive input from deduced sources

They have a different motivation for learning (L1 & L2)

Does younger mean better?

Younger equals better“ was originally supported by CPH in cognitive developmental view à the notion that language is best learned during the early years of childhood and that after the first dozen years of life , everyone faces certain constraints in the ability to pick up a new language

Some researchers stated that lower-order processes (pronunciation) are learned better when young. While higher-order processes (meaning relations) are learned after puberty

These show that early start is influenced by many learner factors which play a great part in success of L2 learning. à levels of motivation and confidence, differences in language aptitude and personality, contextual factors (quality of teaching, provision of adequate time for learning), high quality materials, appropriately trained teachers, favourable public attitudes, creating effective L2 learning environments, level of resources governments and institutions need to provide (CDs, computers...etc.)

Who learns how much of what language under what conditions?

who learns: is influenced by learner differences (*age, aptitude and motivation*)

how much of what language: is governed by factors such as *goals of language learning, the curriculum and syllabus and the effects of tests*

under what conditions: highlights situation and context under which the L2 is learned. Ellis suggests that there are 3 parts to the development of a second language:

Sequence or general stages through which children move in L2 learning.
(vocabulary to syntax, structure of simple sentences, finally more complex sentences)

Order of language that is acquired. (differ from child to child and class to class)

Rate of development, speed of which may vary enormously from learner to learner.

Who learns? Kubanek-refers to ideal learner' extravert, talkative, confident, risk-taker.

Under what conditions? Situational factors, context , type of input are important . The input is dependent on many factors:

the goals of language learning the syllabus in use the size of classes

Ts' beliefs about learning and language learning

Ts' language level and teaching style the type of resources available

- Learning L2 = comprehensible input → intake → comprehensible output

UNIT 3

HOW CHILDREN THINK AND LEARN

HOW CHILDREN THINK AND LEARN

Learner – centered:

Children's needs and interests are placed at the centre of planning and teaching is no longer as commonly used as before.

Learning – centered:

highlight a greater emphasis on the need to maximize learning and provide both support and challenge in learning.

If we want to focus on learning- centered teaching, it is vital that we are well informed about the physical, emotional, conceptual and educational characteristics of children and how theory has shaped our views on how children think and learn.

What is different about teaching children?

Young children are different from older learners because children:

have a lot of physical energy and often need to be physically active

have a wide range of emotional needs

are emotionally excitable

are developing conceptually and are at an early stage of their schooling

are still developing literacy in their first language

learn more slowly and forget things quickly

tend to be self-oriented and preoccupied with their own world

get bored easily

are excellent mimics

can concentrate for a surprisingly long time if they are interested

can be easily distracted but also very enthusiastic

There are three different age bands:

3-6 years old,

7-9 years old,

10-12 years old.

Parental support and interest is the key factor in children's learning.

Physical differences:

Learners are still developing motor skills (holding, hopping, skipping, balancing)

restless so required activities which are short, varied and allow them to burn off energy

Emotional differences:

They may be unstable emotionally, Have sudden emotional outbursts

They need to develop a sense of confidence and self-esteem

They are egocentric, can't cooperate, can easily frustrated if their needs aren't met

Conceptual differences:

3 – 6 years old → symbolic thought, + 7 realistic and rational thought

Linguistic differences:

They are still developing numeracy and literacy in their L1

Up to the age of puberty are still learning to master complex grammatical expression even when speaking or writing their L1

Educational differences:

They need opportunities to choose and decide on actions To work things out

To investigate, explore and be curious Be encouraged to question

Activities help to focus and pay attention to develop memory and concentration skills

Activities which reinforce concepts they may be developing and develop oral skills

How children think and learn:

Behaviourism: children are blank slate they are learning passively

Teaching equals learning

This is known transmission model of learning

Bruner: social Interactionist constructivist

investigated why children find school learning so difficult?

This was because children experienced it as very separate from their real lives.

constructivist; a model of learning in which the child is seen as an active agent in his or her own learning, selecting, retaining and transforming information to construct knowledge which is shaped by his or her unique way of seeing and interpreting the world (this he called scaffolding)

He says; Child's learning is a process not merely a product

He saw children's learning as moving through three modes of representation, knowing something through doing it, through working with a picture or image of it, and through using some symbolic means, such as language

Vygotsky: Developmental ZPD

Social- constructivist

emphasized the role of the adult and of language in children's learning

Process of mental development work on 2 levels; present actual level and the future, potential level of development , He says speech precedes thinking

social- constructivist; child construct his understandings from the social interaction

Piaget: Cognitive Developmental

child is actively constructing his thinking by acting upon physical-social environment

All children go through a series of clearly defined stages of intellectual development:

4 – 8 years are at the concrete- operational stage

all learning develops only where it is heavily contextualized in concrete situations

By 11 some pupils may move into stage of formal operations

they are capable of more abstract thought and can learn in a more decontextualized way

Piaget underestimated the role of language and the role of adults in helping children to learn while overestimating the role of play.

The difference between Piaget and Vygotsky are;

Piaget believes child learns through his or her own individual actions and exploration

Vygotsky believes adults/ Ts work actively to improve children's level of development

In the early 1990s, Gipps stated the followings: (and most British teachers of young learners also believe his opinion)

1) Children develop in sequential stages from concrete to abstract levels of thinking. A child a higher level of thinking

2) Children learn through first hand (Concrete) experiences, particularly through structured play

3) In social development children move from egocentrism to the ability to empathize with others

4) Children need to develop competence in their first language to function effectively as learners

5) Every child is an individual in their own unique way

This list of beliefs shows very clearly the influence Piaget had on these teachers!

Learning styles and multiple intelligences

Neuro- Linguistic Programming (NLP)

Visual: information is learned mainly through eye

Auditory: based on a preference for learning linked to hearing

Kinesthetic: based on learning through movement and manipulating things

The Multiple Intelligences Checklist includes eight kinds of intelligence

Thinking about pupils' learning

Teachers generate their personal theories on children's learning in 5 ways:

- Through their own memories of childhood learning
- Through their teacher training and reading
- Through reflection while they are in action in the classroom
- After being in the classroom or informal discussion with colleagues
- Through professional development activities

The more experience you gain, the more you will refine your understanding of pupils' learning which may lead you to modify your behavior.

Yeşil kitap
(1) THE YOUNG
LANGUAGE LEARNER

This book assumes that your pupils are between 5 and 10 or 11 years old.

There is a big difference between what children of 5 can do and what children of 10 can do.

They divided to two main groups; 5 > 7 and 8 > 10

What 5 > 7 year olds can do at their own level

They can talk about what they are doing

They can tell you about what they've done or heard

They can plan activities

They can argue for something and tell you why they think what they think

They can use logical reasoning

They can use their vivid imaginations

They can use a wide range of intonation patterns in their mother tongue

They can understand direct human interaction

Other characteristics of the young language learner

They know that the word is governed by the rules (a feeling of security)

They understand situations more quickly than they understand the lang used

They use language skills long before they are aware of them

Their own understanding comes through hands, eyes and ears.

They are very logical –what you say first happens first

They have a very short attention and concentration span.

The dividing line between the real world and the imaginary world is not clear.

They are often happy playing and working alone but in company of others.

Children don't always understand what children are talking about.

They will seldom admit that they don't know something either

Young children can't decide for themselves what to learn

Young children love to play and learn best when they are enjoying themselves

Young children are enthusiastic and positive about learning.

It's important to praise them if they are to keep their enthusiasm and feel successful from the beginning.

What 8-10 year olds can do at their own level

Their basic concepts are formed

They can tell the difference between fact and fiction

They ask questions all the time

They are able to make some decisions about their own learning

They've definite views about what they like and don't like doing

They've a developed sense of fairness and begin to question the teacher's decisions

They are able to work with others and learn from others

Language development

Understand abstracts

Understand symbols (beginning with words)

Generalize and systematize

Think about young children telling jokes.

5 year olds laugh because everybody does, but they don't always understand it.

7 year olds think jokes are funny and they learn them off by heart.

What this means for our teaching

Words are not enough:

don't rely on the spoken word only. Demonstrate what you want them to do.

You will need to have plenty of objects and pictures to work with.

Play with the language:

make up rhymes, sing songs, and tell stories.

Play with the language›

let them talk nonsense, experiment with words and sounds.

Language as language:

facial expression, movement, etc. we should make full of these clues.

So reading and writing are important for child's growing awareness of lang.

Variety in the classroom:

variety of activity, of pace, of organization, of voice

Routines:

children benefit from knowing the rules and being familiar with the situation.

Use familiar situations, familiar activities. Repeat stories, rhymes, etc.

Cooperation not competition:

avoid rewards and prizes. Group them together whenever possible.

Most of us enjoy feeling of belonging, this is particularly true of young children.

This doesn't mean they have to work in groups all time. Some work best alone

Grammar:

children have amazing ability to absorb language through play and other activities which they find enjoyable.

How good they are in a foreign language is not dependent on whether they've learnt the grammar rules or not.

The barest minimum of grammar.

The best time to introduce some sort of simple grammar is either when a pupil asks for an explanation.

What is important is explanations should be given on an individual/group basis when pupils themselves are asking questions, that explanations are kept as simple as possible.

Assessment:

it is always useful for the teacher to make regular notes about each child's progress. You may want to tell parents how their children are doing.

PART 2

TEACHING LEARNING

AND

LANGUAGE SKILLS

UNIT 4 HOW TO TEACH ENGLISH TO CHILDREN

The use of communicative method in ELT classrooms

Factors which influence classroom methodology:

1. context within which English is learned
2. the role of English within the community
3. the goals and syllabus for English
4. beliefs about teaching and learning in general and Lg. teaching
5. language teacher and her training
6. the materials, resources and time available
7. the amount and type of assessment

Supporting transfer of language learning skills from the L1 to the L2:

The comparison of processes and conditions between L1 and L2 learning shows there are certain principles which teachers need to be aware of and make use of wherever possible (page 40)

Figure 4, page 42 shows us some aspects of the teaching context which we have to think carefully.

Teaching – centered or learning- centered?

Teaching Centered

- T. plays active role
- T. controls the actions
- T. explains, gives directions, asks questions
- No real interaction
- Ss. play passive role and answer questions
- No pair or group work

Learning Centered

- Ss have chances to work on tasks
- Ss use Lg. in a less controlled and more creative way
- Pair and group works
- Real interaction
- Ss are more independent
- Ss may take responsibility for their learning

=> Teachers' role: to find a balance between these two approaches

In traditional schools and classes, problems can occur! (Collaboration)

Types of Language Teaching Approach:

6 common approaches used in primary schools

Audio-lingual method

Based on structuralism and behaviourism (repetition of new lang, based on dialogues)

Teaching - centered

it is considered to be too restricting with too much emphasis on memorization, imitation, and exercises involving mechanical and decontextualized repetition

Language practice is carried out with the whole class (less pair or group work)

It encourages children to listen carefully and memorize chunks of language which are important parts of language learning

Not enough emphasis is on meaning or encouraging children to think for themselves or produce language independently

Children seem rather bored while using this method, there is not enough variety to hold young learners' interest and may not encourage a positive attitude to FL learning

Total Physical Response (TPR)

popular with young learners as it develops listening skills, introduces lang in visual, contextualized way involves activity, movement and does not at first put pressure on young learners to speak

Some learners may be able to play the part of the teacher and give instructions for children to follow or describe actions for other children to mime

When you use action songs, rhymes and stories, this is a form of TPR

The communicative approach

Based on social- interactionist theory (interactions is important)

meaningful and contextualized tasks, producing output is important

topics" talking about people", "travel", "making plans"

learners engage in drawing, acting out, listening, talking, reading or writing based on meaningful and contextualized tasks

This approach is referred to as activity- based, and commonly involves the use of three types of activities:

problem-solving activities: identifying, matching, sequencing, prioritizing, classifying

interactive activities : making surveys, interviews

creative activities : making masks, birthday cards

All of these aim to develop learner's communicative competence while catering for children's needs and enthusiasm

This approach has criticized by some for focusing on communication and fluency too much and overlooking grammatical accuracy

Task-based Learning

using language for purpose in context. (purpose and context stimulating the learners to do something through language)

It attempt to improve on the communicative approach by trying to balance accuracy with fluency and by encouraging more authentic output.

This approach has three phrases:

Pre-task preparation: introduction of new language and procedures to be used

Task itself: children doing the task in pairs

Language focus: studying on accuracy, structures, language analysis

Task might involve acting out, recording or writing a story, making a model or board games, writing a quiz, making information booklets with illustration, surveys etc.

Story based methodology

Central to children's social, intellectual and cultural development

It is found to be extremely productive

Many modern coursebooks are incorporating use of stories for language development

Cross curricular

Linked to the activity- based approach and task- based learning

Development of L2 is linked to other areas of curriculum; art, physical education, math

Stages in Learning

Traditional model :

Presentation

Practice

Production

More learning centered view :

Meeting new language

Manipulating it

Making the language your own

Meeting new language (presentation)

Ts presents new lang depends on the resources she has access to (blackboard, OHE)

Ts provides comprehensible input in a lively and interesting way

Teacher is responsible for; Checking the pupils' comprehension

Introducing the meaning, form and pronunciation of new language correctly

Teacher centered, tightly controlled (transmission teaching)

Sts are corrected but in a gentle, non-threatening way so they feel unpressured

Manipulating new language (practice)

After presentation Ts support sts in manipulating new lang in a variety of activities

This stage is orchestrated by the teacher;

at first in controlled way, and then more guided way

In the controlled manipulation stage teacher will be quite strict about correcting the pupils' language (she is focusing on accuracy)

Moving from controlled to guided, teacher focus on communication

Making the language your own (production)

Pupils are using the language they have practiced in a freer, less controlled way

Much correction by the teacher would be very demotivating and inappropriate

This stage is important for developing pupils' interactional skills, listening and speaking as well as literacy skills, reading and writing

Task Design:

- Differences between Tasks and Activities

Activities:

- Traditional - guided teaching - Language practice aim
- Not purposeful and meaningful - reducing learner control

Pairs or individual

Examples: matching, flash cards,

Sequencing letters, gap, filling, cloze tests.

Tasks:

- Context and meaningful purpose
- Product for real audience
- personalize the language
- use language independently
- Individual, pair or group work

- Examples: drawing, writing a story, playing, board game, planning, creative speaking, writing as posters, stories investigating a topic and present it.

Page 51 is very important for your exam!!!

UNIT 5

LEARNING TO

LEARN

Definitions of learning to learn

It contains activities designed to develop metacognitive awareness - learning strategies.

It is concerned with the process of learning.

The Development of Metacognitive Awareness

Metacognitive awareness can be described as "knowing how to learn" involving;

which processes are involved in learning? which strategies work best ?

Given the opportunity and asked the right questions, children can be helped to express themselves in a purposeful and meaningful way about their learning experiences.

Metacognitive awareness contains four different kinds of awareness:

Language awareness: The aim is to stimulate children's interest and curiosity about language in order to develop understanding of and knowing about language in general.

Social Awareness: this can be related to Vygotsky's socio-cultural theory of learning-that is higher cognitive functions are internalized from social interaction.

Cognitive Awareness: the main concern is to help children understand why and how they are learning a foreign language at school.

it involves explaining the children how they are going to learn FL in class, the type of materials they are going to use and the activities they are going to do.

Cultural Awareness: it involves children in activities which enable them to discover similarities and differences between themselves and other people

to develop positive attitudes to the foreign language culture and people.

The Development of Foreign Language Strategies

Learning strategies are specific actions, 'behaviors, steps or techniques employed by learners to regulate their learning.

The use of learning strategies as a means for active, self directed engagement in learning has been found to be linked to language achievement and proficiency.

There are two major groups of learning strategies:

Metacognitive, are those which are more generalized and used to regulate learning

Cognitive, are those which are more task-specific and involve actually manipulating the subject to be learned.

Metacognitive Strategy

Those strategies reflect on different aspects of learning process.

There are 8 kinds of metacognitive strategies.

Planning Learning: Ts take the main responsibility for planning learning. As children's confidence and knowledge develop, they can take more responsibility for planning certain aspects of their learning.

Hypothesizing: Pupils can be encouraged to work out the rules of grammar for themselves by looking at examples of the foreign language and working out why.

Comparing: Pupils can be encouraged to analyze and compare differences and similarities between English and their LL. This can arouse their curiosity about language and develop their language awareness.

Self questioning: Pupils can be taught how to ask themselves questions about their own learning in order to be able to reflect on the content and the process.

Self Assessment: This will help them monitor their progress and maintain motivation, and highlight strong and weak points

Self correction: this helps them take on responsibility for their own learning and work out where and why they may have made a mistake.

Reviewing: Pupils can be taught to review systematically in order to aid long term retention and to identify what they know and do not know.

Selecting activities: This allows pupils to choose activities according to their own interests and needs, decide for themselves what to do and plan their own work.

Cognitive strategies

Cognitive strategies are task specific and consist of learning steps or operations that entail direct analysis, transformation or synthesis of learning materials.

Classifying: When pupils classify items into different groups, this reinforces a basic concept and can be a useful memory aid when learning vocabulary.

Using visual & audio clues as aids to meaning: make use of variety of clues to help work out meaning in our L1 pupils will need to use clues. It is important that they first become aware of what they are and are prompted to use them.

Predicting: Pupils can be encouraged to use a variety of clues from context to guess possible content. Encourage pupils to anticipate general learning. This involves pupils actively and personally in the learning process and can develop self-confidence.

Risk taking: When pupils build up enough confidence they take risk willingly and try' something out in language. Ts can encourage risk taking by inviting pupils to guess the meaning of words, to attempt to pronounce a new word, to hypothesize, to discuss a learning strategy, etc.

Organizing work: Work related to the English lesson can be organized and stored in different ways.(see page 58). This actively involves pupils in the learning process and personalizes "their efforts.

Socio-Affective Strategies

Socio-affective strategies are related with one's ability to involve in social and group activities and to transact with others. Cooperation and question for clarification are the main socio-affective strategies.

Working with each other in pairs or groups provides pupils opportunity for taking on responsibility for their learning.

It can also involve them in planning and directing their own work.

The Benefits of learning to Learn

What's in it for the Pupils?

The more informed and aware children/learners are about language and language learning the more effective they will be at managing their own learning.

It provides them with the basic learning tools for this as well as learning skills for life.

What's in it for the teachers?

If pupils are more motivated and more involved in their learning, the teaching and learning will be more enjoyable for teachers and pupils.

Learning to learn recognizes individual differences, in children's learning. This will help teachers deal with diversity and differentiation within their class.

Learning to learn shows that teachers need to continuously question their own teaching and beliefs which will help them become more aware of their own professional growth.

Techniques for Overcoming Teachers' Anxieties about Learning to Learn

A methodology for Learning to Learn:

The Plan Do-Review Model

A methodology would consist of three stages. These stages are usually referred to as pre-, while/during-, post-

For example, listening to a story has three stages. -

Pre-listening

While/during- listening

Post- listening

In **PRE- stage**; children think about what they already know and what they need to do to plan and prepare for an activity

In **WHILE- stage**; children experiment, that is, they do the activity or task.

In **POST- stage**; children engage in further reflection to review and assess what has been done.

This methodology enables teachers to provide systematic learner training in an explicit way. (See page 61, figure 9)

Techniques for Developing Metacognitive Strategies

Providing Methodological Preparation

Methodological preparation includes helping learners understand and, use **meta language**.

Metalinguage is the language for describing the language, language learning and learning strategies.

The way you provide methodological preparation for children will depend on their conceptual level and the approach used for teaching their L1 in school.

Teachers need to think carefully about the language they will use in class with their pupils.

it may need to be given in the L1 but, little by little, pupils will acquire this metalanguage in English.

Encouraging Active Reflection

Encouraging Children to reflect their learning is very important for their self-awareness development. This can be done in the following ways:

Asking: Questions that Probe: A good questions must be probing and on invitation to think so that it makes children justify their responses, it must focus their attention and encourage observation.

Running teacher-led review sessions: Children need to recycle what they have learned in order not to forget later on. They maintain motivation and aid memorization.

Revising and Reviewing need to be built into lessons on a systematic basis so it becomes a classroom routine. This can be

- At the beginning of class to revise work, covered in previous lesson: What did we do last lesson?

- Throughout class after each activity cycle: What did you learn? What did the activity get you do?

- At the end of a lesson to provide a general summing up of the work covered: What did we do today? What did you learn today?

This will help pupils understand what they have been learning and why, it helps pupils perceive progress and helps them understand what they do and don't know so they can identify what to revise. (See page 63-64, study the given extracts)

Completing written self-assessment and activity evaluation:

It is an important way of encouraging pupils to take on more responsibility for their own learning.

Children can be confused by self-assessment if its purpose is not clearly explained.

Self-assessment sheets can either follow a general format for use at the end of each lesson or unit.

a specific format related to a particular learning such as a special event or after a mid-year test.

For older children, questionnaires allow time for silent reflection and individual responses but Ts must take into account children's ability to express their views in a written form. (figure .10 page 66)

Discussing in Groups/peer questioning:

As children become older and more familiar with such techniques, the teacher led session could be transformed into a group discussion Led by individual pupils.

The teacher could give the group a list of standard questions to structure the discussion

Explaining and Activity:

Explaining how to do- an activity to other pupils is extremely motivating for children.

Thinking about the procedures and/or rules involved and the different stages of an activity will involve them in a great deal of reflection, as well as provide language practice.

Reflecting silently/self questioning: Teachers can ask children to reflect silently on what they have done, how they did it and how well they did it.

Teachers can also write a set of questions

*What did I learn today?

*What activities did I do today?

*What did the activities get me to do?

*Did I find them useful? Why? Why not?

*What did I find the "easiest", the most difficult today? Why?

*How well did I do today? Why?

*What do I need to revise?

Techniques for developing cognitive strategies:

When developing cognitive strategies, it's need to add missing metacognitive dimension and demonstrate strategies with transfer in mind. There are same techniques that can be used for developing and helping children become aware of cognitive strategies.

-Discussion and activity evaluation - Modeling -Explaining

-prompting and practicing -Evaluating -Expanding

Techniques for developing socioaffective strategies:

- Establishing ground rules with a contract

-Developing interpersonal intelligence through pair-work

-Peer help/correction/support encourages group support and friendship. Allow them to help each other

-Appointing a class monitor -Project work

-Encouraging them practice English as much as possible

-Teaching formulaic language

-Using materials that develop cultural awareness and citizenship education

-Being fair, providing positive reinforcement and expanding correction techniques

Evaluating Learning to Learn:

It is clear that teacher has a crucial role to play in implementing learning to learn.(Study fig.1 1)

6. FROM SOUNDS TO WORDS TO STRUCTURES

The scope of Pronunciation

a. Individual Sounds:

L1 and L2 differences ([w] in English, but not in Turkish)

Teachers' role:

- to demonstrate word on its own first, then moving quickly to putting it in a sentence!
- making children aware of the differences in sounds (sound awareness)

picking out the difference between a series of words

e.g. sheep – ship , tin – thin

spotting the odd one out

fill – feel – fit

b. Sounds in connected speech:

“Linking”: - certain sounds are run on together to avoid a jerky, staccato effect.

- helps to keep the smooth flow of English

e.g. cut off, there is , etc

c. Stress and Rhythm:

English = stress timed language!

Words which are **not strongly stressed** are **Functional words**

modals, pronouns, articles, prepositions

Words which tend to be **stressed** are important **content words**

which give the main part of a message (nouns, verbs, adjectives, adverbs)

When a word is stressed ;

the stressed word sounds slightly louder than the others

the vowel in the stressed word is clearly pronounced (sound longer)

Songs and rhymes useful for developing awareness of how English sounds

d. Intonation :

Important functions of intonation:

a. help emphasize the most strongly stressed word in a sentence

b. show grammatical function of what is being said (?, statement, requests etc.)

c. to show feelings and emotions

Intonation patterns:

1. Falling tone (page 77)

2. Rising tone (page 78)

Techniques and activities

minimal pairs : - one sound difference.

pig – peg , bin – pin , ten – men, etc.

useful for raising awareness of sounds, for **remedial work**.

correct word stress : eighteen (oO) , elephant (Oo)

games for practicing pronunciation (*figure 12, p. 79*)

Pronunciation Goals

Intelligibility:

main goal is to ensure that speech is good enough to be understood by a native speaker

Learning English Vocabulary

How children learn the meaning of words:

Labeling

discover that sequences of sound can be used as names for things. (e.g. ball, biscuit, etc.

Packaging :

find out which things can be packaged together under one label (e.g. chair – furniture)

Network building task

children must work out how words relates to one another

Knowing a word: PRONUNCIATION, MEANING, USE OF A WORD (table p 82)

Vocabulary Size, Selection and Learnability.

- Learning conditions - time available - learnability of a word

Learnability of a word:

1. **Demonstrability** : concrete level – abstract level (car – transport)

2. **Similarity** to L1 : L1 à L2

3. **Brevity** : Is it a short or wrong word? (plane – aeroplane)

4. **Regularity** of form : apple- apples , but foot – feet

5. **Learning** load : knowing a part of a word (bed + room = classroom)

6. **Opportunism** : child's immediate situations

7. **Centers** of interest : children interests

The Vocabulary teaching and learning process

Stage1. Understanding and Learning the meaning of new words:

Vocabulary should be **presented in context** first. **Visual support**

Grouping : a) Lexical sets e.g. shops, fruit, rooms in a house

b) Rhyming sets e.g. bat, rat, hat, mat.

c) Colour sets e.g. things that are green : a pea, an apple...etc.

D) Grammatical sets e.g. adjectives, nouns, prepositions....etc.

e) Partners or collocations e.g. play the piano, ride a bike, loud noise, etc.

f) Opposites or male and female e.g. hot – cold , boy – girl

-Grouping help associate new words with words already know, aid retention and recall.

Some techniques to introduce new vocabulary **by demonstration** :

a. Using objects or things (real objects) b. Using drawings

c. Using illustrations, pictures, photos, flashcards f. Using technology

d. Using actions, mime, expressions, gestures e.g. adjectives sad and happy

e. Pointing, touching, tasting, feeling, smelling (their senses)

Other techniques are **verbal** :

a. Explaining (giving analytical definition) b. Defining the context

c. Eliciting (vocabulary items from sts)

d. Describing e. Translating (last chance)

Stage 2. Attending to form:		
Listening and repeating		
Listening for specific phonological information		
Looking at / observing the written form		
Noticing grammatical information		
Copying and organizing		
3. The vocabulary practicing, memorization and checking activities:		
Classifying / sorting	Giving instructions	Picture dictation
What's missing?	Kim's game	Word-searches
Sequencing	Labeling	
Stage 4. Consolidation, recycling, extending, organizing, recording and personalizing vocabulary		
vocabulary books		collages
word networks / webs / trees		Mobiles
clines or steps degrees of temperature		ord stars
word boxes, banks, envelopes bags.		

Stage 5. Developing strategies for vocabulary learning:

Children inference skills → they usually use the following clues

a. Linguistic knowledge

Grammatical clues (prior knowledge of language, links and similarities to L1)

Textual clues (punctuation, use of capitals, speech marks)

b. Extra-linguistic / world knowledge

Visual clues (illustrations, mime, gestures, expressions)

Audio clues (sound effects, onomatopoeic words, word and sentence stress, pace, volume, pauses, disguised voices)

World knowledge (prior knowledge of the situation, the topic, the culture)

In earlier stages of FL learning, children will make greater use of extra-linguistic/ world knowledge than linguistic knowledge (storybooks, technique of story telling).

LEARNING ENGLISH GRAMMAR

Grammar translation method changes into communicative approach and a return to approaches which focus on form.

According to this development publishers published lots of attractive grammar books which include meaningful contexts.

In addition they supplies activities which offer both controlled practice and creative language use.

What grammar to teach

Facts:

non generative, students can be encouraged to accept the facts.

Example: foot-feet

Patterns:

generative, motivating.

Example: I like milk/apples, My favorite (color/desert) is (blue/ice-cream) etc

Choices:

use grammatical structures are a matter of personal choices.

At secondary school sts can develop a deep understanding of the relationship between meaning and grammar.

Example: I've played tennis since I was 8 or I've been playing tennis since I was 8.

Teaching grammar

Form-focusing techniques in meaningful contexts involving students actively.

Sequencing grammar learning activities: (Page 94)

Discovery grammar activities

A discovery grammar activity turns grammar into Problem solving activity

Pupils analyze data through guided questioning

It shows how sts are helped work rules themselves through discovery learning.

The model descriptions provide basis for discussion, comparison, hypothesis.

Classroom related language

Classroom talk provides opportunities for children to identify patterns

Developing strategies for grammar learning

About me books\ language files

Self\peer testing

Pupils can mark changes in form with coloured pens

They can look for patterns and create their own My Pattern Book

They can compare grammar structure in English and in their first language

Encourage them to learn from their mistakes by keeping a list of their errors and writing out a self-corrected version for each one

UNIT 7
LISTENING
AND
SPEAKING

Developing interactional skills:

In this chapter we demonstrate techniques for developing pupil's communicative competence so they can easily interact with others.

Learning to listen in English:

Listening to a foreign language is a hard work, especially for young children

In early stages children spend much of their time listening to Ts while; playing simple games, sing songs, saying rhymes, listening to stories and simple instructions as in TPR

Teacher decide how much of the general „classroom language“ should be (it is useful to get the pupils used simple routines)

Listening is not a passive activity

Listen and remember“ activity don“t improve children“ listening skills

How to develop pupils' listening skill:

1. Give the children confidence

Teacher must be realistic; we should expect the children to be able to do.

They can't understand and remember every word.

Gestures, tone of voice, visuals help them feel confident about what to concentrate on.

2. Explain why the children have to listen

Make sure that why they are listening, what the main point or purpose of the activity is. This helps to build up learners' confidence and reduce anxiety.

Different kinds of listening purposes:

To physically settle pupils

To stir pupils

To interact with others

To improve the general listening attitude

To develop aspects of language

To reinforce conceptual development

To provide support for literacy

3. Help children develop specific strategies for listening

Important strategy that Ts should teach is intelligent guess-work" (pupils used their background knowledge to work out something they aren't sure, Ts need to be aware of this to provide support and raise pupils awareness about benefits of doing this)

Some important listening strategies:

Predicting

Working out the meaning from context

Recognizing discourse patterns and markers

4. Set a specific listening task

Three stages are useful for listening:

- Pre-listening activities: what pupils do in preparation for listening

- While-listening activities: while they listen so they remain active

- Post-listen activities: after they have listened

(e.g: produce a drawing, answer questions...etc)

The point of pre-listening activities: personalize context, provide motivation and interest, build up a picture of useful background knowledge and introduce useful words, structures and concepts

To make listening active, learning-focused process is important (teacher need to develop different pre, while, post activity types)

While listening, teacher's aim must be teaching not testing! (p.g 102,table 2)

5. Organize listening

In addition to cassettes and pre-recorded materials, teacher talk is a good material

Setting up a „listening corner“ in one part of the classroom is important

Yeşil Kitap

(3) LISTENING

What we are talking about are activities which concentrate on the listening skill.

1. Listening in the classroom

What the pupils hear is their main source of the language.

We also give them as much visual back-up as possible through facial expression, through movement, through mime and through pictures

If you are reading, you can go back and check or you can re-read something you don't quite understand.

This isn't possible when you are listening, so when we are talking and the children are listening, it's important to say things clearly and to repeat them.

The listeners can't re-listen in the same way that they can re-read.

Young learners have a very short attention span. But it's important to overload children when you're working on listening tasks.

The activities presented in this chapter try to ask for understanding as the children listen and not check for understanding only at the end of the exercise

Make them concentrate on what is in front of them and create a peaceful atmosphere.

Sometimes you want to have a nice quiet atmosphere and sometimes you want your children to move about.

2. 'Listen and do' activities

Instructions:

giving genuine instructions. Most class lang is a type of 'listen and do' activity.

Moving about:

the younger pupils, the more physical activities they need.

You can check classroom vocabulary, movement words, counting, spelling

Pupils learn from each other. You can let them take over the role of 'instructor'

Put up your hand

you might ask them to put up their hands when they hear the sound /dz/

You might want them to put up their hands when they hear a certain sound.

Mime stories

in a mime story Ts tell the story and the pupils and the teacher do the actions.

Drawing:

keep pics simple. Teacher or one of the pupils, tells the others draw.

This activity is useful for checking object vocab, preposition, colors, numbers.

3. Listening for information

We are taking it to mean listening for detail, for specific information.

are used to check what pupils know, can also be used to give new information.

Identifying exercises

simple identifying exercises

Listen for the mistake

use picture but make mistakes in text, they have to listen for the mistakes

Putting things in order

pupils listen to the text and put the pictures in the order they think is right.

Questionnaires

Involves a little bit of writing or filling in of numbers

Listen and color

instead of letting them color it by themselves, make it into a language activity.

Filling in missing information

make full use of the tape recorder and any other visual aids available.

4. 'Listen and repeat' activities

Give pupils chance to get a feel for language (sound, stress, rhythm, intonation)

Rhymes

they are repetitive, they have natural rhythm and they have an element of fun, of playing with the language.

Children play with language in their mother tongue, so this is a familiar part of their world.

Songs

Exercises: the most obvious 'listen and repeat' exercises are the ones where the teacher or one of the pupils says something and the others repeat what has been said.

5. Listening to stories

Rearrange seating, have eye contact. It's important that they are comfortable.

If they're relaxed, they are more open to what they are about to hear.

Listening to stories allows them to form their own inner pictures.

Telling stories

telling stories means that you can adapt lang to their level, you can go back and repeat, you can put in all sorts of gestures and facial expressions and you can keep eye con-tact most of the time..

Creating stories

a very early stage is to create stories with children, so that you tell their stories.

First setting. You must accept first answer that comes, no censoring allowed.

Making up stories with children helps them to put their thoughts into words.

Reading stories

this not the same as telling story, in this case you should not change story at all.

For the older group it is often good to have a continuing story so that you read a bit of the book every time you see them.

6. Independent listening

English corner where you have a comfortable place to sit, books to read, a notice board, etc.

Try to introduce as many different voices in to class as you can.

Pupil needs to hear many varieties of language

The more they hear, the better they will be able to speak and write

Learning to speak in English

Expectations:

Most students think L2 learning=learning to speak

They want to immediate results even after their first lesson. If children maintain initial motivation, they need to be given opportunities to speak English as soon as possible

Initial stages:

numbers, colors, simple greetings, rhymes, songs...etc

Formulaic language:

Simple greetings

Social English

Routines

Classroom language

Asking permission

Communication activities

A typology of speaking activities:

It is move from controlled activities to freer communicative lang use

Organizing speaking activities:

Pupils can work together in pairs and groups

Pupils can record themselves and then listen their recordings(it is very useful for them to become aware of the structures and vocabulary they are using and pronunciation)

Teacher should give opportunities to maximize talk in the classroom

Teacher needs to develop a repertoire of activities providing a balance between control and creativity, repetition and real use and provide varied models of spoken English

Yeşil Kitap

(4) ORAL WORK

1.General comments

Limitations

Part of TYL FL is just another way of expressing what they want to express, but there are limitations because of their lack of actual lan.

We don't know what they want to say

If you want pupils to think about English as a means of communication, then you can't expect to be able to predict what language children will use.

Finding the balance

finding balance between providing language through controlled and guided activities and letting them enjoy natural talk is important

Correction

If they make mistakes at this stage, then they should be corrected at once.

So correction is straightforward. When pupils working on free oral activities.

If pupils are doing problem solving or working on any of the activities, then correction of mistakes should not be done while activity is going on.

Teacher can note what he thinks should be corrected and take it up in class later. If pupils ask you should give them the answer.

2. Presenting new language orally

Children need to be given language before they can produce it themselves.

Through the pupils

Sentences should be true and accompanied by appropriate actions and sounds

Using a mascot

having someone familiar on hand with whom you can have conversations about anything and everything is a wonderful way of introducing new subject and new language. Note that a mascot should belong to only one class

Drawing

you can use very simple line drawings on the board

Silhouettes

they can be given movement if you attach a piece wire to them

Puppets

these don't have to be complicated

Other suggestions

simple and clear pictures, mime/act situations, relas

3. Controlled practice

It goes hand in hand with presentation since it is important that pupils try out new language as soon as they've heard it

Telling the time

What's he/she doing

Familiarity and safety are necessary to help built up security in the language

4. Guided practice

It usually gives the pupils some sort of choice but the choice is limited.

Telling the time, asking the way, talking about colors, etc.

What's the time

this exercise would follow on from the controlled practice above.

language remains the same but pupil A never knows what time is going to be.

Chain work

it uses picture cards or word cards. Put all the cards face down in a pile.

this activity can be used to practice whatever vocabulary or structure you are working on at the time.

5.Dialogs and role play work

Working with dialogs is a useful way to bridge the gap between guided practice and freer activities.

Intonation is terribly important too and children love to play around with this.

Using objects

here are 2 dialogs which show how physical movements or objects can make a dialog come alive for children and give it amusing communicative purpose.

Children can choose which dialog they want to follow

Role play

pupils pretending to be someone else like Ts or a barbar or one of their parents

1. With the 5>7 year olds you can give them model first by acting out the dialog

2. Next stage can be to practice the dialog, but asking for different things

3. In real role play the language used comes from the pupils themselves.

This type of role play is more suitable for the 8>10 year olds at level 2

Dialogs and role play are useful oral activities because:

- Pupils speak in the first and second person

- Pupils learn to ask as well as answer

- They learn to use short complete bits of language and to respond appropriately

- They don't just use words but also all the other parts of speaking a language

- They can be used to encourage natural chat in the classroom, making up dialogs about the little things which have happened and which occupy the children at that moment.

If the atmosphere in the class-room is relaxed and nobody worries too much about formal mistakes

6.Free activities

They focus attention on the message/content and not on the language

Free activities are one step nearer real life –and they let us know that we can communicate in the foreign language

Free activities will really show that pupils can or can't use the language

Free activities concentrate on meaning more than on correctness.

We are trying to get pupils to use the language with a natural flow (fluency)

Fluency is more important than accuracy at this stage

Teacher control is minimal during the activity

The atmosphere should be informal and non competitive.

All pupils should win.

There is often a game element in the activity

Pair work

with older children working in pairs, give one pupil map A and other map B.

They should explain them each other. › **information gap principle**.

Give everyone in the class a picture to color –use one in your workbook.

Make them speak about the pictures after coloring.

In both these activities teacher plays a non-dominant role that of the organizer.

Group work

a picture story. Each pupil will describe them.

Groups will put them into right order.

story telling exercise which will be formed by pupils.

Whole class activities

matching of the pictures.

This is useful for prepositions, colors, actions and all sorts of object vocabulary.

› **questionnaires**. class is divided into 2 groups and given them different tasks.

8. READING and WRITING

Learning to read in the L1 and L2

- transferring L1 reading skills to L2 reading skills

What do children already know about reading

a. **awareness and knowledge about print** :
print represent speech!

b. **graphophonic knowledge** :
how certain sounds occur together.

BAT onset : / b / , rime : / at /

c. **lexical knowledge** :
vocabulary knowledge, which words occur together.

d. **syntactic knowledge** :
helps children to predict what might come next

e. **semantic knowledge** :
knowledge of world and experience of life and culture.

Learning to read in English : the initial stages

- developing good levels of literacy in the L1

- developing good oral skills in the L2

Which teaching methods are in use?

- **Phonics:** recognition of individual sounds, sound combinations; sounding out

- **Look and say:** recognition common words (he, she, the, is) reading automatic.

- **Language experience:** make print meaningful by encouraging personal events to become part of a simple text.

teachers' role : balanced approach!

Copying with English orthography

- **Spelling** , - different alphabets (Arabic, Chinese, etc.)

Developing print awareness

- **functional** print : flashcards, posters

- **Environmental** print: available English in the local environment

Supporting reading in the initial stages

- With songs, visual aids, games, etc.

- reading : - not simply a meaningless, repetitive activity

- Purposeful and enjoyable

Reading to learn (the later stages)

Learning a new vocabulary or grammar through reading dialogues, descriptions, instructions, short stories.

Reading strategies:

- reading for getting main idea
- reading for details
- 3 stage model: pre-, while-, post-reading.

Reading activities:

DARTS (directed activities related to texts):

focus on processes and outcome of reading.

Reconstruction activities:

teacher modifies the text for different purposes and students reconstruct the text through several ways. (Matching sentences fill in the gaps, etc.)

Analysis activities :

students look for specific information to organize it. (forming questions from the text, underline a specific info. such as shape or size words.)

Reading Awareness activities:

Reading is used for a variety of purposes

Reading activities for both stages:

a. Learning to read:

includes developing phonemic skills, sight recognition of key vocabulary.

b. Reading to learn :

students read for meaning. They develop concepts, study skills, thinking skills, and become aware of the text and discourse.

Yeşil Kitap

(5) READING

Approaches to Reading

Children whose mother tongue isn't based on Roman script have more stages to go through when they're learning to read in English

1. Phonics

It's best to start off with 3 or 4 letters that can make up a number of words

2. Look and say

Based on words and phrases and it makes a lot of use of flashcards.

Ts show children the word and says it while pointing to the object.

This happens several times with each word

3. Whole sentence reading

The words aren't presented in isolation, but as whole phrases or sentences

4. Language experience approach

This based on the child's spoken language.

Ts write down sentence for child to read which is based on what child has said

WHICH METHOD TO CHOOSE:

If your pupils have a mother tongue which isn't based on Roman script you will have to spend quite time teaching phonics and word recognition first.

Five to seven year olds (5-7)

They have to go through the process of doing reading-like activities first. Picture books with and without text are invaluable at this stage.

If your pupils haven't learnt to read in their own language, many will not yet have understood what a word is, nor what the connection is between the spoken and the written word.

Sentence structure, paragraphing, grammar means nothing to most pupils at this stage

Decoding reading is a very involved process. A visual clue is vital to meaning.

Eight to ten year old beginners (8-10)

You can spend much less time teaching the mechanics of reading and concentrate more on the content.

1-Starting off

Reading a story from a book

- a. This is not a big book, so you will have to read with quite a small group.
- b. Read book so that all pupils can see it and point to words as you say them. Read at just under normal speed the first time, keeping your intonation correct.
- c. Let pupils point and ask questions, but not so much that it interrupts the flow of the story.
- d. Encourage them to talk about story. Ask them questions in their own language.
- e. Tell the group they can read the story on their own if they want to
- f. The next week read the story again. Let them give you some of the words.
- g. Tell them to follow it as you read
- h. If pupils point to the wrong words sit with them and point with them
- i. Let them read the book silently for themselves
- j. Go back to it from time to time and read it with the whole class

Reading texts based on the child's language

Each pupil has his own written text which says what he wants it to say

a. Ask the child to tell you about the picture

b. If he gets stuck, ask either/or questions

c. Translate but don't write words which are new or unfamiliar

d. Write a sentence in the child's book based on what the child has told

e. Let him see you writing the sentence and say the words as you write them

f. He repeats the sentence after you, pointing to the words as he says them

g. He can aloud to you

h. It shouldn't take more than a couple of minutes to do this

i. This sentence can gradually be built on

j. As the child's vocabulary increases, you can gradually build up stories

Reading a class story

There is also the point that shared and created stories are always a good starting point.

When you make the book ask pupils to help with the illustrations.

Remember that the story must look like a book with the pages to turn and pictures to look at it.

Reading familiar nursery rhymes or songs

The children can 'read' what they already know off by heart.

The pupil can behave like a reader and it helps to build up confidence.

2- Reading Aloud

This type of reading isn't recommended because;

It gives little pleasure and interest to the listeners

It encourages stumbling and mistakes in tone, emphasis and expression

It may be harmful to the silent reading techniques of other pupils

It is a very inefficient way to use your lesson time

This can be a useful technique when used differently;

Reading aloud to the teacher should be done individually or in small groups

If pupils are going to read aloud rest of the class, they must be well prepared

3-Sient Reading

Make as much use of your English corner as possible; have print everywhere put up jokes on the notice board, give your pupils messages in writing, try to give them their own books, listen to what they say about their reading.

Building up Confidence

You should spend time building conf. with whole class about silent reading.

Give them all a story that they have listened to before & give the two minutes.

Talk about the story with them in their mother tongue.

Clear up any difficulties. Let them fin-ish the story at their leisure.

Give them only half the story and discuss what happens next in the mother tongue. Then let them read the rest of the story to see if they were right

For 8 to 10 year olds you might want to use silent reading as the starting point for role play for the whole class or for a smaller group.

4- Different reading Materials

Reading cards, home-made books, books for native speakers of language, easy readers for foreign language learners, picture dictionaries, books with tapes

5- Introducing New Books

- a. Show them the new book and tell them what it's about
- b. Look at book's cover and try to work out with pupils what it might be about
- c. Read them an amusing or interesting bit from one of the books
- d. Put the title of the new book on the notice board

6- Book Reviews

- a. Help you to decide on the suitability of book
- b. Give you some indication as to the progress the pupil is making
- c. Help other pupils to decide about the book
- d. Help them to develop a critical approach
- e. Show that you are concerned about what your pupils are reading

Learning to write in L1 and
L2

Learning to write in L1 and L2

- Learning to write and Writing to learn

- *native speakers of English progression:*

Ø **Preparatory stage** (- , 7) : they become ready to write. They improve their handwriting and spelling

Ø **Consolidation stage**(7 ,9) : their writing is personal, colloquial , situational and context bound. They are more aware of *audience*.

Ø **Differentiation stage**(9 ,10): they shape and organize their structure. They write more formal and less colloquial. They write for their audience and for different purposes.

When should children learn to write in the foreign language?

Even at the very early stages, writing should be included in order to express their efforts of learning a foreign language.

The initial stages

Copying at this level provides opportunities to practice handwriting learn and consolidate their understanding of new vocabulary, developing an awareness of and confidence in English spelling and practicing a range of simple sentence patterns they have learned to use in speaking.

In the second year

writing simple and short texts, personal writing, and real life situation, meaningful and contextualized.

English spelling:

4 ways of learning the spelling of words:

a. **visual style** : shapes of words

b. **auditory style** : students sound the word as they recognize the relationship between sounds and letters.

c. **kinesthetic style** : through writing many times for different purposes.(graphic-motor skills)

d. **linguistic style** : becoming aware of relationship between words and their grammar and meaning.

Multi-sensory is the best!

To improve students spelling, some games: “hide and seek”, “ thoughts and crosses” (p.120)

Guidelines for a supportive writing classroom (p. 121, 122)

Writing in later stages:

Writing should be supported with frameworks, pictures, charts, flowcharts etc.

- They can do **word maps** in planning the vocabulary they want to use while writing.

- **Dictogloss procedure (p.125)**

Activities should be meaningful, communicative, and purposeful in order to increase interest and motivation.

- **guided activities:**

- after 3 or 4 years of studying of writing, they are ready to be introduced different genres and text types. Ts should introduce variety of text types to develop a greater awareness of different text types.

- personal writing: *diaries, shopping lists, reminders, recipes.*

- social writing : *thank you letter, invitations, congratulations, instructions.*

- *public writing* : *letters to other classes, posters, menus, class magazines.*

- *creative writing* : *shape poetry, riddles, stories, plays, songs; designing food packets*

- *study writing* : *personal dictionaries and self assessment*

When supporting older learners, prepare them for writing process in prewriting stage.

The students can be introduced different key language features and grammatical features. **(Language demands)**

The language demands can be broken down into key language functions such as

- identifying , describing and comparing people, places and things

- writing instructions

- describing a simple process or cause and effect

- sequencing events or classifying

then the students are asked to write their texts.

Responding to writing

Yeşil Kitap

(6) WRITING

Writing is not always easy

It has certain characteristics which seem to make it difficult for younger pupils;

You can't make the same use of body language, intonation, tone, eye contact

Very little of what you write is concerned with the here and now, which is where many young children exist for a lot of the time

Many children take a long time to master the skill of writing

Writing in a foreign language is all too often associated with correcting errors

Writing is a good thing

It adds physical dimension to learning. Hands are added to eyes and ears

It lets pupils express their personalities

Writing activities help to consolidate learning in the other skill areas

Lots of structures in the language appear more frequently in writing

There is a special feeling, enormous satisfaction in having written something which you want to say

Controlled writing activities

Controlled and guided activities are being done to practice the language and concentration is on the language itself.

Straight copying

helps them to see the connection between the written and the spoken word.

The sound symbol combination

Matching

match pictures and texts, choose which sentence they want to write about text

Organizing and copying

Delayed copying

write a short, familiar sentence, give them a few seconds and rub it out and see if they can write it down)

Copying book

Dictation

(be short, have a purpose, be connected to work which has gone before or comes after, be read or said at normal speed)

Guided written activities

Fill in the blanks

(they do required understanding)

Dictation

(you might like to try dictating only half a sentence)

Letters/cards/invitations

(it is a useful way of getting pupils to write short meaningful pieces of writing)

Free writing activities

- The language is the pupils' own language, no matter what their level is.

Teacher should be the initiator and helper

- Correcting should be done while the pupils are still working on it.

aim is to produce a written work which is as correct as you can expect

- Older pupils should be encouraged to re-write their work.

If they are just learning to write or find it difficult, don't ask them re-write.

- Pupils can decorate their own folders and learn to keep their work in order

Pre-writing activities

Their vocabulary is limited. They are not confident about mechanics of writing.

All pupils need to spend time on pre-writing.

Talking about the subject

a short simple conversation on the subject

Word stars

put the key word on the blackboard, ask them to write down all the words connected with the key word)

Vocabulary charts

simple drawings or pictures with vocabulary collections are fun, easy to make.

Topic vocabulary

vocabulary can also be built up by collecting related words.

Pupils don't have to remember all these words.

You are only collecting words to help them write their story)

Dialogues

Speech bubbles

Model dialogue

Descriptions

First you spend time doing preparatory work and encourage an imaginative approach by asking leading questions

Collages

is usually a large paper or a board which is made into a poster or a picture by sticking on illustrations, texts and other materials.

Picture descriptions

when you first prepare a piece of written work orally, then you must expect the language to reflect this.

Letters

The first free letters could be little notes to other pupils. You can establish contact with an English-speaking class.

Stories

Make sure that pupils do lots of pre-writing activities.

Summary of dos and don'ts on free writing

Do

- Concentrate first on content
- Spend a lot of time on pre-writing work
- Make sure that it springs naturally from other language work
- Try to make sense of whatever pupils have written and say something positive about it
- Encourage, but don't insist on re-writing
- Display the material whenever possible
- Keep all pupils' writings

Don't

- Announce subject out of blue and expect pupils to be able to write about it
- Set an exercise as homework without any preparation
- Correct all the mistakes you can find
- Set work which is beyond the pupils' language capability

9. ENGLISH ACROSS THE CURRICULUM

- creating links between the language learning and the primary curriculum

- interesting, motivating, engaging, meet educational needs by reinforcing concepts, content and learning skills, offer possibilities for exploration of both facts and imagination and creativity.

factors that affect the procedure:

the teachers :

views on language learning, their language level and confidence knowledge of activities

the learners :

age, interests, linguistic and conceptual level, motivation and familiarity with different styles of learning

the learning/teaching context itself:

time available, type of syllabus and materials, attitude of parents towards this work

Starting points for cross-curricular work

a. topics and issues

- some examples of different subjects

- a useful starting point : to make a topic web (figures on the book)

b. skills and strategies

- interpret cause and effect: maths, geography, science, etc.

- developing skills how to learn

- general learning skills and strategies

Observing copying

Memorizing rote learning of spellings

Carry out actions, analyzing-experimenting surveys, investigations, experiments

Seeing patterns and connections kinds of problem solving activities

Interpreting symbolic representations of information alphabet, timetables

Interpreting the meaning of texts and visuals

Reflecting and evaluating actions and learning self assessment

Developing language awareness sameness and difference between languages

c. resources

- using resources from other areas of the curriculum (*subject books in English, atlas, measuring cups, ruler*)

Some benefits of cross curricular approach (p.135)

Problems and questions:

- topic overlap and overkill
- the relationship between learning facts or learning language
- the balance between a product-focused approach or process-focused approach
- the problem finding resources

What skills do teachers need form cross-curricular work?

-Task 3 (p. 137)

- Linking old knowledge with the new :

pre-activity : mind map, concept map, write a list of key words; some questions from the students and they will find answers.

-Catering for learning styles:

- Auditory and kinesthetic support : action rhymes, songs, stories, games and drama.

- Visual supports : figure 24; tick chart, Bull's eye chart, flow chart, grid/matrix, Venn diagram, tree diagram, timeline, time of the day, pie chart

- What the teachers need when using visuals to link language learning with content learning : (figure25

Investigations and surveys:

Simple experiments and surveys referred to as investigations.

They provide useful way of consolidating language learning and can also help to develop curricular concepts and thinking skills.

Procedure of an investigation:

- an interesting question
- trying to find out answers to the question
- organizing the investigation
- the kind of language the investigation will develop
- kinds of modeling and rehearsal sts need to consolidate and practice the language
- recording results, producing an outcome

Activities for useful investigations:

- predicting, counting
- measuring area, ranking
- measuring and comparing length and weight
- experimenting, classifying
- making and using maps and plans

**A WORLD OF
RESOURCES**

UNIT 11 SELECTING MATERIALS

There are wide range of materials However, faced with this vast range, what are key questions Ts can ask to help identify the potential strengths of coursebooks and to select the most appropriate for their particular teaching context?

Aims and objectives:

Before selecting materials familiarize yourself with aims of teaching programme

The basic aim is to prepare children to benefit fully from the more formal language teaching they will get at secondary school

This means, psychologically they will become aware that what they say and write in their L1 can be said and written in another language

Linguistically and culturally, this means they will learn new phenomena and ways of living through different aspects of everyda life

Aim > objective > materials

Methodology:

General methodology must contribute the general aim

The things pupils do in class should be interesting and enjoyable

but they should also be carefully examined in terms of their language teaching and language potential

and how they relate to what has previously been learned and what is to be learned

Why use a coursebook?

Reasons are:

Useful learning aid

Identify what should be taught/ learned and the order in which to do it

Indicate what methodology should be used

Provide attractively and economically, all or most of the materials needed

Reduces teacher workload

Provide a link between the school and home

Selecting a coursebook:

The starting point for selecting a book will be publisher's catalogues or the information on the back of the book but this is not always enough

There is a variety of aims and methodology that abound in the world of ELT materials , so this information doesn't tell us enough

It is also useful to look at contents charts (course map, syllabus or scope and sequence chart) which set out clearly various elements and also give insight into the methodology used

Figure 28 at page 157 shows us a questionnaire for evaluating coursebooks

Look at page 153 and compare the structural items and content tables

Selecting supplementary materials:

Course books provide the majority of materials for most teachers but many of them like to use other materials to provide variety

They can be: authentic story books, songs, rhymes, chants, games, posters, flashcards, as well as technology such as videos, CDs, the internet and other CALL programmers, there are also some excellent collections of books offering photocopiable worksheets

When selecting supplementary materials ask yourself how they relate to the language presented in your course book

When selecting supplementary materials you can also look at authentic materials games, collection of children's comics, toys, posters...etc. to decorate the classroom

Producing your own materials:

It is time-consuming but you have some reasons to do:

Your course book doesn't provide enough practice

Activities, exercises, visual aids in the course book may not be very interesting or appropriate

You want to provide your pupils with a selection of different activities

You may want variety

Making worksheets:

When designing worksheets, think carefully about how you want your pupils to use them. Ask yourself the following questions;

Are the aims clear? Can the pupils see what language they are practicing and why?

Do I need to write instruction on the worksheet in English or in the pupils' L1? Or can I explain the instructions orally?

Is there enough room to write ticks, crosses, names, numbers, words, draw pictures?

There are two examples of teacher-produced worksheets

- Picture dictation

- True or false (page 159-160)

Worksheet features:

They are clear, simple and attractive

The instructions are clear or in the pupil's own language

Each worksheet provides an activity which lasts a designated period of time

There are opportunities for worksheets to be personalized, example, coloured, labelled

Each worksheet practices one particular language point, for example, a structure or a lexical set, and involves pupils in different skills and possibilities for linking English with other subjects in the curriculum

Making flashcards:

They can be made by you or your pupils and can be used to introduce, practice or review structures and vocabulary

For young learners, they are very often made by using pictures but words can also be used

- If the latter, they should be produced in large, clear, black letters using a computer or written clearly by hand

- Pictures can be drawn by you or imported from clip art on computer and photocopied (it is useful to enlarge pictures on a photocopier so the pupils can colour them)

When using flashcards ask yourself: Are they large enough for the whole class to see? Does the picture convey the meaning clearly?

UNIT 12 SONGS, RHYMES AND CHANTS

Children love songs, rhymes and chants and their repetitive nature and rhythm make them an ideal vehicle for language learning.

Carefully selected songs, rhymes & chants offer rich source of authentic input.

Why use songs, rhymes and chants?

A linguistic resource:

Allow new language to be introduced and structures and vocabulary to be reinforced and recycled

Present language in new and exciting forms and in a rich, imaginative context

Provide natural and enjoyable repetition

Develop all skills in an integrated way

Improve all aspects of pronunciation

A psychological/affective resource:

Motivating and fun and help develop positive attitudes towards TL

Non-threatening and more inhibited child will feel secure when singing and chanting as a class or in groups

Encourage of achievement and build confidence by allowing children to learn chunks which they can 'show off' or teach to friends or to members of family

A cognitive resource:

develop concentration, memory and coordination

sensitize children to rhyming clues as aids to meaning

repetition enables children to predict what comes next and to consolidate langu items

accompanying actions or gestures help to reinforce meaning, while channeling high levels of energy in a positive way

the variety they provide changes the pace and atmosphere of a lesson and caters for different learning styles

they can be compiled into song/ rhyme books to help child develop good study habits

A cultural resource:

They are from authentic sources& contribute cultural components of lang programme.

Children can be encouraged to compare with those in their own language

A social resource:

Singing, chanting together is shared social experience & helps to develop group identity

they can be used as the basis for a performance or show

they offer a flexible resource to the teacher

they can be used with a variety of age groups at different stages in language learning

they can integrate cross-curricular work, topics and stories and can complement and supplement other resources

Pronunciation benefits of using songs, rhymes and chants

Songs, rhymes and chants are useful for practicing pronunciation.

individual sounds, sounds in connected speech but, stress, rhythm and intonation.

Individual sounds and sounds in connected speech:

Songs and rhymes are useful for showing what happens to sounds in connected speech,

And complicated consonant clusters are simplified

Stress and rhythm:

Songs, rhymes, encourage kids to say rhymes help to develop a sense of rhythm

weakly stressed words (aux, conjs, art, prepositions) occur regularly in songs & rhymes

Intonation:

Intonation can also be practiced in rhymes

Ear training:

You can ask pupils to listen and count how many times an individual sound or word occurs in a song or rhyme.

You can also ask pupils to listen and discriminate by checking whether rhythmic or intonation patterns are the same or different.

Rhythmic patterns can be presented visually by using large circles or boxes (p.g.164)

Types of songs, rhymes and chants

There are many different kinds of songs, rhymes and chants which contain different features and are used for different purposes.

Opie and Opie suggest that rhymes can be divided into two categories:

1. those which are essential to the regulation of games and children's relationships which include dipping and skipping rhymes.(p.g 165)

2. those that are 'mere expressions of exuberance' include jingles, slogans, nonsense verse, tongue twisters, scary rhymes and jokes.

Finger rhymes or plays involve actions just for the hand and children can remain seated (pg. 165)

Riddles and jokes both practice lang and encourage children to think. Higher level of children enjoy jokes, and act them out in pairs as they give excellent practice in intonation(pg.166)

Limericks are also very popular with older children (pg.166)

Tongue twisters are favourites and use alliteration which makes correct pronunciation difficult and a real challenge(pg.167)

Chants are popular in the playground and at sports events(pg.167)

Jazz chants become extremely popular in the young learners classroom

When and how to use songs, rhymes and chants

When they are used:

As warmers

As a transition from one activity to the next

Closers

To introduce new language

To practice language

To revise language

To change the mood

To get everyone's attention

To channel high levels of energy

To integrate story telling, topic-work or cross-curricular work

Adapting songs, rhymes and chants

Building up a repertoire of songs, rhymes and chants

UNIT 13 GAMES

Motivating and fun

Provide practice for pronunciation, vocabulary, grammar and four lang skills

Important link between home and school

Make students feel secure and confident

They form an integral part of language programmes and published ELT materials for young learners

If games aren't well-selected or planned, if the language they encourage is actually very limited or not very integrated with other language work, if the necessary language is not carefully prepared for or if it is not monitored while children actually play the games, they are seen as time-filler and their potential for 'real' learning is not recognized.

To exploit games fully, teachers need to consider both the language learning benefits they may bring, and educational or conceptual gains.

In this chapter we consider the reason for using them, different types of games, how to select games, evaluate the potential, how to organize pupils and finally the role of the teacher.

Why use games?

fun activity which gives kids opportunity to practice lang in a relaxed & enjoyable way.

Games may be simple and require very little planning or may need quite a bit of preparation, use of special materials (board, picture, cards)

Some games are competitive (teams or individuals working towards being the winner),

other games are cooperative (teams or pairs work together to achieve a common goal, such as drawing a picture or solving a puzzle)

Advantages of using games:

Various types of learning situations

Changing the pace of lesson and increasing motivation

Informal teaching and renewing students' energy

Provide practice of specific lang patterns, vocab & pronunciation (unconscious practice)

Improving attention span, concentration, memory, listening skills and reading skills

Encouraging participation, shy learners can be motivated to speak

Increasing pupil-pupil communication which provides fluency practice and reduces the domination of the class by the teacher

Creating fun atmosphere and reducing the distance between teacher and pupils

Revealing areas of weakness and the need for further language

Improving writing skills by providing a real audience context and purpose

List of the language learning purposes of games:

Encourage memorization of chunks of language (e.g. Can I have a?)

Chunking of language provides useful pronunciation practice

Lang needed for games focus on getting something done rather than practicing lang

Language may be practiced together with a wider educational or conceptual goal (e.g. using reading games to reinforce vocabulary as well as the concept of classifying)

Language in a game encourage more creative use of language

Informal language analysis and noticing language items or rules through problem-solving and puzzles

Making learning more memorable and accessible by using many approaches (e.g. mime and movement, use of color and patterns or personalization)

Types of games (pg.174)

1. Fluency or accuracy?

We can divide games into two main types:

Language control =accuracy-focused games (pronunciation, vocabulary, grammar pract

-Communication =fluency-focused games

a. Accuracy-focused games:

Aim is to score more points than others and there is a winner.

Focus on comprehension (listening/reading) and production (speaking/ writing)

Children get used to hearing or reading words or sentence patterns over and over again

They are also good at training pupil's memories

b. Fluency-focused games:

We moves from language control to communication

focus on developing fluency and collaboration with others (students and teacher)

Communicative & activity-based approaches & are usually done in pairs or groups of 4

Collaboration is achieved by trying to create a context where the pupils' focus on getting a task done together, while of course using key language

Cooperative task focus on 'information gap' (describe and draw, picture dictation)
Some games like this are more difficult than code-control games so suitable for advanced sts

Ts pre-teach lang by modeling key vocabulary or sentence patterns and providing rehearsal before pupils play games if not, pupil use their L1 and produce little English

2. Competition or cooperation?

a. Competitive games: can be organized in teams groups, pairs or individuals but they always have a winner. They tend to be but not always language control games

b. Cooperative games: pupils have to work together by describing, explaining, clarifying, checking, agreeing and disagreeing,..etc. Picture dictation is an example of it

Selecting games

There are factors that the teacher needs to consider while choosing a game;

1. Is it suitable for beginners or very young children?

Have simple language Easy to explain, set up and play

Everyone in the class should be participated it It should be fun

Instructions can be given in L1

Demonstrate it with a few student to test its comprehensibility

Give students a second chance in order to make the game last longer

If the children are highly competitive let more than one child be winner

Vocabulary or reading games like Snap,Bingo are suitable for these learners

2. Does it settle or stir?

Stirring activity: engages the pupils physically or mentally

Settling games: Dominoes and Pelmanism are example of it.

3. What kind of language focus does it have?

Ts will find a game to practice any aspect of lang at primary level. (p.g 179)

4. What kind of resources do I need? (p.g 178)

5. Does it have a link with a theme or other subjects?

The games are adapted to link to various projects or curriculum areas.

Evaluating the potential of games

Games should be integrated with other language work

Teachers may sometimes use games for 'fillers' and 'light relief', but integrated practice is more educationally sound

Teacher should be able to describe and classify the kinds of language practice a game provides

Teachers need to build up a repertoire of games which are useful for different stages of a lesson such as fillers or wake pupils up or longer games which develop language in a more systematic way. (p.g 182)

How to play games

a. Giving instructions

Short, clear and simple. Use a limited number of key phrases to make the students understand better

Consider the level of the students

Plan if the pupils need to practice newly learned language in a language control game or whether they are ready for less controlled use in a communication game

Decide how you will apply the game pair or group work...etc.

Plan a classroom lang and make the sts become familiar with this language

Explain your instructions through gestures, mimes, body language

There will be balance between competition and cooperation

Use board, pics, flashcards, other material to demonstrate procedures (p.g 183)

b. Organizing the class

Organize groups and pairs

Don't spend much time to move the furniture or organize the groups

Identify a group leader. Group leader can be responsible of routines

Check everyone has understood what to do and give lots of praise

c. Playing the game

Focus on the language needed for pupils to play the games (checking comprehension, organizing themselves) p.g 184

d. The teacher's role

Observer

Monitoring pupils' language

Giving prompts and explanation where necessary

Note-taking (some mistakes and errors)

Use delayed correction rather than immediate one in order not to decrease the level of enthusiasm

UNIT 14 STORYBOOKS

Why use storybooks?

Storybooks and storytelling has always been educationally valuable (especially teaching English)

EFL teachers of young learners are more familiar with an acquisition-based methodology and recognize the value of using storybooks and storytelling as a way to create an acquisition rich environment and ideal learning conditions which provide comprehensible input or language a little beyond the child's current level of competence

Children enjoy listening to stories in their L1 and understand the conventions of narrative (e.g. Once upon a time...,they know what to expect next) so, storybooks can provide an ideal introduction to the foreign language as it is presented in a context that is familiar to the child

Stories provide the starting point for a wide variety of related language and learning activities

There are further reasons why teachers use storybooks (p.g 186-187)

Selecting storybooks

Readers:

Storybooks that are used in young learners ELT classroom were adapted and simplified versions of popular fairy tales ,fables,nursery rhymes or specifically written stories

these books are produced to supplement the syllabus of a particular course where the vocabulary and the structures are carefully graded and sequenced

they are intended to be used by the pupil working alone to develop reading skills (rather than by the teacher for reading aloud to the children)

Authentic storybooks: are also called real books

They are written for children whose L1 is English, but also be suitable for those learning English as an L2 (if carefully selected)

The language is not selected or graded

The advantage of using it is that they provide examples of 'real' language and offer a rich source of authentic input (especially in vocabulary)

They are motivating because of the sense of achievement about worked with a 'real' book

The quality of illustration is a high standart ,appealing to the young learner and aiding general comprehension

Types of storybooks:

teachers can select literature stories that children are already familiar with in L1

Real books' language may be too complex and the content too simplistic

Carefully selected storybooks can be interpreted on many different levels based on the child's ; age, conceptual and emotional development and all round experience, and can be exploited in many different ways

Criteria for selecting storybooks:

authentic storybooks must be accessible, useful and relevant for children learning EFL

Some stories are linguistically less complicated than others because;

- the language used in the text

- the length of the story

- the amount of repetition

- the use of illustrations and layout

a common feature of narrative is simple past (in early stages even if kids don't know simple past but they concentrate on meaning, not on why and how simple past is used)

when selecting storybooks other factors such as time, pupils' conceptual level and ability to concentrate should also be considered

real success depends on having the right story for the linguistic and conceptual level of the children p.g 190-191 criteria for selecting storybooks

after selecting a story you realize that it doesn't appeal to your pupils, it is advisable to adapt your plan or abandon story. The objective is to develop appreciation and enjoyment of literature

Using storybooks

introducing and exploiting storybooks successfully needs careful planning

Kids used to listen stories in L1 but understanding a story in L2 can be hard work

simply reading a story aloud to a class without preparation could be disastrous with a loss of pupil attention, motivation and self-confidence

pupils' enjoyment will increase enormously if we ensure their understanding is supported in several ways

pupil need to feel involved and relate the story to aspects of their own experience

Storybooks and the course book:

storybooks can be used to provide extra language practice by supplementing and complementing a coursebook.

It makes learning varied, memorable and fun.

Storybooks as an alternative to the course book:

If you don't have to adhere rigidly to a particular course book, storybooks can also be used as syllabus.

In this way storybooks can provide the starting point for all kinds of related language learning activities and offer a novel alternative to a course book

A methodology for story-based work (p.g 192) the plan-do-review model is suggested see figure on page 194-195

What is storytelling?

The challenge of the storyteller is to maintain the listener's interest and attention.

Most of us aren't natural storytellers but we can all become good storytellers through practice and rehearsal and by becoming aware of techniques we can use to bring a story alive

Reading or telling stories?

Try to know the story well enough so that you aren't reading words directly from the page, and can almost tell it without looking at the words

Do not read with your head down and look at the pupils frequently

For most teachers, reading a story aloud is less daunting than telling a story, which puts an enormous burden upon the memory and their linguistic skills

Using recorded versions of stories (p.g. 196)

It is suggested that, read the stories aloud as possible rather than use a recorded version, especially the first time they hear a story. This is important because;

- it allows you to develop a personal, shared rapport with your pupils, and involved them actively in the story
- you can make the story alive through use of intonation, gesture, mime and so on and focusing pupils' attention on the illustrations to help them infer meaning
- you are more flexible, it allows you to anticipate when you stop and ask pupils questions
- if pupils haven't understood you can repeat that part again.

Also to encourage them to repeat or to predict what happens next, to join in, to clarify a language item or cultural detail or to refer to some other work you have covered together, finally it allows you to deal with a distracted child

Using storytelling techniques (p.g 196-197)

if they are unfamiliar with storytelling, begin with short sessions or don't overextend their memory

if possible, have younger Childs sit on the floor around you, making sure they can see you and the illustrations

read slowly and clearly, give them time to think, to questions, and do vary the pace when the story speeds up

make comments about illustrations

encourage your pupils to take part in the storytelling by repeating key vocabulary

use gestures, mime, facial gestures

vary your tone, pace of your volume

pause where appropriate to add dramatic effect

disguise your voice for different characters

make sound effect where possible

do not be afraid to repeat, expand and reformulate

Organizing a book corner

This will provide an introduction to the written word in English.

Furthermore, a stimulating book area will also promote a positive attitude towards reading and create enthusiasm among children for books.

Setting up a book corner

a bookcase or shelving are ideal but a table or cardboard boxes covered in colored paper can be used to display and store books

if possible, display books with the cover showing (interesting)

try to involve your pupils as much as possible in the organization of the book corner

give them responsible for books

decorate the corner with any work by the pupils

bring your pupils' attention to other books or L1 related to a topic you are covering

if it is feasible, allow pupils to have open access the book corner but not specific times

you can make recording cards for (out or into)

Associated activities

- Drawing and coloring

Handicrafts

- Songs and rhymes

- Vocabulary activities

15-TECHNOLOGY

The Benefits for Young Learners

Technology complies with the psychological, linguistic, cognitive, social and cultural objectives language teaching programmes

Using Video

There're a number of authentic sources of suitable videos.

Animated stories

TV children's programmes

Documentary BBC world of wildlife.

Nursery rhymes

Self-made videos these can be used at the school open days.

A Video-based Methodology

Three stages-pre-, while-, and post-viewing.

Pre-viewing/Plan

Contextualizing the video sequence

Motivating pupils to view

Focusing the pupils attention

Activating prior knowledge about a topic

Making predictions about content and language

Eliciting or pre-teaching key language

Explaining the reason and purpose for viewing

While-viewing/Do

Global viewing or viewing for general understanding:

They are reluctant to have an extract interrupted by the teachers.

Children need to see a whole video sequence or extract shown straight through first so that they can follow and understand the global meaning.

After that the teacher may go back over the sequence or extract and exploit it in order to focus on particular aspects of language and content.

If a sequence is carefully selected it allows you to maintain interest and suspense and encourage children to predict what happens next.

Viewing for detail:

This usually requires children to focus on something very specific and they may require a physical response.

typical activities:

watch& complete the picture

watch& number

watch& tick

watch& draw

watch& write

watch& sort

3. Viewing for pleasure

Post-viewing/Review

To be consolidated, extended and personalized or to provide opportunities to research further information can include:

recording information, comparing information, crosswords, spot the difference, craft activities, drawing,

writing instructions or recipes, sequencing,

questionnaires and quizzes, surveys, labelling,

designing a poster or a badge, reading and colouring,

playing a game and reviewing work done.

At the end of pupils hard work, allows them to view the video for pleasure.

Technology and Professional Development

Don't forget the role that technology can play in your own Professional development.

Technology can play an important role in contributing to children's learning.

It can offer children a rich and memorable learning environment with the possibility of developing many linguistic skills as well as more global skills such as keyboard and other IT skills that will help them in their future studies. It does require, however, careful planning in order to integrate CALL into regular teaching as well as careful management to ensure responsible use.

16-CLASROOM MANAGEMENT

Motivation

Being motivated to learn a language is the first impetus.

If the pupils are not enjoying their lessons, teacher's job is much harder.

Young children will not have the same kind of motivation as adults.

To provide a classroom atmosphere which promotes pupils' confidence and self-esteem.

This echoes two key factors how far a learner expects to be successful in doing the task, how much the learner thinks being successful in doing the task is important.

Classroom control and discipline

Establishing routines:

Kids learn how to cope with demands of school and the stress of being in a large class

Gradually introducing pupils to use English through songs or rhymes will help to ease them in slowly

Finding a balance:

Finding the right balance between order and flexibility is very important.

Teacher must be firm but kind and encouraging; quickly gets know the pupils' names.

You can give them special English names.

Learning names for larger classes can be problematical.

A 4 point action plan could be like the following;

Copy out class list and names of children you commonly put into groups

If you call a register look at the children as they respond

Ask them to write their names on a piece of card which they place on their desks

Keep a seating plan. Let them work in different groups once you know their names

The boundaries of acceptable and unacceptable behavior are reasonable and consistent.

rules should be kept to the minimum and the reason for having them should always be explained to the children.

Getting the pupils attention:

Firmly name the children still talking

Start a well-known activity or routine or give instructions for a new activity to keep the pupils' attention.

Keep eye contact.

Wait for quiet before beginning a new activity

Cut down on the amount of time you spend disciplining pupils

Finding an acceptable voice level:

communicative activities the noise level will inevitably rise.

Gesture them to quieten down.

The noise level rise because the tasks are not clear or too easy or too difficult.

Giving praise:

Praising good behavior, commenting on good work, making helpful suggestion and encouraging the pupils' efforts.

If you over-praise them, it may become valueless.

You must praise whole class or groups as well as individuals.

The kinds of pupil behavior you may want to praise or encourage;

Thinking before answering, trying sth difficult first time, persisting with a difficult task

Organizing learning activities

Find out what topics they've studied already and found particularly interesting what kinds of activities they liked.

Dealing with bilingual pupils:

Use strategies for encouraging these children to show and tell some of their experiences, explain the instructions for games, help other in groups, write stories

Managing pair and group work:

Very young learners prefer working alone and can be reluctant to share.

The easiest is to ask them who sit near one another to form a pair or group.

Another method is to use the children's choice.

The group members you select may be mix or match the ability level in pair or group.

preparation and discipline is important as the teacher is not so centrally in control.

Pupils need to be clear about you expectations.

The effects of different kinds of classroom activities:

Activities which usually engage and stir pupils are those where the learners are physically or mentally active and more involved in their learning.

Here are some general principles for using stir and settle activities:

Start a lesson with a settling activity to calm down pupils

Make sure lively, stirring work returns to something calmer and more settling

Avoid activities which are emotionally or intellectually empty or meaningless

Try not to have a sequence of only settling or stirring activities

The mixed ability class:

When a lesson has gone badly the check list below may help you;

Was the task too difficult?

Was it boring and mechanical with too little contextualization or focus on meaning?

Was it too easy? Was there too much dead time?

You may need extension activities to challenge the more able pupils and more support activities for the less able teachers can organize differentiated learning activities:

the text used (they can read different versions of a story), task used, support provided, outcome demanded, ability group used, range of activities used, choice of activity

What you are doing in providing more support is choosing a selection from the following kinds of scaffolding;

Breaking down the learning sequence into smaller steps

Simplifying the language, narrowing the rang of possibilities

Using more spoken language before moving onto written language

Translating abstract concepts into more concrete ones

Using physical movement

Using more audio-visual support

Providing a greater variety of activities

Time management:

When ending a lesson, here are several points to bear in mind;

Plan

Finish work on the main teaching point a little early

Give out homework, take time to explain it beforehand and give an example

Plan a teacher-led review session at the end of each class

Classroom organization and layout:

Planning is important as it helps to create an organized and secure atmosphere.

1. Round tables take up more space than square or rectangular tables

2. Think carefully about whether you want the children to sit in rows or groups.

3. make sure you have a clear view of class. Don't put trouble makers at back of room.

4. A story corner for younger children is a good idea.

5. include a listening corner. Make it clear that you will tolerate no misbehavior.

6. Make sure you include some areas to display children's work.

Keeping teaching records:

Teaching records are a kind of teaching log, memory aid or reminder of the language points or the stories and topics which have been covered in a term.

Yeşil Kitap

**(2) CLASS
MANAGEMENT AND
ATMOSPHERE**

What's an ideal teacher

As a teacher of young children it helps a lot if you've a sense of humor, you're open-minded, adaptable, patient, etc.

You can work on your attitudes and abilities.

Abilities

we can all learn to mime, to act and to draw very simple drawings.

Attitudes

respect your pupils and be realistic about what they can manage at an individual level.

As a teacher you've to appear to like all your pupils equally.

You can build up your own security by planning, reading, assessing and talking others.

Helping the children to feel secure

- Know what you are doing.

They need to know what is happening.

- Respect your pupils
- Whenever a pupil is trying to tell you something, accept whatever he says – mistakes as well.
- They have to be told that everyone makes mistakes when they are learning a new language and that it is all right.
- Establish routines.

It builds up familiarity and security for both age groups.

- Give them the responsibility for doing practical jobs in the classroom (genuine language activities)
- Avoid organized activities.

Language learning is a situation where everyone can win.

- Avoid giving physical rewards or prizes.

It is far better to tell the pupil that you like his work

- Don't give them English names.

The physical surroundings

Put as much on the walls as you can.

Have anything which adds character to the room.

Encourage them to bring in objects and tell a little bit about them in English.
Have an English corner.

Mark all your files and boxes so that you and pupils know where to find what.

Arranging the desks

Arrangement A is good for pupils to sit in groups.

It lets you do pair work easily and leaves you a space in the middle of the classroom for more general activities

Arrangement B works for individual and whole class work, you can easily do pair work.

It doesn't encourage natural communication. It is not as suitable as Arrangement A for language work.

Arrangement C is more flexible than Arrangement B and leaves you with space in the middle of the classroom.

PAIR WORK:

it's simple to organize and easy to explain

- Let them who are sitting near each other work together. Don't move desks.
- Establish a routine for pair work, so pupils know what is expected of them.
- As soon as you see that several of the pairs have finished, ask the others to finish off and move back to their own seats.
- If you don't have a even number of pupils who simply do not like each other
- Go through what you want your pupils to do.

GROUP WORK:

Introducing group work ›

if your pupils aren't used to working in groups you can introduce them gradually to group work

- Start by having teaching groups
- You can go on introducing self-reliant groups
- Start with just one group.

Tell them clearly what the purpose is and why they are working together.

- Go through this process with all the groups

Numbers ›

limit numbers in the group to between 3 and 5

Who works with whom ›

children should not be allowed to choose their groups.

It takes a lot of time and some is left out. Mixed ability and intelligence groups.

Classroom language ›

for cooperation and communication it is useful to give them necessary tools like classroom language, phrases like; “I don’t know”, “I don’t understand”.

It helps their development, language and ability to communicate meaningfully.

They should be taught as phrases not as words or structures.

Try to speak English as much of the time as you can.

Keep your language simple but natural and keep it at their level.

17

LESSON PLANNING

What is a good lesson?

It is adaptable and flexible;

is back-up system, has clear objectives, has a variety of activities, skills, interaction, materials;

caters for individual learning styles;

has interesting, enjoyable content;

has appropriate level of challenge, is well prepared, well planned, well timed.

Why plan lesson?

It makes pupils and teachers more secure and more confident.

After a few lessons children get to know the routine and feel comfortable.

The security of knowing what to expect next enables children on an activity.

This process helps to monitor their teaching & identify strong and weak points.

What is involved in the lesson planning process?

What is my syllabus?

A syllabus provides a list of the language items that are to be taught,
how they are to be taught,
in which order and how long it should take to teach them

What are my learners' needs?

Needs of children and how they learn must be considered first so that ts
achieve a balance between language aims of syllabus and the need of children.
Other aspects are the linguistic and cognitive demand of language activities.
Tasks and activities should neither be so simple nor so difficult.

What content areas, materials and methodology can I use?

The content, materials and methodology must be culturally appropriate?
Provide material related to the topic which is more familiar to your pupils.

How can I structure a lesson, select, sequence and time activities?

The typical structure of most lessons consists of a beginning, a middle and end.

When selecting an activity we need to know more than what language learning it will encourage.

We must also be aware of what general behavior it is likely to encourage. We also need to consider the involvement factor.

We first need to think how we can offer variety and then how best to combine different activities

Types of activities

Types of interaction

Language skill

Tempo/pace

Stir/settle, involve/occupy

Difficulty

Level of pupil responsibility

Classroom arrangement

Materials

Some general guidelines you may consider are,

Begin and end lesson so that children perceive their English lesson as an event which has a specific structure

Consider putting harder activities earlier

Decide at which point it is best for your class to be lively

Think carefully about transitions from one stage or activity cycle to the next

Make sure pupils leave your class with a sense of achievement and self-esteem

Good time management skills facilitate the smooth running of a lesson.

Knowing linguistic and cognitive demands will help you judge how long an activity is likely to take.

How can I write a lesson plan?

A lesson planning/record sheet.

The linguistic aims are listed starting with grammatical structures, language functions, vocabulary, pronunciation and skills.

In addition to linguistic aims we also need to consider more global aims;

Social

Psychological/Affective

Cultural

Educational/Cross-curricular

Citizenship education

Plan: beginning the lesson

Warm up (an informal chat)

Reviewing of work covered in previous lesson (lang learned in previous lesson)

Informing pupils of the lesson aims

Do: activity cycles

Plan → activity cycles

(provide a context, familiarize topic, activate prior knowledge, motivate, introduce and practice new language explain purpose of task/activity)

Do → activity cycles

(children do activity/task and experiment with and use target language, teacher monitors and helps as necessary)

Review → activity cycle

(children consolidate lang from previous stage by extending, personalizing, teacher runs review session to evaluate activity and performance)

Review: ending the lesson

Round up, review and summarize lesson

Set homework

Routine fun activity

How can I evaluate a lesson?

Did I achieve the aims on my lesson plan? If not, why?

Was my lesson different from my plan in any way? How and why?

How did I move from one stage of lesson to the next? What did I say to class?

Did I keep to my timing? If not why?

Where the pupils active and involved the lesson? Why? Why not?

Did they learn what I set out to teach? How do I know?

Did they respond positively to the materials and in English?

Were there any problems? If yes, why?

What would I do differently next time? Why?

What did I do better this time than ever before?

You may like to tape- or video-record your lessons, ask your pupils to comment or invite a colleague to observe.

Yeşil Kitap

**(8) PLANNING YOUR
WORK**

Why good teachers plan their work

1. It makes life much easier in the classroom
2. It saves time for future works.
3. You know what you will need for each lesson and how to balance the lessons
4. It gives you security and confidence
5. Allows you to use more of your energy and enthusiasm
6. As pupils get older they like to have well-prepared lessons.

When, how and with whom to plan

- Long term planning (which may be for a whole term)
- Short term planning (which might be for a unit of work)
- Lesson planning (for individual lessons)

LONG TERM PLANNING

It will take place before, beginning of term. Think about aims, methods, assessment

Talk to parents about what you intend to cover and ask what topics they are interested.

You might decide to change order of book or miss out something which isn't suitable

decide what you cover and how long it will take you for each unit, topic, language item

- Try to work with other subjects teachers as well
- Things which are used in other subjects can be used for English lessons, too. Like maps.

SHORT TERM PLANNING

- It usually covers from 3 to 10 lessons
- After a time you will have different timing, different problems and different classes.
- Look at the texts and note down if there is anything that you or children have to make
- Decide what language items you are going to teach
- Make sure you know how the language items are used
- Decide roughly on way you want to teach unit and find activities that suit your topic
- Both teachers and pupils like to know how they are doing
- Don't let your short term planning get too detailed. It is only a rough guide.

LESSON PLANNING

- It has to be done before every lesson
- Experienced teachers don't have to note all the details

- **Here are some points;**

1. decide when and how to use group work
2. Link the lesson with the one before and think about one after
3. The time of day is important
4. Indicate how much time you think each activity will take
5. Always have more activities
6. Balance; quiet/noisy exercises, different skills, individual/pair work/group work/whole class activities teacher-pupil/pupil-pupil activities.

How did it go

Don't spend too much time analyzing each lesson.

Go through it quickly and see what you can learn, then file it away for future

You can make a quick checklist.

What to do when things go wrong

Young children do and say whatever comes into their heads.

They can't concentrate for long on one activity.

Try to make the bits that went wrong into something positive.

AN EXTERNAL DISTURBANCE:

if a fire engine passes the window, teach the word 'fire engine' and then go back to your plan as quickly as possible.

AN INTERNAL DISTURBANCE:

if a pupil burst into tears, give pupils something quick, easy and quiet to do.

THE CLASS IS OUT OF CONTROL:

use a calming activity like telling a story or filling in words emergency activity

AN ACTIVITY IS TAKING TOO LONG

YOU HAVE EXTRA TIME:

use one of your emergency activities that suits the mood of the class

AN ACTIVITY DOESN'T WORK:

don't try to repair or change things like tape player in middle of the lesson.

AN ACTIVITY IS TOO DIFFICULT:

stop it gently and move on to an easy activity.

Unit 18 - Record Keeping and Assessment

Assessment

Assessment is a simple method to collect feedback on how well the students are learning what they are being taught.

The purpose of assessment is to provide the teacher and students with information and insights needed to improve teaching effectiveness and learning quality.

Seven purposes of assessment

to assist student learning

to identify students' strengths and weaknesses

to assess the effectiveness of a particular instructional strategy

to assess and improve the effectiveness of curriculum programs

to assess and improve teaching effectiveness

to provide data that assist in decision making

to communicate with and involve parents.

Assessment is the process of gathering and interpreting information about students learning.

This information is used to provide feedback to students, educators, parents and other stakeholders to promote changes within the individual classroom or institution

Assessment is most effective when it is an ongoing/continuous process.

Assessment includes; teacher observation, classroom discussion, analysis of student work.

Formative Assessment

provides feedback to teachers and students over the course of instruction.

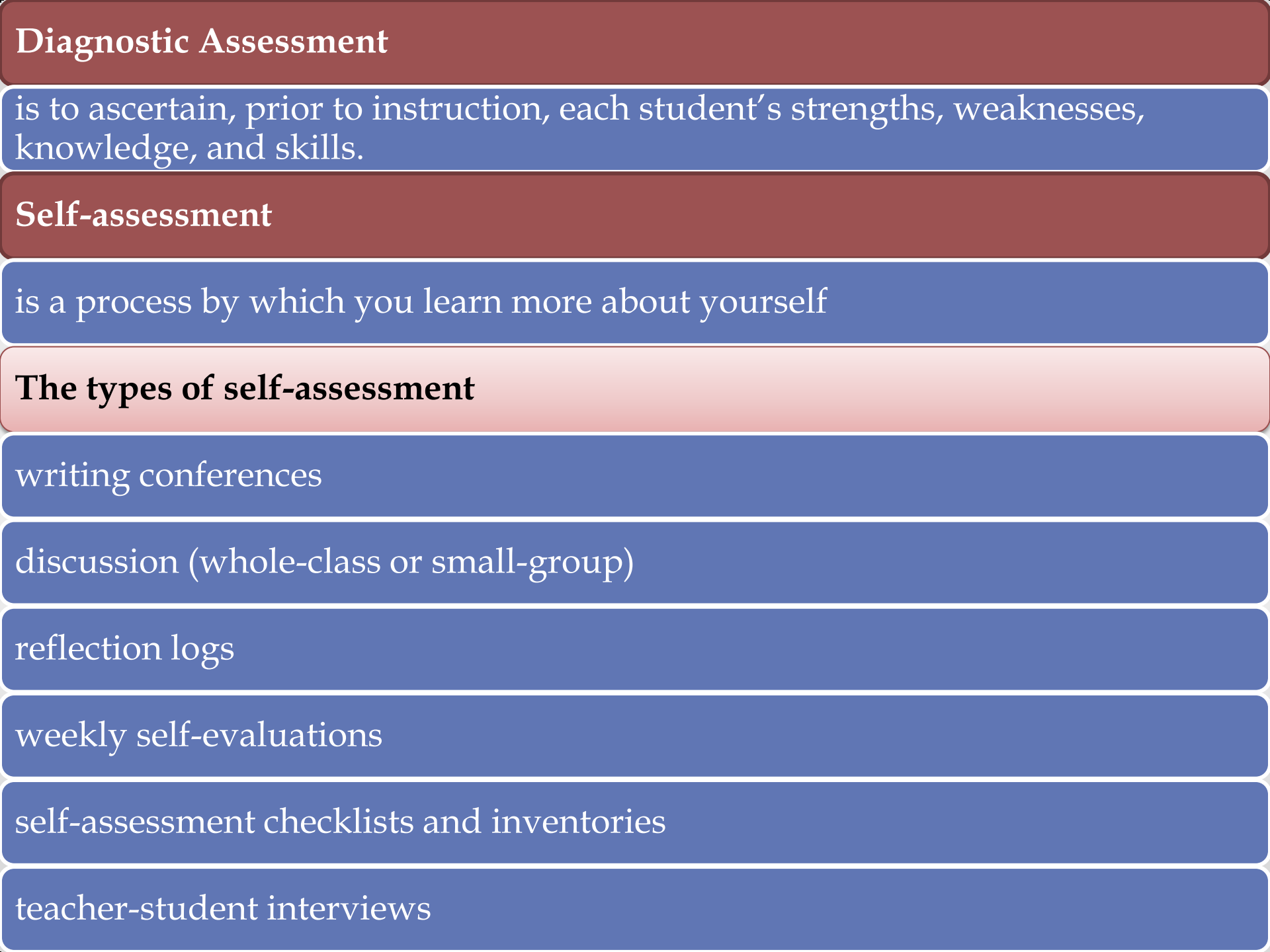
Summative Assessment

is used to sum up a person's achievement;

briefly, it is a test, usually given at the end of a term, chapter, semester, year or the like, the purpose of which is evaluative.

**When the cook tastes the soup, that is Formative Assessment;
the customer tastes the soup that's Summative Assessment**

When



Thank you